



CASS

College of
Alberta School
Superintendents



ASBOA

ASSOCIATION OF SCHOOL
BUSINESS OFFICIALS OF ALBERTA

Leading Learning

*With a focus on supporting
implementation of new curriculum*

Slideshow link: bit.ly/3Qtgizp

Presented by:

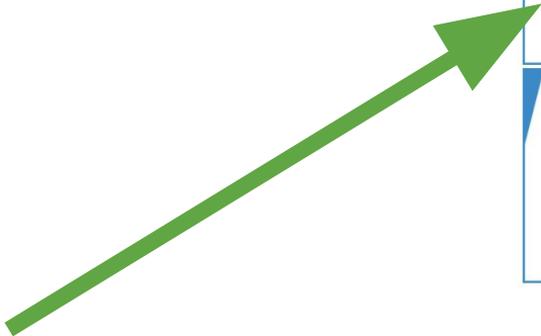
**Helmut Kaiser (Calgary
Catholic School District)**

**Jen Lefebvre (Wild Rose
School Division)**

**Terri Reid (Black Gold School
Division)**

CASS/ASBOA

Conference Resource Materials



Events / Professional Learning

Conference Program Archive

Event Planner 4-year Calendar



CASS/ASBOA Summer Learning Conference



New Members Academy/Mentorship Training



Leading for Learning Program for Experienced School Leaders



Start Right Program for Beginning School Leaders



CASS Fall Conference



Online Learning



First Nations, Métis & Inuit Education Gathering



CASS Annual Learning Conference

CASS Resources to Support Implementation of New Curriculum

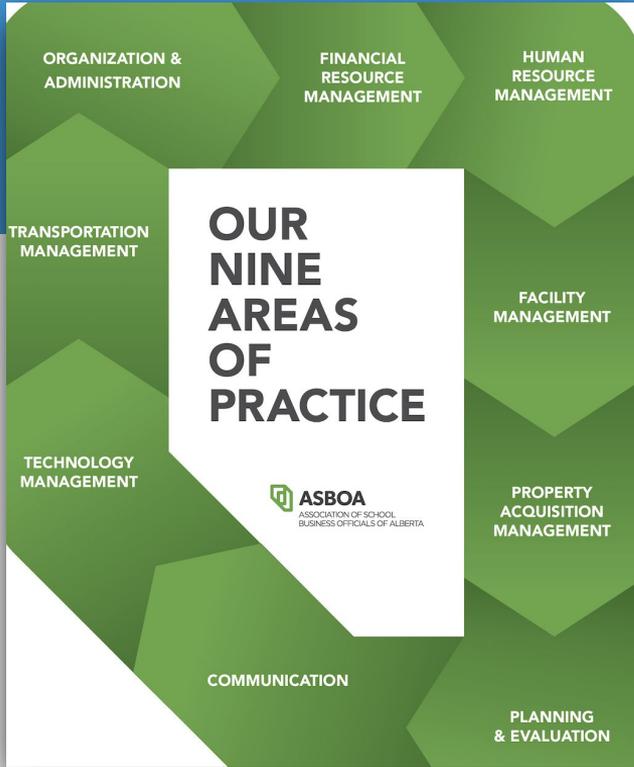
Curriculum, Assessment and Technology Role Alike and Concurrent Sessions

- [Getting Ready for New Curriculum Padlet](#) - March 2022 CASS Spring Conference
- [The Ministerial Order](#) - November CASS Fall Conference



CASS Learning Guides

- [Getting Ready for New Curriculum: System Education Leaders' Roles and Responsibilities](#)
- [Leading Learning: System Leader's Role in Supporting Teacher and Leader Practice](#)
- [Literacy and Numeracy: System Leaders Approaches](#)
- [Planning for and Leading a Research-based Literacy Program: Considerations for System Leaders](#)



CASS

College of
Alberta School
Superintendents



The Superintendent Leadership Quality Standard

Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

MINISTERIAL ORDER #002/2020

- ✓ Building Effective Relationships
- ✓ Modeling Commitment to Professional Learning
- ✓ Visionary Leadership
- ✓ Leading Learning
- ✓ Ensuring First Nations, Métis and Inuit Education for All Students
- ✓ School Authority Operations and Resources
- ✓ Supporting Effective Governance

The Leadership Quality Standard

Quality leadership occurs when the leader's ongoing analysis of the context, and decisions about what leadership knowledge and abilities to apply, result in quality teaching and optimum learning for all school students.

MINISTERIAL ORDER #002/2020

- ✓ Fostering Effective Relationships
- ✓ Modeling Commitment to Professional Learning
- ✓ Embodying Visionary Leadership
- ✓ Leading a Learning Community
- ✓ Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit
- ✓ Providing Instructional Leadership
- ✓ Developing Leadership Capacity
- ✓ Managing School Operations and Resources
- ✓ Understanding and Responding to the Larger Societal Context

Module Learning Overview

<p>Tuesday Session A 8:30 - 10:30 10:15 Wellness Break 10:35 - 12:00</p>	<ul style="list-style-type: none">● Leading and Learning● Implementation Processes● Case Study
<p>Tuesday Session B 1:00 - 2:30 2:15 Wellness Break 2:35 - 3:30</p>	<ul style="list-style-type: none">● Concerns-Based Adoption Model● Professional Learning● Resources
<p>Wednesday Session C 8:30 - 10:30 10:15 Wellness Break 10:35 - 12:00</p>	<ul style="list-style-type: none">● Assurance & Success Criteria● Closing Comments

Professional Practice



School Business Officials Practice Profile Organization & Administration

The ASBOA Areas of Practice Standards have been developed based on international standards and modified to reflect the current roles and responsibilities of members working in the business, finance, and operations in the K-12 education system in Alberta.

Being an effective school business professional requires proficiency in a broad variety of skill sets. The ASBOA Practice standards detail those abilities broken down into nine general areas.

This profile guide is focused on the knowledge and skills required for:

- Organization & Administration
- Public Policy and Intergovernmental Relations
- Legal and Risk Management

This profile tool is intended to frame your reflection on your practice, based on the indicators for each area of the Organization and Administration practice standards.

A suggested approach for using this tool:

Evidence in Practice

Review each of the statements highlighting ones that represent practices you demonstrate.

Identify those practices you demonstrate in the "Evidence in Practice" column. (Are the practices observable? Are they measurable?)

If you currently demonstrate a practice that is not described, consider adding it to evidence in practice column.

The design for the Practice Profile Tool was developed by CASS and as an collective efforts to support professional practice resulting in optimum learning for all students in Alberta.



School Business Officials Practice Profile Human Resource Management

Human Resource Management

Being an effective school business professional requires proficiency in a broad variety of skill sets. The ASBOA Practice standards detail those abilities broken down into nine general areas.

Human resource management encompasses all aspects of employee recruitment, induction, professional development, labour relations and the fostering of positive human relations.

School business officials should have a solid understanding of local, provincial and federal laws associated with human resource management, be aware and remain abreast of current management concepts and practices.

This profile guide is focused on the knowledge and skills required for:

- Personnel and Benefits Administration
- Professional Growth
- Labour Relations and Employment Agreements
- Human Relations

This profile tool is intended to frame your reflection on your practice, based on the indicators for each area of the Human Resource Management standards.

A suggested approach for using this tool:

Evidence in Practice

Review each of the statements highlighting ones that represent practices you demonstrate.

Identify those practices you demonstrate in the "Evidence in Practice" column. (Are the practices observable? Are they measurable?)

If you currently demonstrate a practice that is not described, consider adding it to evidence in practice column.

The design for the Practice Profile Tool was developed by CASS and adapted with permission to be coherent with our collective efforts to support professional practice resulting in optimum learning for all students in Alberta.

column.



This tool is intended for your personal use. You may choose to share with mentors and/or colleagues as you see fit. It is also a good tool to use when identifying areas of experience and/or specific POCPO required in meeting or maintaining the CSBO designation.

Areas for Growth

Reflect on your current practice and on the job behavior as they relate to the area of practice to assist you in identifying areas for growth.

You may choose to add additional indicators based on shared practices and/or emerging legislation and/or research that identify areas in which you would like to grow.

If you wish to do a more in-depth assessment of your current skill levels, you can refer to the 2021 International School Business Management Professional Standards which provides further competency identifiers for Entry, mid and senior level guides for aligning foundational industry knowledge and expertise.



Superintendent Leadership Quality Standard: PRACTICE PROFILE

The Superintendent Leadership Quality Standard (SLQS) is described by competencies superintendents are required to demonstrate in their professional practice. Each competency includes indicators designed to provide illustrative examples of competent leadership practice.

Indicators are actions that are likely to lead to the achievement of the competency and which, together with the competency, are measurable and observable. This profile tool is intended to frame your reflection on your practice, based on the indicators for each competency from Alberta Education's SLQS. Additional indicators representative of your context, your practice and your plans for growth may be added. Indicators may also be representative of Alberta stories of practice and/or emerging research.

One additional construct, based on the Alberta context and members' needs, has been added to the CASS Practice Profile. This construct, following the required Alberta

Education SLQS and conditions represent framework. System is professional practice.

Superintendent Quality Standard is the superintendent's context, and the about what leads to quality teaching students in the Alberta Education



A suggested approach for using this tool:

Evidence in Practice

Review the indicators for each competency highlighting ones that represent practices you demonstrate.

Identify those practices you demonstrate in the "Evidence in Practice" column. (Are the practices observable? Are they measurable?)

If you currently demonstrate a practice that is not described in the Alberta Education indicators, consider adding it to the indicator column. A "4" is provided at the end of the list of AE indicators to imply opportunity to add to the list.

Additional indicators that represent your context based on examples of practice shared in the "Evidence in Practice" column may also be added.

This Practice Profile tool was developed by CASS and is based on the Professional Practice Standard content from Alberta Education. CASS workplace wellness framework, conditions and indicators were added August 2020. It is freely provided in support of improved teaching and learning under the following Creative Commons license. We appreciate any sharing of adaptations to further our learning. [admin@cass.ab.ca](https://cass.ab.ca)



Leadership Quality Standard PRACTICE PROFILE

The Leadership Quality Standard (LQS) is described by competencies school and jurisdiction leaders are required to demonstrate in their professional practice. Each competency includes indicators designed to provide illustrative examples of competent leadership practice.

Indicators are actions that are likely to lead to the achievement of the competency and which, together with the competency, are measurable and observable.

This profile tool is intended to frame your reflection on your practice, based on the indicators for each competency from Alberta Education's LQS. Additional indicators representative of your context, your practice and your plans for growth may be added. Indicators may also be representative of Alberta stories of practice and/or emerging research. One additional construct, based on the Alberta context and members' needs, has been added to the CASS Practice

Profile. This construct, following the Alberta Education LQS competencies, is framed around the conditions represented in the CASS workplace wellness framework. System leaders are more likely to meet the professional practice standard when they are well.

Leadership Quality Standard

Quality leadership occurs when the leader's ongoing analysis of the context, and decisions about what leadership knowledge and abilities to apply, result in quality teaching and optimum learning for all school students.

Alberta Education Ministerial Order #052/2020

- 1. Fostering Effective Relationships
- 2. Making Commitment to Professional Learning
- 3. Encouraging Intergovernmental Leadership
- 4. Leading a Learning Community
- 5. Applying the Application of Foundational Knowledge about First Nations, Métis and Inuit
- 6. Fostering Instructional Leadership
- 7. Promoting Leadership Capacity
- 8. Managing School Operations and Resources
- 9. Understanding and Responding to the Larger Societal Context



A suggested approach for using this tool:

Evidence in Practice

Review the indicators for each competency highlighting ones that represent practices you demonstrate.

Identify those practices you demonstrate in the "Evidence in Practice" column. (Are the practices observable? Are they measurable?)

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Icebreaker

- Introduce yourself at your table and share:
 - Where are you from? What is your role?
 - What did you do this summer that nothing to do with work?
 - Where you are at right now with Curriculum Implementation?

Goals of the Module

Leading Learning Module Outcomes Participants will develop, and apply strategies to:

1. Understand characteristics of impactful implementation processes.
2. Develop a deeper understanding of research related to implementation.
3. Examine how to measure, improve, share and celebrate implementation processes and outcomes.

Implementation

Oxford dictionary: the act of making something that has been officially decided start to happen or be used; the process of putting a decision or plan into effect; execution.

What initiatives are you implementing?

Each sticky note should have only ONE thing that you have worked on implementing in the last 3 years.

Implementation Processes

What are the implementation **processes** that you have used for these initiatives?

What parts of the process are replicable?



Photo by: [Patrick Perkins on Unsplash](#)

Sharing

Discuss the implementation **processes** that you have used.

What components/steps are common to your processes?



Photo by [Brooke Cagle](#) on [Unsplash](#)

Meet in the Middle

Share your implementation processes with your cross line partner.

How do you prioritize the initiatives that are in your portfolio?



Case Study

CCSD New Curriculum Implementation



Welcome to CCSD's approach to **Leading Learning** through the New Curriculum Implementation

Helmut Kaiser,

Director - Learning Services



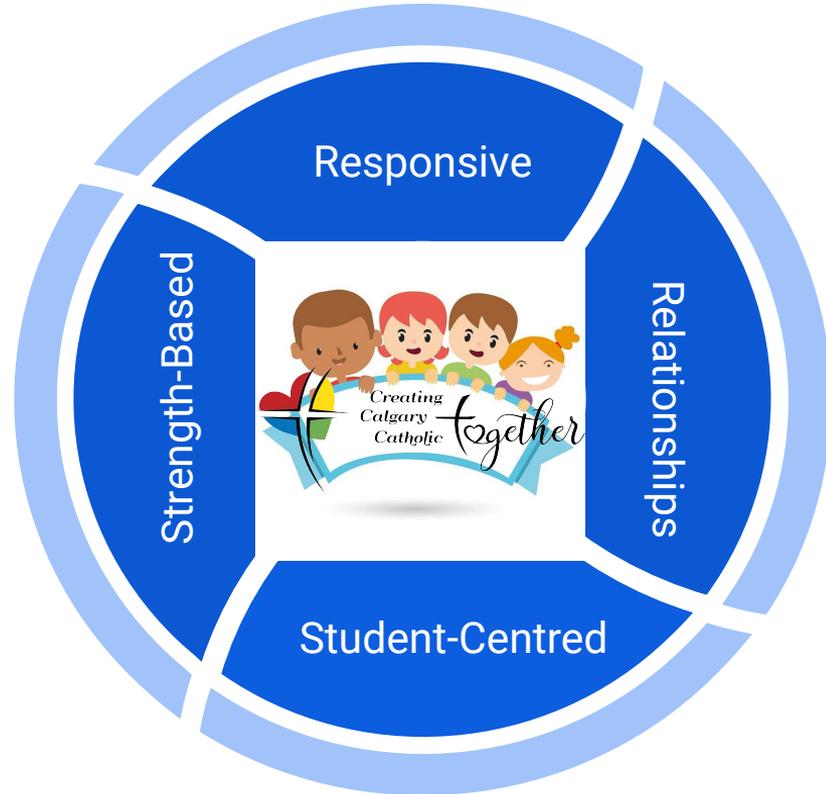
Creating
Calgary
Catholic *together*



Mission and Vision

Living and **LEARNING**
in our **Catholic Faith**,
so that **STUDENTS**,
centred IN CHRIST,
realize **their full potential**.

Adopted by the Board of Trustees
on February 23, 2022



VUCA

Volatile

The environment demands you react quickly to ongoing changes that are unpredictable and out of your control

Uncertain

The environment requires you to take action without certainty

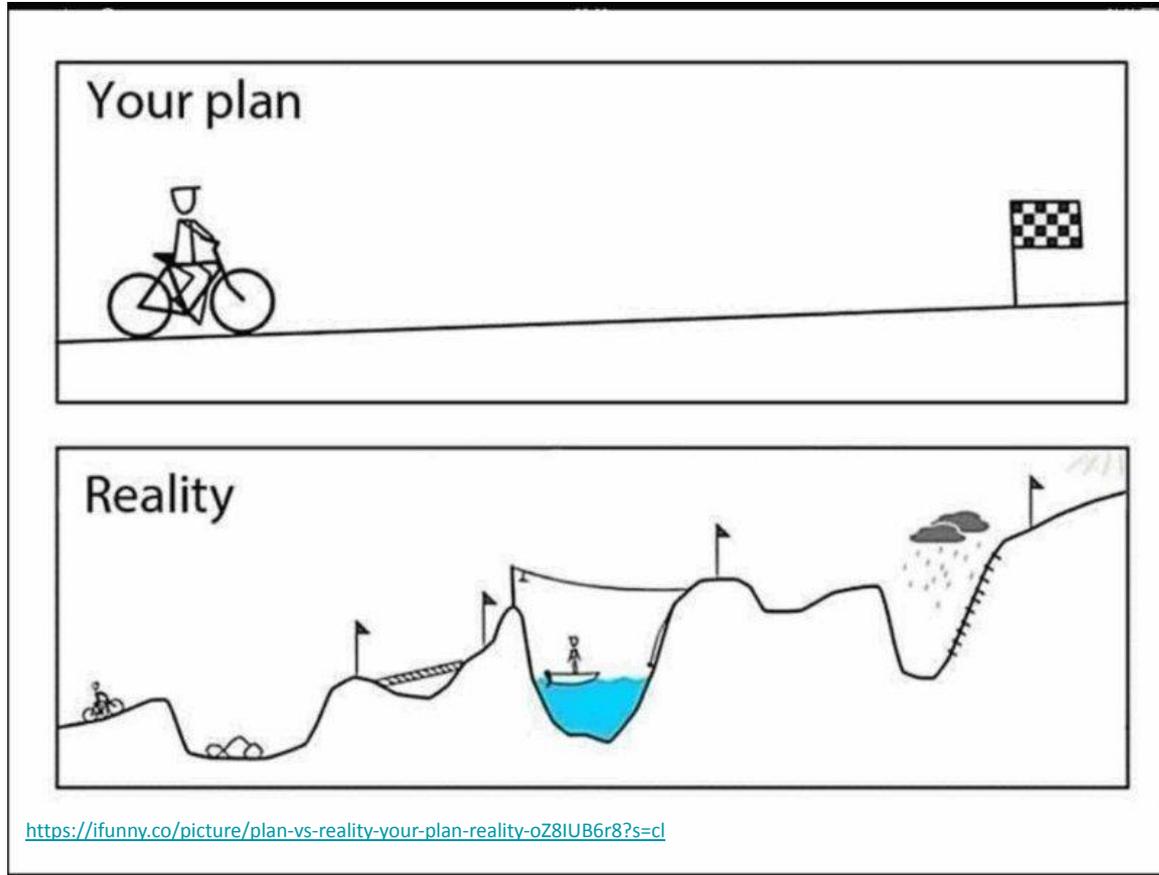
Complex

The environment is dynamic, with many interdependencies

Ambiguous

The environment is unfamiliar, outside of your expertise

Why Iterative, Generative Process?



NCIS

SEASON 1



Understanding Timelines & Curriculum Decisions

AB Education K-6 Curriculum Implementation Timelines

Curriculum Areas	May 2022	Sept 2022	Oct/Nov 2022	Draft/Final Released	Optional Piloting	Mandatory Implementation
				Apr 2023	Sept 2023	Sept 2024
Mathematics	Final K-6	K-3			4-6	
English Language Arts & Literature	Final K-6	K-3			4-6	
Physical Education & Wellness	Final K-6	K-6				
Fine Arts			Draft K-6	Final K-6	K-3	4-6
			K-6	K-6		
Science		Draft K-6	K-6	Final K-6	K-3	4-6
				K-6		
Social Studies						K-6
French Immersion		Draft K-6	K-6	Final K-6	K-3	4-6
				K-6		
French First Language & Literature		Draft K-6	K-6	Final K-6	K-3	4-6
				K-6		

Key Strategies: Implementation and Professional Learning Roadmap

New Curriculum Implementation- ePD Site
Time Savers, Resources, PG Links, Curriculum Connections

Scope & Sequence (optional use)
Long Range Plans → PG aligned,
units/lessons/assessments etc.

NCIS Team Connections & Partnerships

Incremental, Generative Professional Growth Days
Building on what's working and adapting based on feedback

School Input & Participation:
School Engagement Teams (SET) & Communities of Practice (CoP)

System-Wide Communication
School Board presentations; Parent Letters; Family of
Schools (LS updates); LS Weekly

Optimize Network - Province-wide Partnerships & PG

(synchronous, asynchronous, on-demand etc.)



Calgary Board
of Education



EDMONTON
CATHOLIC SCHOOLS



www.Clipart-library.com



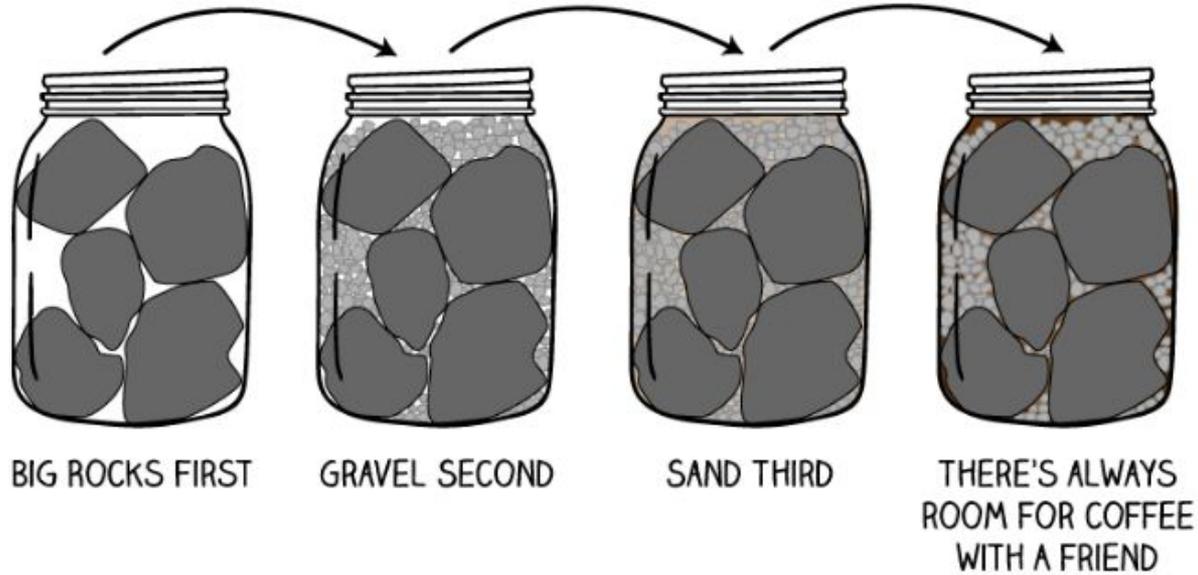
Alberta **Regional Consortia**

*Dedicated to provision of professional learning opportunities
at the local, regional and provincial levels*

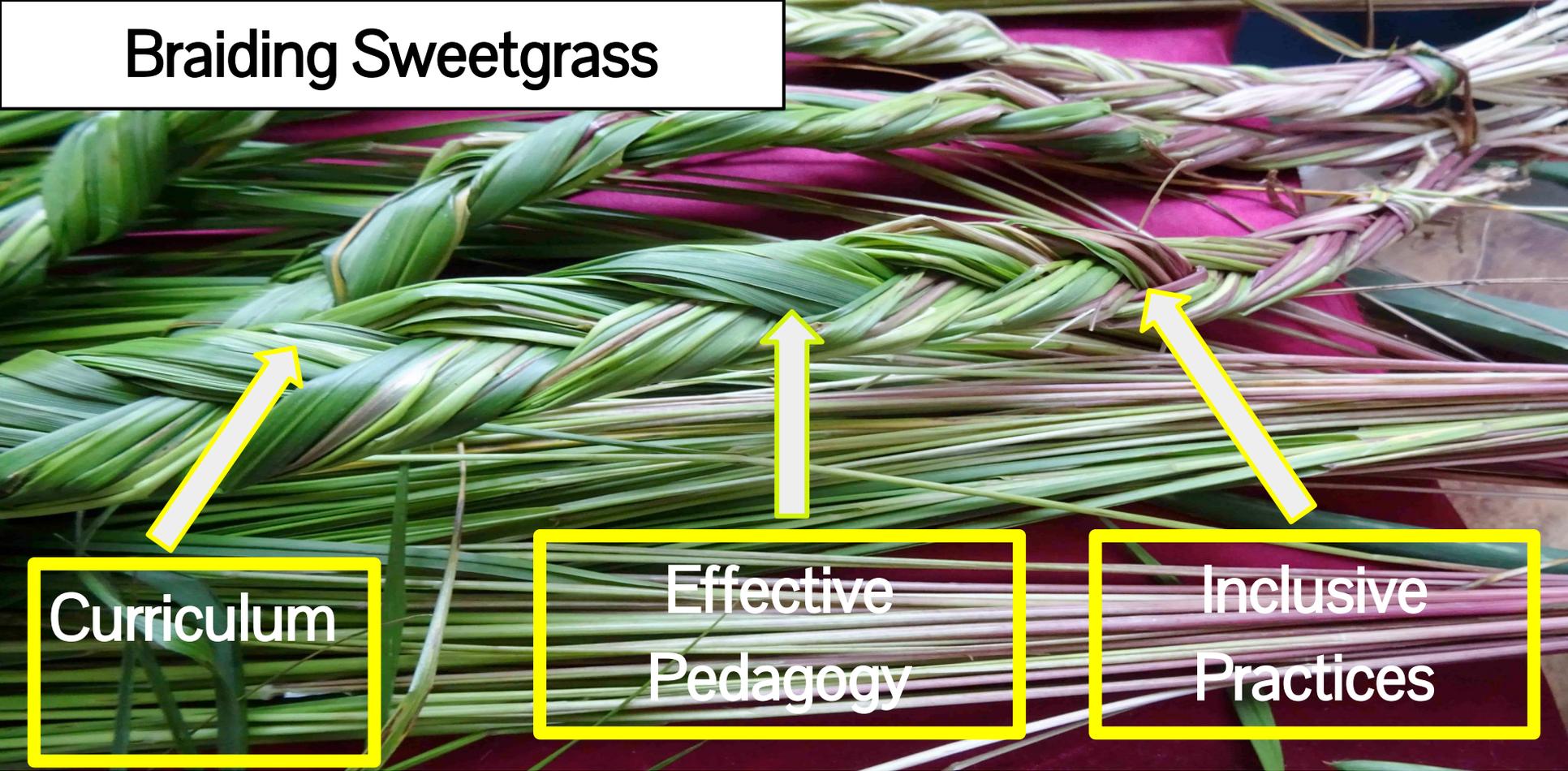
Where to Start?



Start with what we know - Big Rocks in Curriculum, Pedagogy & Practices



Braiding Sweetgrass



Curriculum

Effective Pedagogy

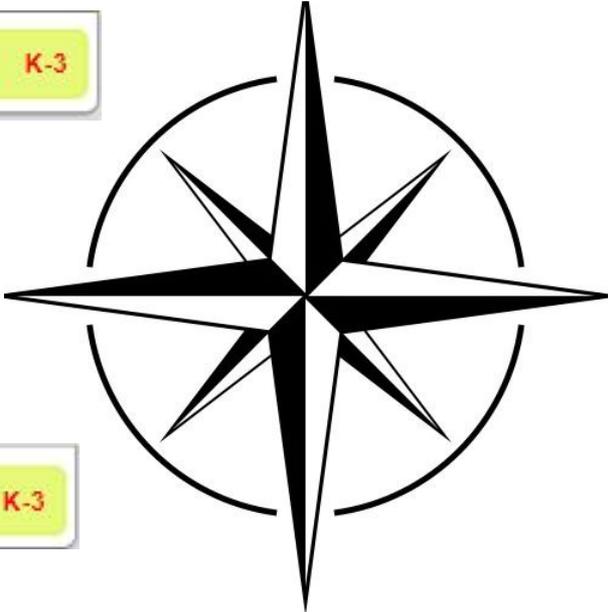
Inclusive Practices

CURRICULUM (Architecture, Content & Processes)

Planning

 English Language Arts and Literature **K-3**

 Physical Education and Wellness **K-6**



Reporting

 Mathematics **K-3**

Instructional Strategies

 Kindergarten

Assessment

EFFECTIVE PEDAGOGY (Big Rock Foundations)

Planning



English Language Arts and Literature K-3



Physical Education and Wellness K-6

Reporting



Mathematics K-3

Instructional Strategies



Kindergarten



Assessment

INCLUSIVE PRACTICES (& Perspectives)

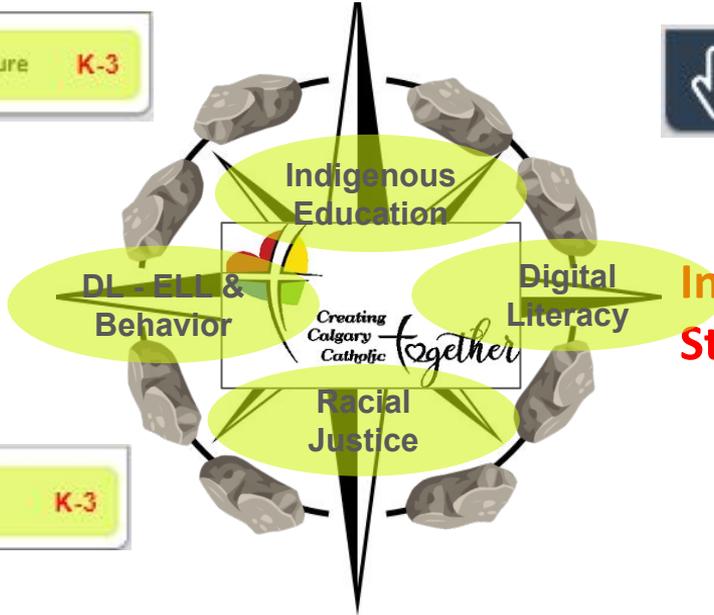
Planning

 English Language Arts and Literature **K-3**

 Physical Education and Wellness **K-6**

Reporting

 Mathematics **K-3**



Instructional Strategies

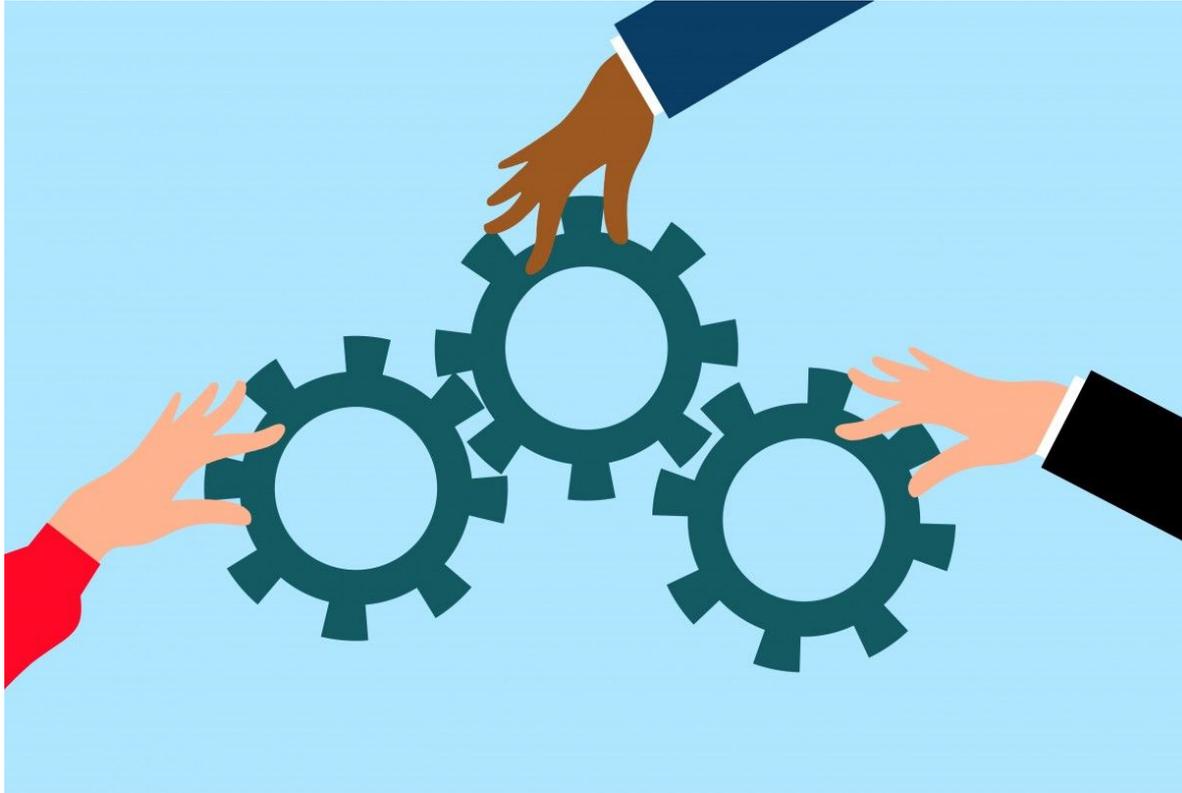
 Kindergarten

Assessment

Wellness Break



Comprehensive Professional Learning



SLQS, LQS & TQS Focused

Central Elements

- Ongoing analysis of context (*iterative*)
- Decisions support quality teaching (*big rocks*)
- Optimal learning for all students (*inclusive*).

The Superintendent Leadership Quality Standard:

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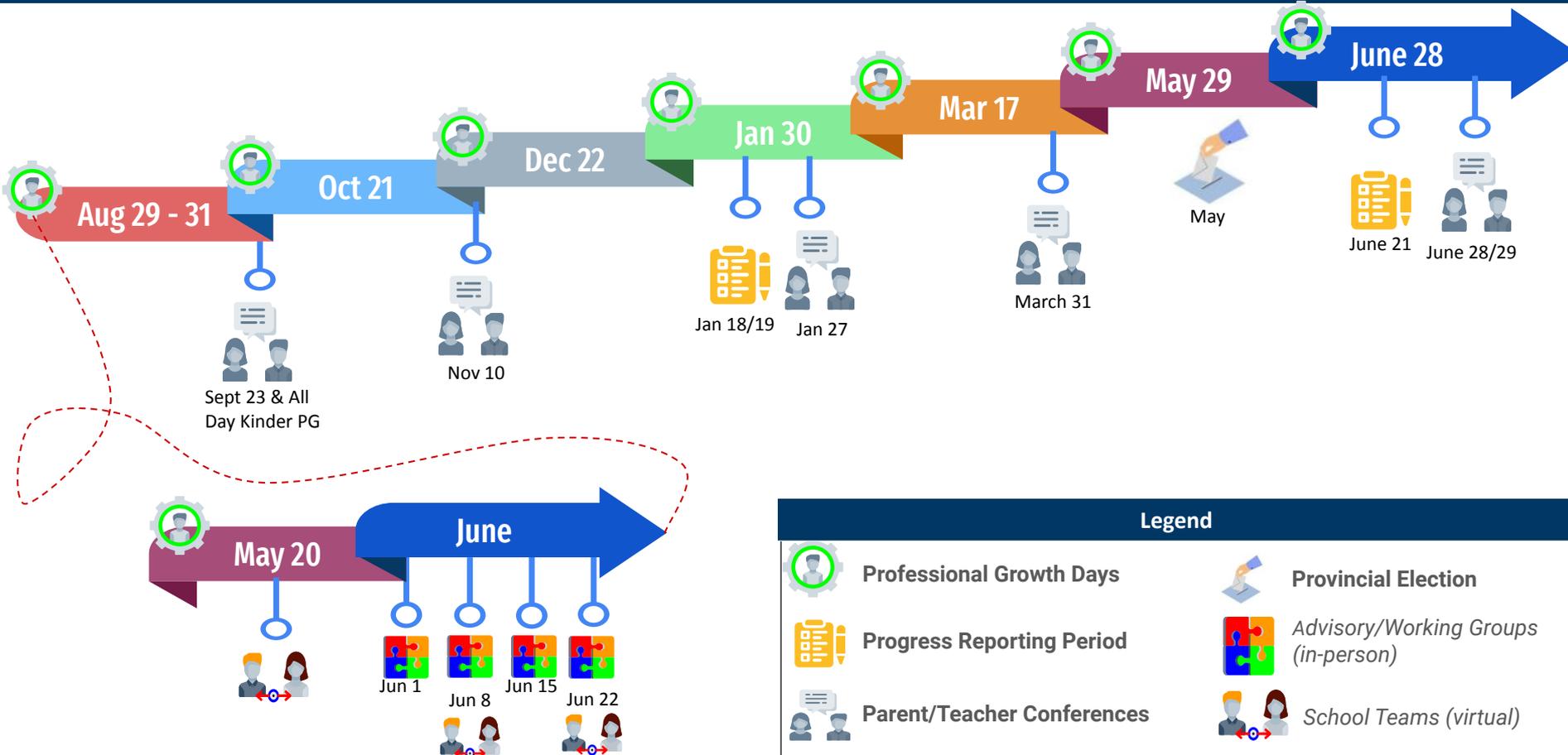
The Leadership Quality Standard:

Quality leadership occurs when the leader's ongoing analysis of the context, and decisions about what leadership knowledge and abilities to apply, result in quality teaching and optimum learning for all school students.

The Teaching Quality Standard:

Quality teaching occurs when the teacher's ongoing analysis of the context, and the teacher's decisions about which pedagogical knowledge and abilities to apply, result in optimum learning for all students.

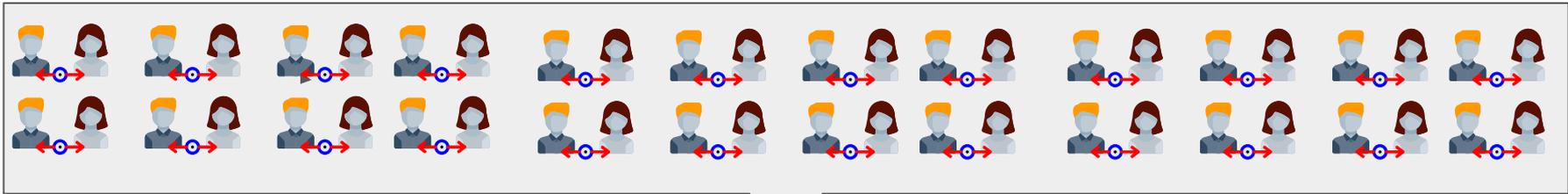
Iterative, Generative Implementation PG Plan



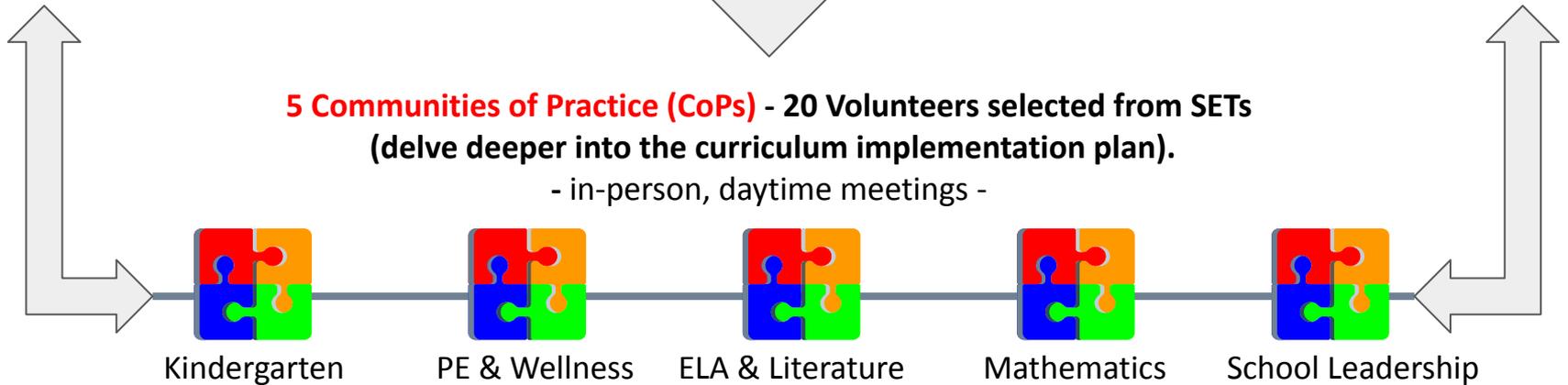
Legend	
	Professional Growth Days
	Progress Reporting Period
	Parent/Teacher Conferences
	Provincial Election
	Advisory/Working Groups (in-person)
	School Teams (virtual)

School Input & Participation - Feedback Opportunities

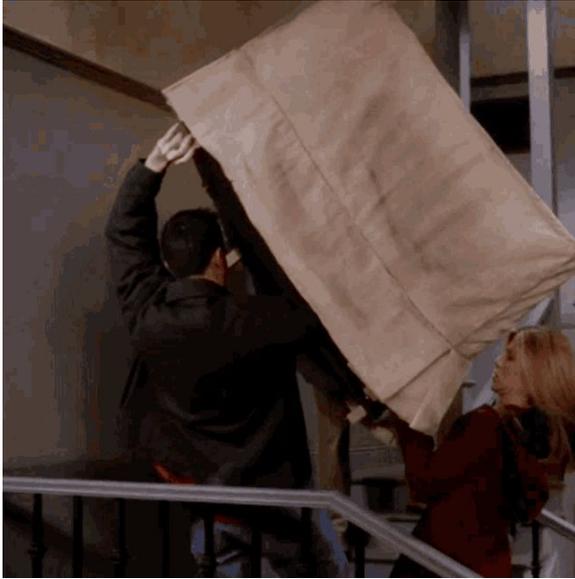
99 School Engagement Teams (SETs) - Admin/Teacher from each school
- virtual, after school meetings -



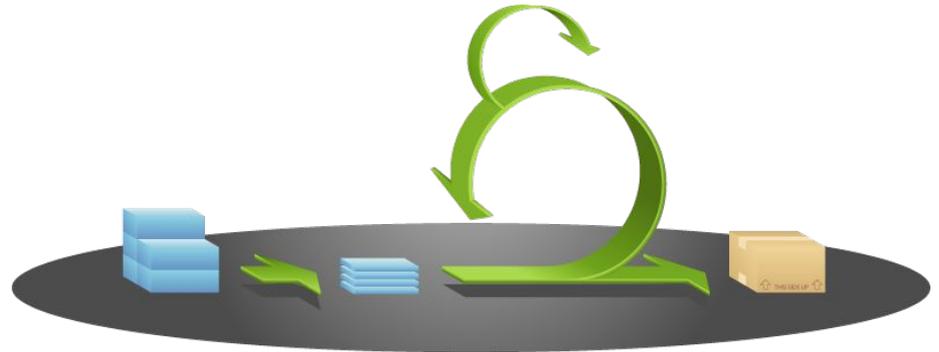
5 Communities of Practice (CoPs) - 20 Volunteers selected from SETs
(delve deeper into the curriculum implementation plan).
- in-person, daytime meetings -



PIVOT & AGILITY! The new reality & learn as we go!



<http://hawaiiecodivers.com/wp-content/uploads/2018/09/pivot.gif>



https://commons.wikimedia.org/wiki/File:Scrum_diagram_%28no_labels%29.png

Mindful that Teachers are Balancing a Lot



Initial Professional Learning Session:

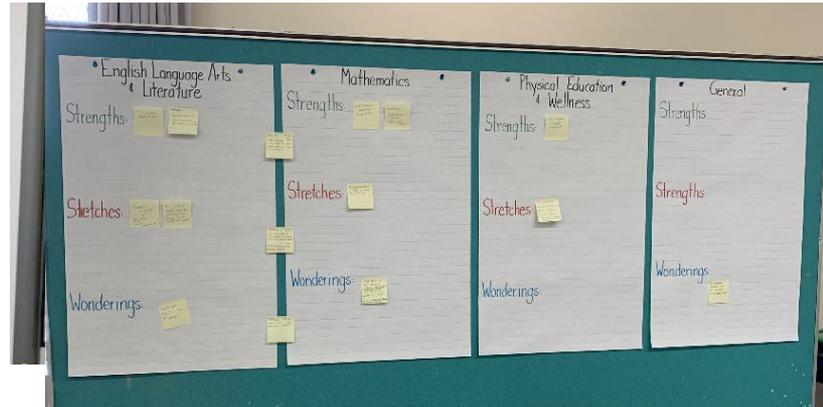
Administrator Guide Time for Exploration & Sense-Making of Changes (1.5 hrs)



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School-Based Team Activities

1. **Watch** Curriculum 101 video
2. **Sign up** for New Learn Alberta site
3. **Engage** in jigsaw/gallery walk re: a subject/grade level in the curriculum (intended to provide Admin. with a needs/opportunities assessment).



4. **Feedback Survey** & provide names for 1) School Engagement Team (SET) and 2) Communities of Practice (CoP) working/advisory groups

Post PG Survey Feedback & Needs?



**840 Responses
From 99 Schools**



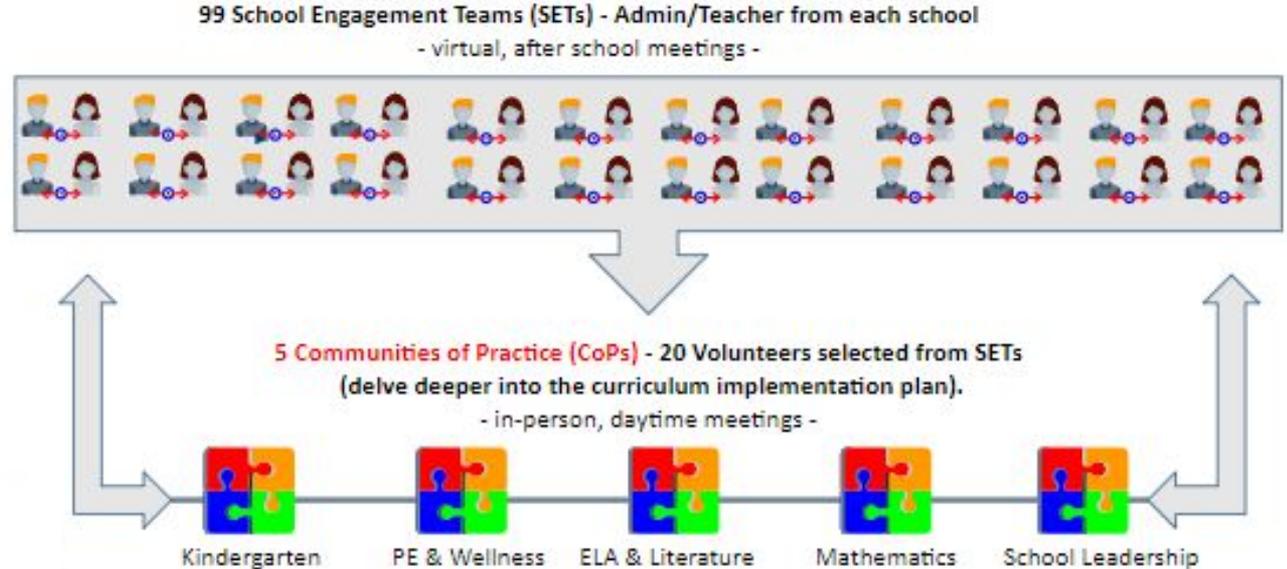
“I appreciated the time we had to sit down and actually take a look at the curriculum today and talk to colleagues about it”.

Themes of Needs emerging from the Survey:

- Time
- Resources
- Professional Development

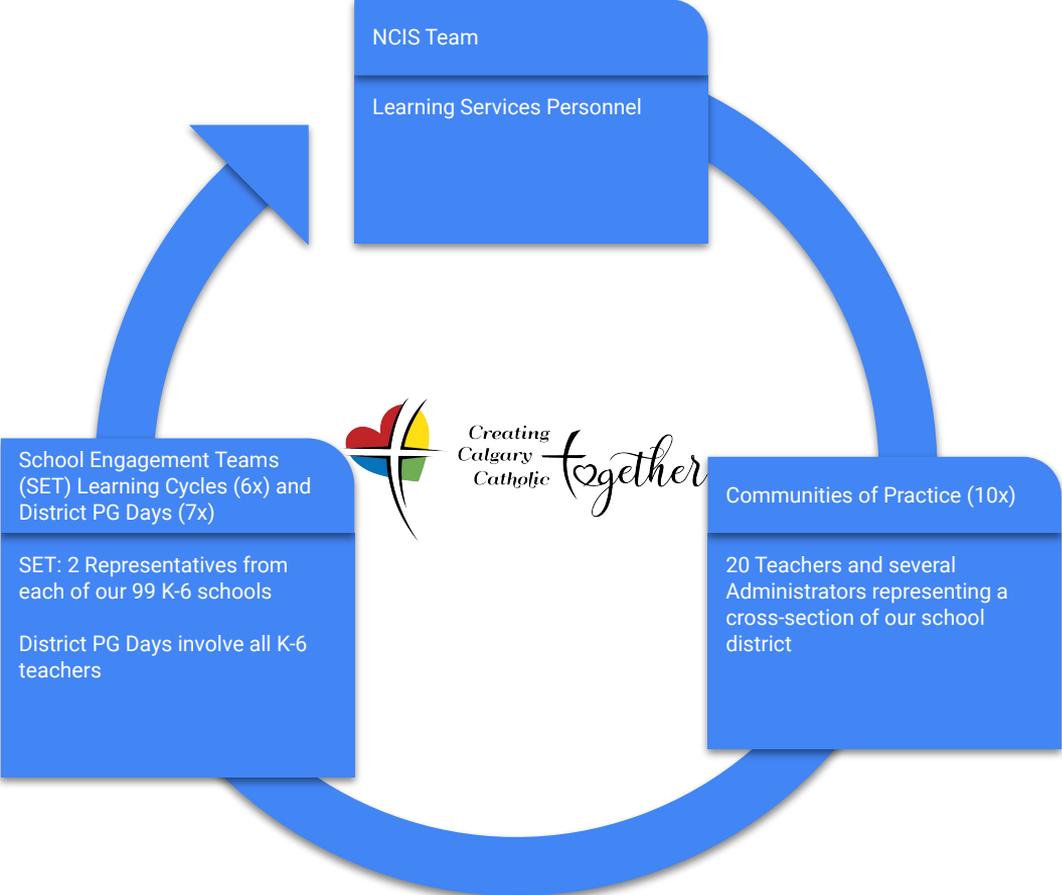
Post PG Survey identified volunteers to create the SET & CoP Teams?

- **99 SET Teams** established with 1 admin/1 teacher from each school volunteering to be school leads.
- **36** teachers and **30** admin put their names forward to be part of our Communities of Practices.



- **21** selected to be part of **5 Communities of Practice** with representation from the 4 quadrants of the city within each subject/focus area were established.

Iterative and Generative Professional Learning Delivery Model



NCIS Team
Learning Services Personnel

School Engagement Teams (SET) Learning Cycles (6x) and District PG Days (7x)

SET: 2 Representatives from each of our 99 K-6 schools

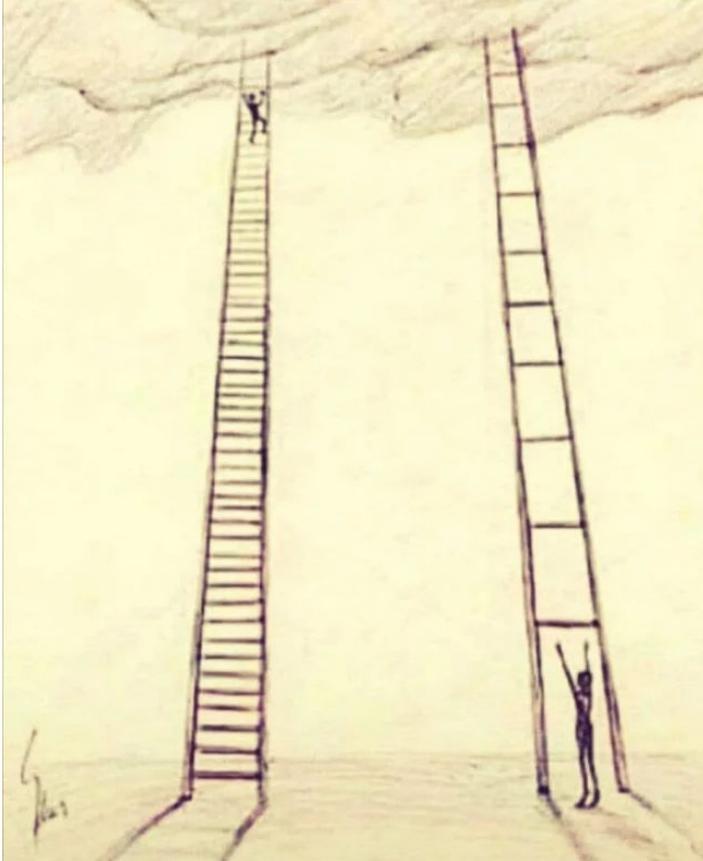
District PG Days involve all K-6 teachers



Communities of Practice (10x)

20 Teachers and several Administrators representing a cross-section of our school district

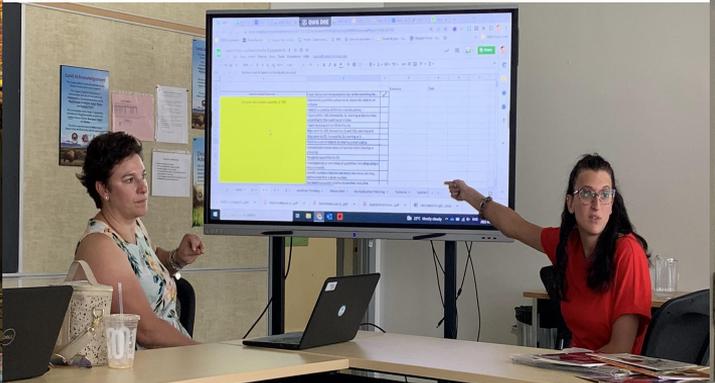
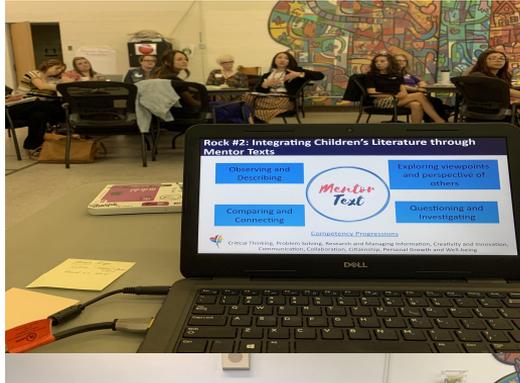
Taking the right-sized steps...



www.twitter.com/@Afke_B

- **Start with what we know?**
 - BIG ROCKS
- **What is already working?**
 - EFFECTIVE PEDAGOGY
- **Take one 'right-sized' step at a time.**
 - RESPONSIVE, INCLUSIVE PLANNING & PRACTICES.

June X4 - Communities of Practice Hard at Work



New Curriculum ePd Site



New Curriculum

ePD Home

Home

Tools & Templates

Upcoming PG Opportunities

Curriculum Connections

PG Recording & Slides

☆ Not following



Time Saving Tools & Templates

[LEARN MORE →](#)



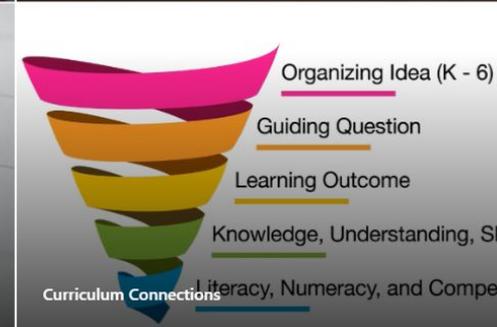
Resource Information



PG Recordings & Slides



Upcoming PG Opportunities



Organizing Idea (K - 6)

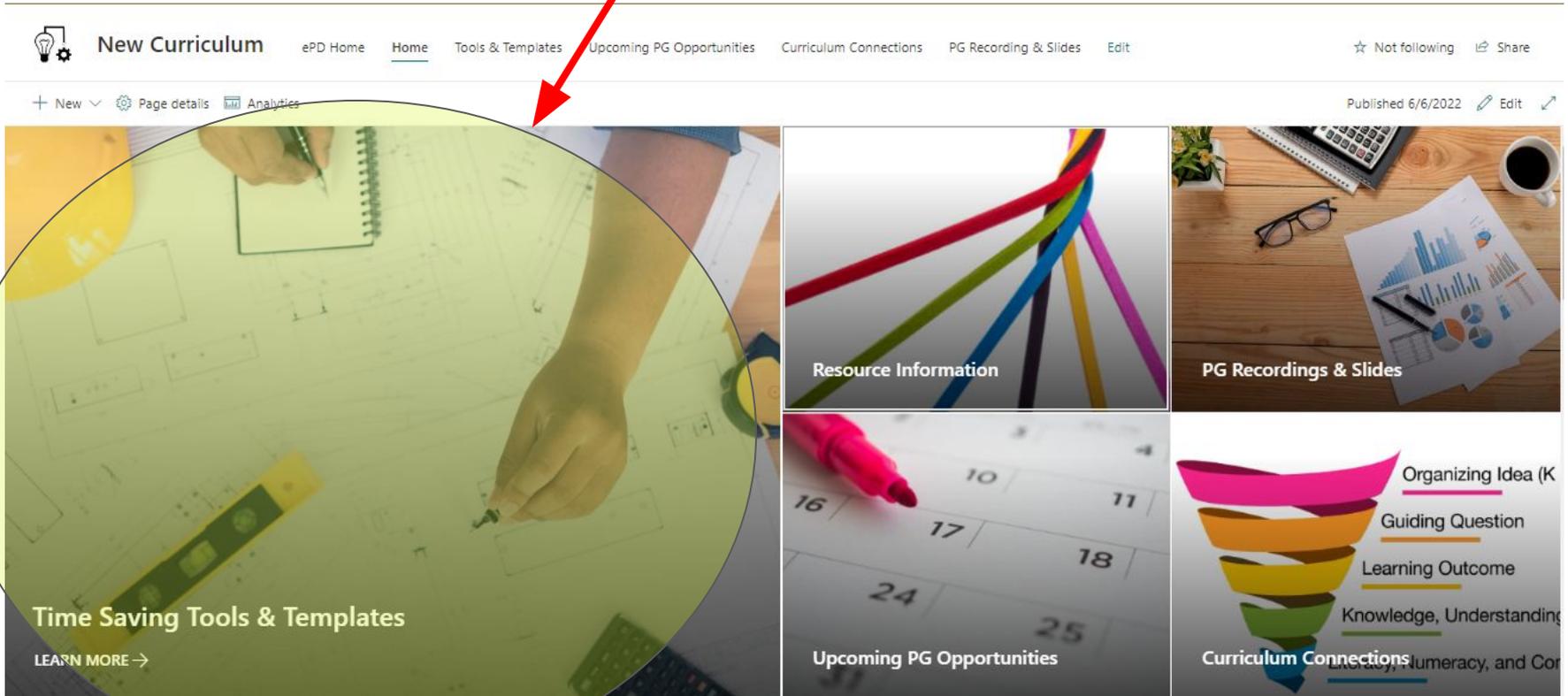
Guiding Question

Learning Outcome

Knowledge, Understanding, Skills

Curriculum Connections Literacy, Numeracy, and Competencies

Time-Saving Tools & Templates



The image shows a screenshot of a website's navigation menu. The menu items are: [New Curriculum](#), [ePD Home](#), [Home](#), [Tools & Templates](#), [Upcoming PG Opportunities](#), [Curriculum Connections](#), [PG Recording & Slides](#), and [Edit](#). A red arrow points from the title 'Time-Saving Tools & Templates' to the 'Tools & Templates' menu item. Below the navigation menu, there are several content cards: 'Time Saving Tools & Templates' (highlighted with a large green circle), 'Resource Information', 'PG Recordings & Slides', 'Upcoming PG Opportunities', and 'Curriculum Connections'. The 'Curriculum Connections' card lists: Organizing Idea (K), Guiding Question, Learning Outcome, Knowledge, Understanding, and Literacy, and Cor.

New Curriculum ePD Home Home Tools & Templates Upcoming PG Opportunities Curriculum Connections PG Recording & Slides Edit

+ New Page details Analytics

Published 6/6/2022 Edit

Time Saving Tools & Templates
LEARN MORE →

Resource Information

PG Recordings & Slides

Upcoming PG Opportunities

Curriculum Connections
Organizing Idea (K)
Guiding Question
Learning Outcome
Knowledge, Understanding
Literacy, and Cor.

Supporting Teachers

What are you doing to support your teachers so that they feel prepared for successful implementation?



PG Plans for August

- **August 24, 2022** (Admin. Teams, 9-10am, virtual meeting):
 - “Updates for Administrators”
 - PG Plans & Resources
- **August 29, 2022** (K-6 schools, 1-3pm):
 - “Curriculum Refresher, Connections & First Steps in Planning”
 - 30 minute virtual with NCIS team & 1.5 hours of school-facilitated collaboration/work session.
- **August 31, 2022** (K-6 schools, 1-3pm):
 - “Resource Options and Next Steps in Planning”
 - 30 minute virtual with NCIS team & 1.5 hours of teacher-selected ‘virtual’ PG session(s).



The NCIS PG sessions are intended for K-6 classroom teachers who teach Kindergarten, K-3 ELAL, K-3 Mathematics and/or K-6 PE & W along with DLT/CT and Admin. The SPED team will provide PG for ESII and ESIII teachers during the same time on August 29 and 31st. Alternate PG will need to be planned for teachers in JH or for others not impacted by the new curriculum implementation.

2022/2023 PG Plans & Ideas

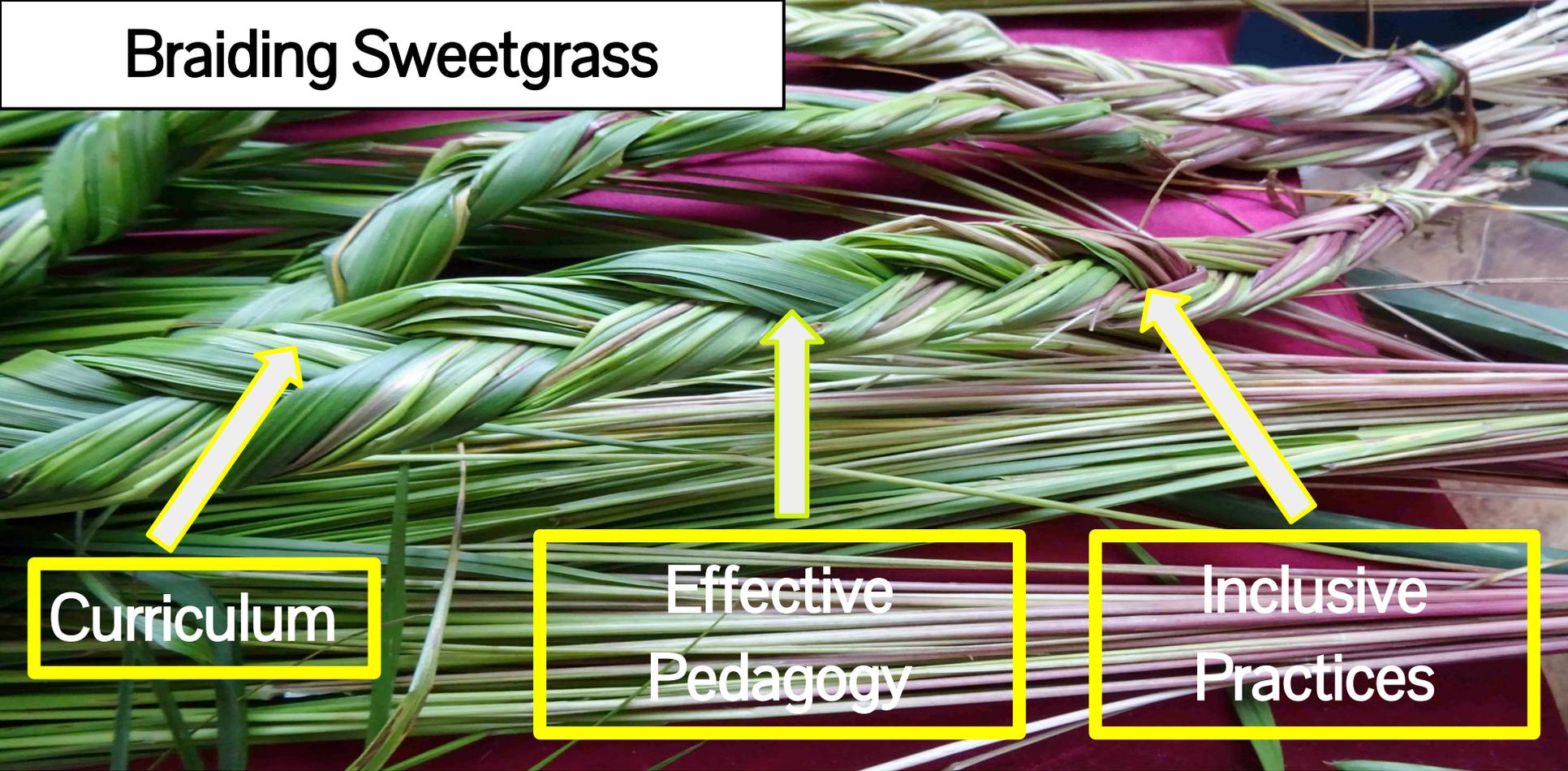


<https://www.dreamstime.com/royalty-free-stock-photo-continuous-improvement-constant-change-growth-progress-words-circular-ribbons-everlasting-pattern-to-illustrate-image31440115>

- Continue Core Communities of Practice (CoP) to guide responsive PG Plans that support grass-roots professional learning (10 meetings scheduled)
- [Extend CoP to all 99 School Engagement Teams \(SET\) as a train the trainer model \(6 cycles with 4 groups of 50\)](#)
- **Sept. 23 (Kinder during PT Interviews)** - Kindergarten PG Day with the Early Learning Team.
- **PG playlists** - 15 to 90 minute PL activities for school-based PG Days, Lunch & Learns, PLCs & staff meetings etc.
- **Office Hours** - set times for Q & A with the NCIS team (i.e. before school, lunch, after school)
- **Teacher Choice for after school & PG Days** - synchronous & asynchronous with consultants in alignment with Long Range Plans & Recommended digital/print resources



Braiding Sweetgrass



Curriculum

Effective
Pedagogy

Inclusive
Practices

Final Thoughts - Leading PG is Head & Heart work!

Stepping into the Arena

THE MAN IN THE ARENA

It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who neither know victory nor defeat.

THEODORE ROOSEVELT



Being Vulnerable



“

The courage to be vulnerable is not about winning or losing, *it's about the courage to show up when you can't predict or control the outcome.*

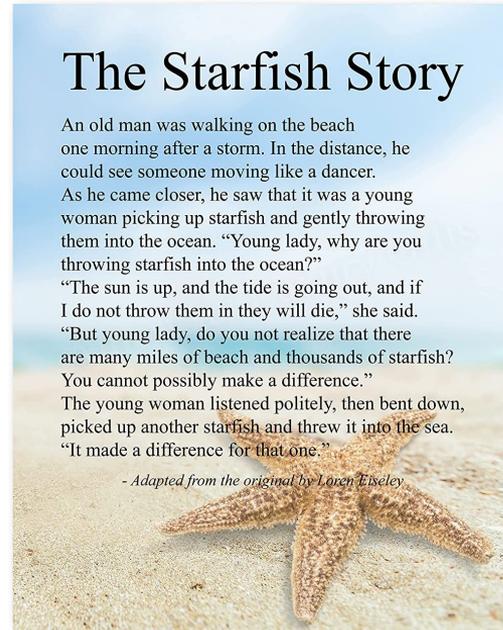
BRENÉ BROWN

Persistence

The Starfish Story

An old man was walking on the beach one morning after a storm. In the distance, he could see someone moving like a dancer. As he came closer, he saw that it was a young woman picking up starfish and gently throwing them into the ocean. “Young lady, why are you throwing starfish into the ocean?” “The sun is up, and the tide is going out, and if I do not throw them in they will die,” she said. “But young lady, do you not realize that there are many miles of beach and thousands of starfish? You cannot possibly make a difference.” The young woman listened politely, then bent down, picked up another starfish and threw it into the sea. “It made a difference for that one.”

- Adapted from the original by Loren Eiseley



Lunch



Image by eslfuntaiwan from [NeedPix.com](https://www.needpix.com)

Implementation

- Article - [Implementation](#) *Learning builds the bridge between research and practice*
- Everyone read pages 52, 53, 55 STOP at the first heading ‘Stages of Concern’.

At your table, take turns, starting with the person whose birthday is first in the year and moving clockwise, share ONE thing that resonated with you in connection to New Curriculum Implementation.



**Current
Practices**

**New
Practices**



Implementation

Article - [Implementation](#) *Learning builds the bridge between research and practice*

- Group 1 Read Stages of Concern AND Innovation Configurations Page 55 - 56
- Group 2 Read Levels of Use Page 56 and Providing Feedback



Unconcerned

**Self
concerns**

**Task
concerns**

**Impact
concerns**

**Current
Practices**

**New
Practices**

Stages of Concern		Typical Statement
Unconcerned	0: Unconcerned	“I think I heard something about it, but I'm too busy right now with other priorities to be concerned about it.”
Self	1: Informational	“This seems interesting, and I would like to know more about it.”
	2: Personal	“I'm concerned about the changes I'll need to make in my routines.”
Task	3: Management	“I'm concerned about how much time it takes to get ready to teach with this new approach.”
Impact	4: Consequence	“How will this new approach affect my students?”
	5: Collaboration	“I'm looking forward to sharing some ideas about it with other teachers.”
	6: Refocusing	“I have some ideas about something that would work even better.”

Unconcerned

**Self
concerns**

**Task
concerns**

**Impact
concerns**

Innovation Configurations

**Increased
Fidelity**

**Current
Practices**

**New
Practices**

Success Criteria

Innovation Configuration Maps

Innovation Configuration Maps are best created by a group and resemble a rubric. In building an IC Map as a group, you are building consensus about what is ideal practice.

Success Criteria

Professional Learning [Example](#)

Unconcerned

**Self
concerns**

**Task
concerns**

**Impact
concerns**

Innovation Configurations

**Increased
Fidelity**

**Current
Practices**

**New
Practices**

**Level 0
Non-use**

**Level I
Orientation**

**Level III
Mechanical
Use**

**Level IV-A
Routine**

Level of Use	Typical Statement
Nonuse	“I’ve heard about it but, honestly, I have too many other things to do right now.”
Orientation	“I’m looking at materials pertaining to the innovation and considering using it sometime in the future.”
Preparation	“I’ve attended the workshop and I’ve set aside time every week for studying the materials.”
Mechanical Use	“Most of my time is spent organizing materials and keeping things going as smoothly as possible every day.”
Routine Use	“This year it has worked out beautifully. I’m sure there will be a few changes next year, but basically I will use it the same way I did this year.”
Refinement	“I recently developed a more detailed assessment instrument to gain more specific information from students to see where I need to change my use of the innovation.”
Integration	“Not everyone has all the skills needed to use the program so that it has the greatest impact on student learning. I’ve been working with another teacher for 2 years, and recently a third teacher began working with us.”
Renewal	“I am still interested in the program and using it with modifications. Frankly, I’m reading, talking, and even doing a little research to see whether some other approach might be better for the students.”

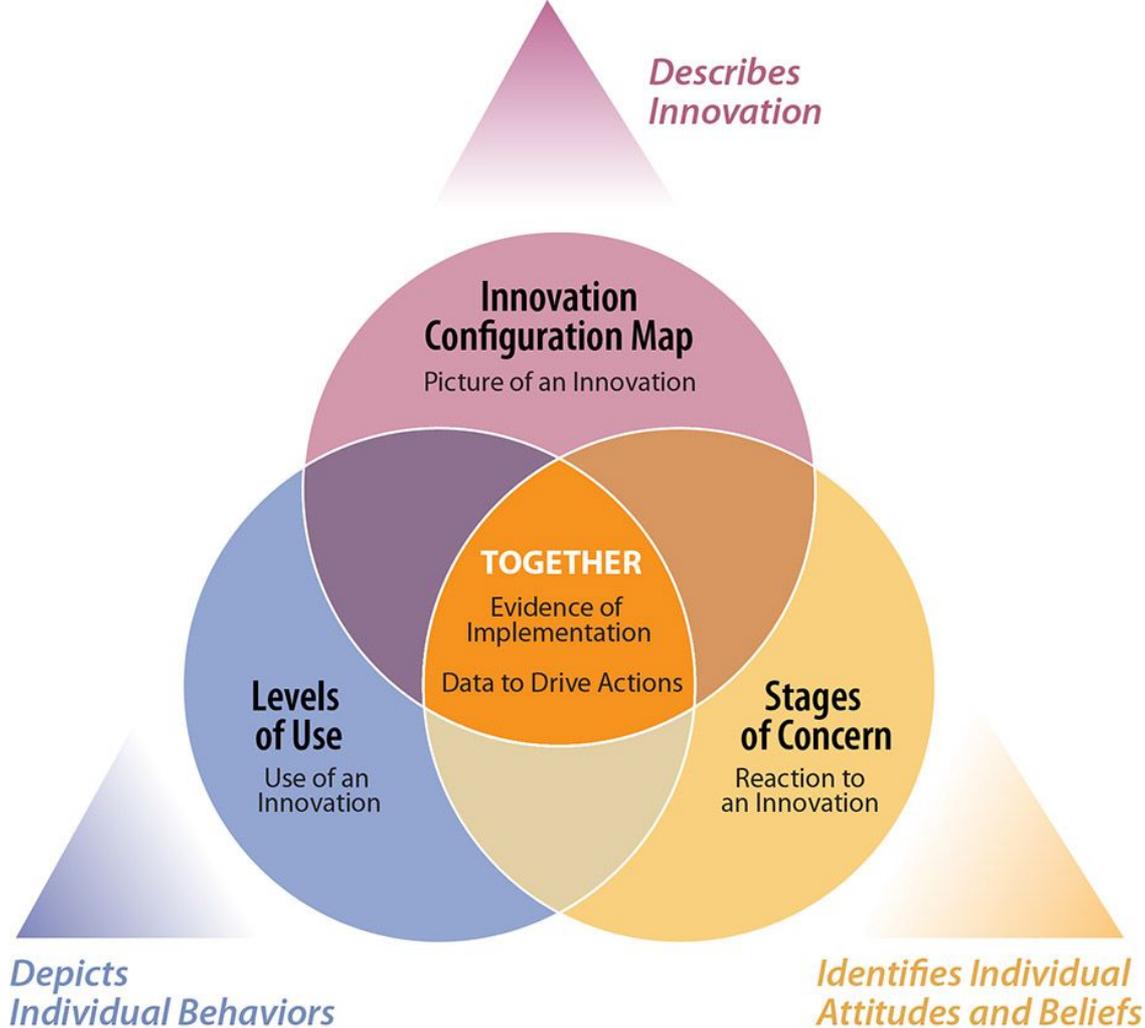
IN THESE STAGES OF CONCERN...	AND THESE LEVELS OF USE...	TEACHERS ARE...	AND WOULD BENEFIT FROM...
Awareness Information Personal	Nonuse Orientation Preparation	Moving from early awareness to wondering how a change will affect their individual work	A strong launch event or anchoring experience to introduce the instructional materials in their school's context, supported by efforts to establish a safe risk-taking environment for changing instruction
Management Consequence Collaboration	Mechanical Use Routine Refinement Integration	Working with instructional leaders and colleagues to understand the instructional materials and shift their practices efficiently so that their instruction has a positive impact on students and is coherent with instruction elsewhere in the school	Regular time and space to collaborate with colleagues in professional learning communities, feedback from expert coaches using the Innovations Configurations , and opportunities to reflect on instruction and review data and student work for evidence of success
Refocusing	Renewal	Participating in big-picture thinking about the curriculum and effectiveness of instruction throughout the school, including possible improvements and alternatives	Reflection with colleagues and coaches, data-driven conversations with leaders, and renewed study of academic standards

Implementation

Article - [Implementation](#) *Learning builds the bridge between research and practice*

- All Read Sustaining Change beyond Implementation Pages 56-57





Reflection *Practice Profile*



Photo by T Reid

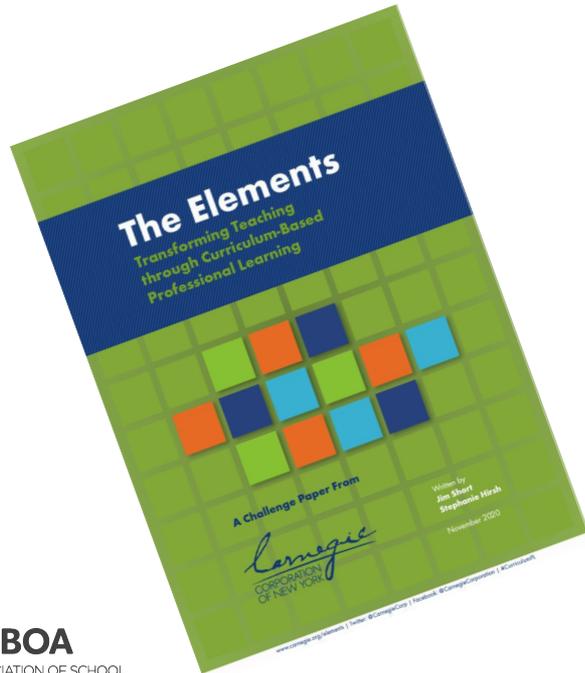
- What processes can you leverage from other implementations to move teachers across this continuum?
- What supports can you provide to staff (teachers, school administrators, coaches, others) to facilitate this?

Wellness Break



Slideshow link: bit.ly/3Qtgizp

Research for Professional Learning



The *Elements* are a core set of actions, approaches and enabling conditions that amplify the power of high-quality curriculum and skillful teaching.

The *Essentials* are foundational conditions that systems leaders must establish to ensure that curriculum-based professional learning can thrive.

Leadership in Professional Learning



Image Source: The Elements Transforming Teaching through Curriculum-Based Professional Learning (2020)

- Models and promotes active learning for students and adults
- Allocates adequate resources for curriculum implementation, including professional learning (time, funding, assessment, expert support)
- Creates coherence with curriculum-based professional learning that both supports and is supported by system and school initiatives.

Curriculum-based Professional Learning

- Focus on **curriculum**.
- Teachers participate in rich, inquiry-based learning that new curriculum requires.
- Active experiences that prompt teachers to change their instructional practices and challenge their beliefs.
- Deepen teachers' subject knowledge to align with curriculum.

Six Shifts in Professional Learning

FROM TRADITIONAL TEACHER PROFESSIONAL DEVELOPMENT	TO CURRICULUM-BASED PROFESSIONAL LEARNING
Focused on topics or themes	Focused on instructional materials with specific teaching strategies
One-time workshops, usually when school is closed	Repeated sessions, coaching, and feedback opportunities during teachers' regular workdays
Teachers grouped by school	Teachers grouped by the curriculum they are using
Information shared in lectures, presentations, or Q&A discussions	Active learning experiences, such as practicing instruction or participating in lessons as students
Coaching and feedback reserved mostly for new or struggling teachers	Curriculum-focused coaching and feedback for all teachers
Selected teachers receive support for using new curriculum materials	All teachers using new materials participate in curriculum-based professional learning

Reflection



Photo by T Reid

As a system leader, are there strategies related to these principles that will help teachers with the transition to new Curriculum and help students achieve academic success?

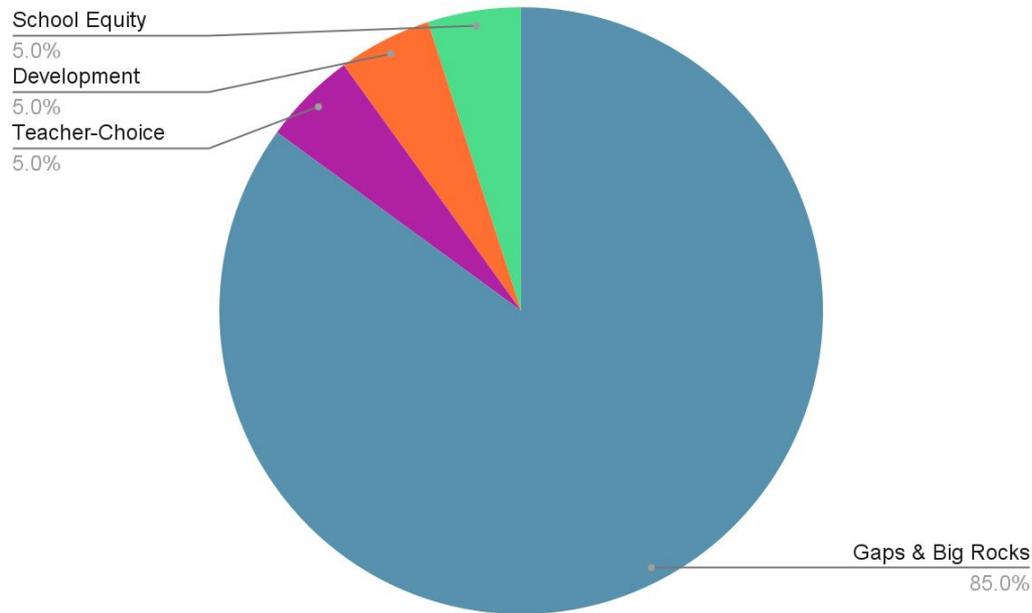
- What area(s) would you like to shift towards and how will you do this?

Resources



- New Curriculum **Gaps**
- Resource **Development** to address Gaps
- **Teacher-Choice** (i.e. resource provided as part of a training series)
- **School Equity** (foundational resources)

Tentative Allocations of Funding (estimates)



New Curriculum Gaps & Big Rocks

<p>K-3 English Language Arts & Literature</p>	<p><u>Digital (1 year paid membership):</u></p> <ul style="list-style-type: none"> - K-3 teachers - Reading A-Z (comprehensive literacy) <p><u>Print:</u></p> <ul style="list-style-type: none"> - Gr 1, 2 teachers - The Phonics Companion (120 Lessons & Sequencing) - Gr. 3 teachers - Words their Way - 1 set per school - Scholastic Decodable books
<p>Mathematics</p>	<p><u>Digital:</u></p> <ul style="list-style-type: none"> - Teacher choice - K-3 Mathology.ca teacher licences (French & English) OR (Print) JUMP student assessment/practice supplemental books. - K-3 student licences: Zorbit's Math Adventure (French & English) <p><u>Print/Digital:</u></p> <ul style="list-style-type: none"> - 1 set per school - Mathology Little Books (print w/ lifetime digital access)
<p>PE & Wellness</p>	<p><u>Print:</u></p> <ul style="list-style-type: none"> - 1 bundle of 6 books per school - Teaching Games for Understanding (TGfU) - Manipulatives for Financial Literacy (as needed - i.e. money; coins etc) - Grade 3 PATHS and Grade 6 Emozi
<p>Kindergarten</p>	<p><u>Print:</u></p> <ul style="list-style-type: none"> - 1 per K teacher - Playing and Learning in Early Childhood Education (Dietz & Kashin) <p><u>Print/Digital:</u></p> <ul style="list-style-type: none"> - 1 per K teacher - Heggerty Phonological Awareness Starter lessons & virtual PG (1 yr)

Purchase & Implementation considerations

- Cost savings with district-negotiated pricing & vendor coordination.
- Opportunity to focus & align PG sessions with ‘optional’ scope & sequence guiding documents (i.e. long range/short-range plans; resources).
- Some resources include PG (synchronous/asynchronous).
- *With additional gov’t PG funding, there may be opportunities for release time for developing confidence & competence in using resources.
- All resources paid for from the New Curriculum Implementation funding will be tracked and reported on to AB Education in June 2023

Wonderings?

What are some problems of practice that should be explored in further CASS events?

What do you want to learn more about?

Tuesday Wrap Up

<p>Tuesday Session A 8:30 - 10:30 10:15 Wellness Break 10:35 - 12:00</p>	<ul style="list-style-type: none">✓ Leading and Learning✓ Implementation Processes✓ Case Study
<p>Tuesday Session B 1:00 - 2:30 2:15 Wellness Break 2:35 - 3:30</p>	<ul style="list-style-type: none">✓ Concerns-Based Adoption Model✓ Professional Learning✓ Resources
<p>Wednesday Session C 8:30 - 10:30 10:15 Wellness Break 10:35 - 12:00</p>	<ul style="list-style-type: none">● Assurance & Success Criteria● Closing Comments

Welcome back



Slideshow link: bit.ly/3Qtgizp

Module Learning Overview - Goals of the module

Tuesday Session A 8:30 - 10:30 10:15 Wellness Break 10:35 - 12:00	<ul style="list-style-type: none">✓ Leading and Learning✓ Implementation Processes✓ Case Study
Tuesday Session B 1:00 - 2:30 2:15 Wellness Break 2:35 - 3:30	<ul style="list-style-type: none">✓ Concerns-Based Adoption Model✓ Professional Learning✓ Resources
Wednesday Session C 8:30 - 10:30 10:15 Wellness Break 10:35 - 12:00	<ul style="list-style-type: none">● Assurance & Success Criteria● Closing Comments

Success

Thinking Warm Up

At your table - Share your definition of success?



Photo by J. Lefebvre

Big A Criteria

Assurance

Alberta Education Business Plan

Outcome 1

Alberta's students are successful

Key Objectives

- 1.1 Implement new, province wide K–6 curriculum with a focus on English Language Arts and Literature, Math, and Physical Education and Wellness.



Continuous Improvement Cycle

“Assurance arises from the combination of policies, processes, actions and evidence that help build public confidence in the education system. It is achieved through relationship building, engagement with education partners and by creating and sustaining a culture of continuous improvement and collective responsibility.” *Alberta Education Funding Manual*

Knowing if your efforts to implement curriculum are having an impact can support stakeholder assurance, provide for efficiencies and initiate continuous improvements.

Continuous Improvement Cycle

1. Explore (Analyze and interpret)
2. Develop (Identification of problem, strategy, and plan)
3. Take Action (Implement and adjust)
4. Evaluate (Impact on outcomes)

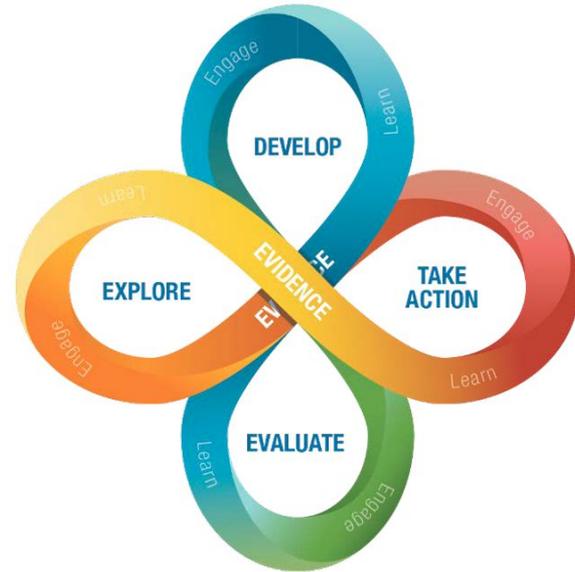


Image from [Alberta Education Funding Manual p. 23](#)

Measuring the Airplane

- How are you sharing with your board and superintendent how curriculum implementation is going?
- How do you know your implementation is successful?



Photo by J. Lefebvre

Give One Get One



Give One, Get One

1. In each of the boxes, jot down something your team is working on that you are excited to share with others?
2. Walk across the room and find someone you haven't shared with before.
3. Each share ONE of your ideas & complete the Get One (2 min).

*At the signal, take another 10 steps to find another person, repeat. When card if full, go back to your seat.

	GIVE One (Record <u>your</u> ideas in this column)	GET One (Record <u>others'</u> ideas in this column)
#1		
#2		
#3		

Small a Criteria

Success Criteria

Is it the correct Success Criteria?

High Quality success criteria improve our decisions about teaching and improve the outcomes of our learners.

- Do my success criteria truly represent the learning intentions for implementation?
- Am I using success criteria to support my teachers taking ownership of their learning?

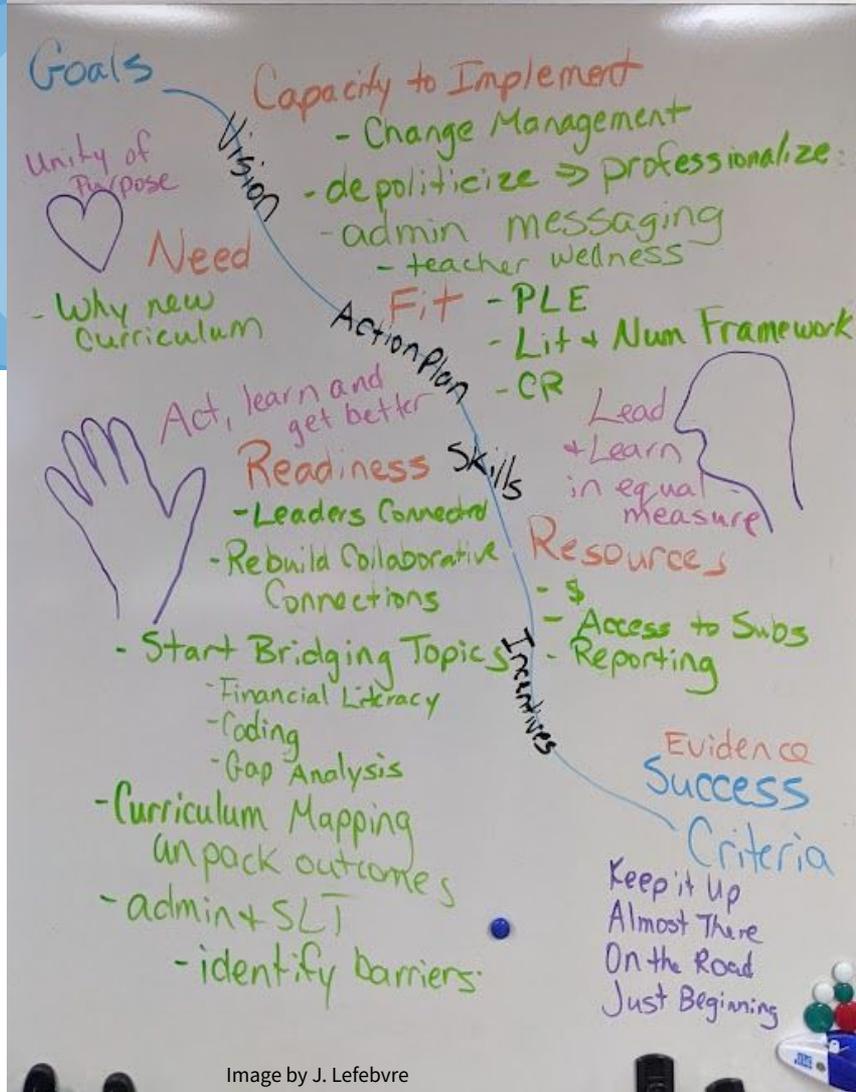


Photo by J. Lefebvre

Setting goals and targets

How will you know it is going well?

What does going well look like?



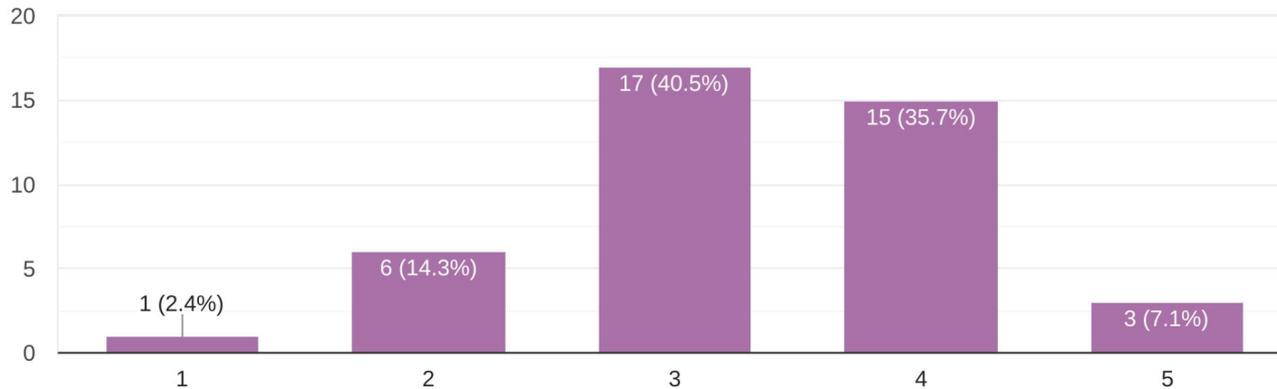
Pair Each Step with Success Criteria

	Strategies	Success Criteria
Need & Capacity to Implement	<ul style="list-style-type: none"> • Bring a unity of purpose of why we need a new curriculum • Depoliticize and professionalize the 	<ul style="list-style-type: none"> • Conversations are about the how of implementation, pedagogy and resources • Focus is on student learning instead of teacher
	<p>curriculum</p> <ul style="list-style-type: none"> • Allow for conversation to reframe and depoliticize • Help move thinking forward about how to use and implement 	<p>workload</p> <ul style="list-style-type: none"> • Teachers and staff discuss the draft in a constructive manner • Teachers shift to a strength based approach to focus on the positive aspects to support learners

Checking in with Teachers

How ready do you feel to implement the new curriculum in English Language Arts and Literature?

42 responses



Pair Each Step with Success Criteria

Align District
Initiatives &
Goals

- [Literacy Framework](#)
- [Numeracy Framework](#)
- [Powerful Learning Environments](#)
- Collaborative Response

- Alignment of Language and approach Wild Rose with and Alberta Education
- Teachers using common language of t in curriculum conversations
- Look for tools used to help build comm language and teacher capacity

Pair Each Step with Success Criteria

Leadership

- Grow Expertise - grow knowledge inside the district but also reach out to bring learning in to stay current and learn from others
 - Support Administrators to lead conversations, build background knowledge, support resourcing and support personnel
 - Connect lead teachers to each other
- Administrators actively engaged in curriculum conversations, curriculum mapping and resource selection
 - Lead teachers emerging and support their colleagues
 - Lead teachers and administrators sharing and collaborating across schools

Pair Each Step with Success Criteria

Build Teacher, Staff & Stakeholder Readiness

- Bring in groups of K-6 teachers to unpack and map the curriculum [Why Curriculum Mapping](#)
 - ReBuild Collaborative Connections
 - Start Bridging Topics
 - Gap Analysis between Old and New Curriculum
 - Communicate Timeline and Strategy to Board, SLT, Staff and Teachers
- Teachers using the language and terminology of the new curriculum
 - Teachers building cross curricular lessons
 - Teachers aligning assessment practice with the new curriculum
 - Teachers bridging students into the new curriculum
 - Teachers sharing and collaborating across schools
 - Teachers not trying to do everything at once and building lessons, expertise and shifting throughout the school year.

Pair Each Step with Success Criteria

Resources

- Budget (School and Central)
- Access to Substitute Teachers
- Build Report Cards
- [Teacher and Student Materials](#) from local, provincial and Canadian sources
- Ongoing identification of resource gaps
- Teachers using, trying and giving feedback on new resources
- Teachers using new.learnalberta.ca
- Report cards built and ready to go for October

Success Criteria

Components of Successful implementation for Teachers

Learning Outcomes Are Taught	Effective Pedagogy	Materials & Resources	Assessment	Communication	Engagement in Professional Learning
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Success Criteria

“Only through increasing adult learning will we increase student learning.”
-Hall & Hord (2011)

- What IDEAL behaviours would you observe in teachers if implementation is successful?

Wellness Break



Photo by [Brigitte Tohm](#) on [Unsplash](#)

Success Criteria - Reflection



GALLERY WALK to add to each area

- What are the actions we need to take as system leaders to create the optimal conditions for teachers for teachers to successfully implement?

Next Steps

What do your next 60 days look like? What is your focus

Start-up plans?

Adjusting plans?

School Visits?

Conversations?



Windows of Opportunity

Kingdon's (2003) Multiple Streams Framework (MSF) builds on the idea that the policy process consists of three parallel and mostly independent processes – a problem stream, a policy stream, and a politics stream.

A Window of Opportunity is created when the three streams align to allow for change and influence.

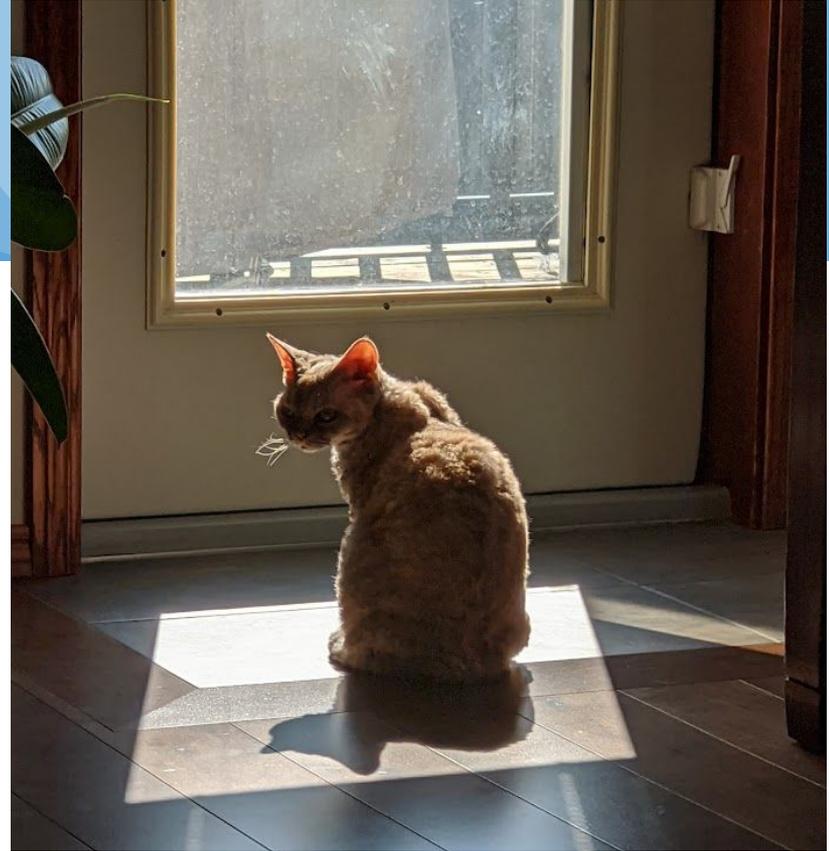


Photo by J. Lefebvre

Wonderings?

What are some problems of practice that should be explored in further CASS events?

What do you want to learn more about?

Thank You



THE
JOURNEY
IS ON

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