



AGENDA

Golden Hills School Division No. 75

Vision: *Inspiring confident, connected, caring citizens of the world*

Mission: *Engaging all learners in achieving their highest levels of academic and personal competence within a caring, innovative environment.*

Regular Meeting Of The Board Of Trustees

Tuesday, September 24, 2013

Start time 9:30 AM

Boardroom of the Golden Hills School Division No. 75

AGENDA

1. ATTENDANCE
2. CALL TO ORDER
3. IN CAMERA
4. APPROVAL OF AGENDA
5. WELCOME AND OPENING PRAYER
6. PRESENTATION OF MINUTES
 - 6.1 REGULAR MEETING OF THE BOARD OF TRUSTEES (2013/08/27)
7. REPORTS
 - 7.1. CHAIR'S REPORT
 - 7.2. BOARD COMMITTEES
 - 7.3. BOARD REPRESENTATIVES TO EXTERNAL ORGANIZATIONS
 - 7.4. ALBERTA SCHOOL BOARDS ASSOCIATION ZONE 5 MEETING, SEPTEMBER 5, 2013
 - 7.5. ADMINISTRATION REPORTS
8. NEW BUSINESS
 - 8.1. ACTION ITEMS
 - 8.1.1. FIELD TRIP EXCURSION (STRATHMORE HIGH SCHOOL) K. Jordan
 - 8.1.2. TRANSPORTATION REQUEST T. Sabir
 - 8.1.3. SCHOOL YEAR CALENDAR (PROPOSED CHANGE) B. Daverne

8.1.4. INFORMATION FOR NEW BOARD OF TRUSTEES

B. Daverne

8.2. INFORMATION ITEMS

8.2.1. PRELIMINARY 2013-2014 ENROLMENT REPORT

T.
Sabir

**8.2.2. PROFESSIONAL DEVELOPMENT AND FUTURES DIRECTIONS
BACKGROUND**

8.2.3. ADVOCACY PLANNING

8.2.4. AP 421, TEACHER GROWTH, SUPERVISION AND EVALUATION

9. ADJOURNMENT

Draft



MINUTES

Golden Hills School Division No. 75

Regular Meeting Of The Board Of Trustees

Meeting Type : REGULAR BOARD MEETING

Date : Tuesday, August 27, 2013

Start time : 9:30 AM

Location : Boardroom of the Golden Hills School Division No. 75

MINUTES

ATTENDANCE

Present were:

a) Chair

- David Price

b) Vice-Chair

- Larry Tucker

c) Trustee

- Janet Bolinger
- Karen Harries
- Lawrence Maerz
- Bob McKay

d) Superintendent of Schools

- Bevan Daverne

e) Secretary/Treasurer

- Tahra Sabir

f) Recording Secretary

- Brenda Scott

Absent:

e) Associate Superintendents

- Kandace Jordan
- Wes Miskiman

CALL TO ORDER

Chair Price called the meeting to order at 9:37 a.m.

Chair Initials _____ Secretary Treasurer Initials: _____

IN CAMERA**Resolution #BD20130827.1001**

MOVED by Trustee Tucker that the Board of Trustees go in-camera at 9:39 a.m. to discuss board operations.

CARRIED

Resolution #BD20130827.1002

MOVED by Trustee McKay that the Board of Trustees rise from in-camera at 10:09 a.m.

CARRIED

**WELCOME AND
OPENING PRAYER**

Trustee Maerz offered the opening prayer.

**APPROVAL OF
AGENDA****Resolution #BD20130827.1003**

MOVED by Trustee Tucker that the Board of Trustees approve the agenda as presented.

CARRIED

**PRESENTATION OF
MINUTES****Resolution #BD20130827.1004**

MOVED by Trustee Harries that the Board of Trustees approve the minutes of June 25, 2013 as presented.

CARRIED

**CHAIR'S REPORT
(REPORTS)**

Chair Price reported on the following items:

- July 24, attended Alberta School Boards Association, *Strengthening Governance Task Force*, discussions re: areas where the Task Force feel ASBA can support further improvements at the local school board level and to consider areas where the provincial organization could gain a stronger voice on provincial issues. This topic will require additional development, potentially by a different task force.
- August 21, met with Alberta School Boards Association, J. Hansen, President; C. Smith, Vice-President; and D. Anderson, Executive Director re: discussions on different approaches to develop provincial strength in ASBA and what some of the most effective engagement of stakeholders may be. The Executive will be bringing the topic and potential recommendations for the investigation to the ASBA Board of Directors at their September meeting.
- Corresponded with C. Marshman re: her concerns with Golden Hills School Division boundaries and with notifications associated with the upcoming elections in October. In summary I indicated to her that at the Board level, prior to this next election, we would review the plans for elector notification. Ward re-structure was completed in December, 2009. Various consultations with community and Board took place. It was decided the proposed boundaries met the criteria. I also explained that the deadline has passed for changes to the Ward structure for this election but encouraged her to bring her concerns forward to the new board prior to the 2017 election.

**BOARD
REPRESENTATIVES
TO EXTERNAL
ORGANIZATIONS
(REPORTS)**

Trustee Maerz reported on the Public School Boards Association August 22, 2013 meeting.

**ADMINISTRATION
REPORTS
(REPORTS)****BREAK**

Recessed: 10:48 a.m.

Reconvened: 11:00 a.m.

Chair Initials _____ Secretary Treasurer Initials: _____

Superintendent Daverne reported on the following items:

- Siksika residents (temporarily living in Strathmore due to flooding) - re: enrolment in Golden Hills schools in the interim
- Welcome to W. Miskiman, Associate Superintendent
- Information on new teacher hires and positions
- Bus shop for Strathmore (natural gas friendly)
- Hiring of mechanics for Strathmore bus shop
- Assistance to Foothills School Division from the technology department
- Partnership with Calgary Public School Board for a provincial learning network
- Meetings with the Town of Strathmore re: potential school sites and recreation facilities

Secretary-Treasurer Sabir reported on the following items:

- Summer projects - update on various schools
- Transportation and purchase of buses, hiring of bus drivers and mechanics
- Elections - nomination day form and advertisement
- Enrolment - reviewing enrolment projections

**WHEATLAND
COUNTY
RE-DESIGNATION
MEETING**
(ACTION ITEMS)

Superintendent Daverne provided information on the Wheatland County re-designation meeting.

**BOARD
LEADERSHIP PLAN**
(ACTION ITEMS)

Superintendent Daverne provided information on the Board Leadership Plan.

Resolution #BD20130827.1005

MOVED by Trustee Maerz Trustee that the Board of Trustees approve the Board's Annual Leadership Plan subject to the necessity for ongoing changes as a result of internal and external influences.

CARRIED

Resolution #BD20130827.1006

MOVED by Trustee Maerz that the Board of Trustees approve the meeting dates for September and October, 2013 be as follows:

- September 24, Regular Meeting of the Board
- October 29, 2013 Organizational Meeting of the Board

CARRIED

**PUBLIC INTEREST
DISCLOSURE ACT
(WHISTLEBLOWER
PROTECTION)**
(INFORMATION ITEMS)

BREAK

Recessed: 12:10 p.m.

Reconvened: 1:13 p.m.

Superintendent Daverne presented information on the Public Interest Disclosure Act (Whistleblower Protection) for the record.

**MONTHLY
ENROLMENT
MONITORING**

Resolution #BD20130827.1007

Secretary-Treasurer Sabir presented information on the June 2013 monthly enrolment monitoring report.

**REPORT (JUNE
2013)**

(INFORMATION ITEMS)

**TRANSPORTATION
REQUEST**

(INFORMATION ITEMS)

Secretary-Treasurer Sabir provided information on the transportation request received from J. McArthur.

Resolution #BD20130827.1008

MOVED by Trustee McKay that a letter of acknowledgement from the Superintendent be sent to J. McArthur, that the information received was presented and discussed at the August 27, 2013 regular board meeting and that following the county decision on the re-designation hearing surrounding the land for the new K-12 school in East Wheatland, further discussions will be held regarding the transportation policy and the board's decision on the request.

CARRIED

ADJOURNMENT

Resolution #BD20130827.1009

MOVED by Trustee Tucker that the Board of Trustees adjourn the meeting at 2:05 p.m.

CARRIED

Chair

Secretary-Treasurer

Draft



FIELD TRIP STUDIES/STUDENT EXCURSION
Strathmore High School

"Inspiring confident, connected, caring citizens of the world"

September 24, 2013

Background:

Strathmore High School requests permission, in accordance with Administrative Procedure 260 and Board Policy 2, for a proposed field trip to Ghana from April 17-27, 2014 (dates may shift by 2-3 days on either end). The students participating in this field trip may miss 1 to 2 days of school depending on this shift.

This trip has educational ties with the social studies curriculum, more specifically intercultural relations and global citizenship. Work is completed in advance by students in preparation for the trip and credits are awarded. While in Ghana students will provide community service (eg. building playgrounds, painting schools). The exact services they will be contributing to are chosen by them and will be determined closer to the departure date.

The administration will complete a risk assessment as required by Administration Procedure 260- *Field Studies/Student Excursions*. The risk assessment process will ensure that all the requirements of Procedure 260 are fully completed before departure.

Recommendation:

That the Board of Trustees approves the proposed high school field studies/excursion for Strathmore High School to Ghana from April 17-27, 2014 subject to advisory notices from Foreign Affairs and International Trade Canada website http://www.voyage.gc.ca/countries_pays/updates_mise-a-jour-eng.asp such that if a travel warning is issued prior to the trip and not rescinded before the departure date, the trip will be cancelled and parents must be advised that this will be the case.

A handwritten signature in blue ink, appearing to read "Bevan Daverne".

Bevan Daverne
Superintendent of Schools

A handwritten signature in blue ink, appearing to read "Dr. Kandace Jordan".

Dr. Kandace Jordan
Associate Superintendent of Schools



TRANSPORTATION REQUEST

"Inspiring confident, connected, caring citizens of the world"

September 24, 2013

Background:

A board establishes school attendance boundaries in accordance with the School Act s.13 (2). Attendance boundaries affect transportation funding which is calculated on the basis of students who reside more than 2.4 km from their designated school.

While attendance boundaries define the catchment area for a local school and determine transportation funding, parents have the right to enrol their children in any school that has the resources and facilities to accommodate them.

Currently, many students are leaving the East Wheatland area and choosing schools outside of East Wheatland.

At this time a number of rural families designated to Central Bow Valley have requested transportation to Standard.

Since the new K-12 school in East Wheatland is anticipated to open in September, 2016, it is the desire of the Board to allow students residing in East Wheatland to be educated in East Wheatland. Often parents may choose a school other than their designated school and then are faced with the challenge of transporting their child to a school of choice.

In the interim, in order to keep the students educated in East Wheatland, bus rides to Standard school can be accommodated by the transportation department at minimal cost and disruption to current service levels.

Recommendation:

Given that the proposed site for the East Wheatland School has now been re-designated by Wheatland County and that the new school is now projected to open in September of 2016, it is recommended that the Board of Trustees consider making an exception to Policy based on these exceptional circumstances and consider transportation options for those families wishing to move their students to a consolidated school early and retain those students in East Wheatland Schools.

A handwritten signature in blue ink, appearing to read "Bevan Daverne".

Bevan Daverne
Superintendent

A handwritten signature in blue ink, appearing to read "Tahra Sabir".

Tahra Sabir
Secretary-Treasurer



SCHOOL YEAR CALENDAR 2013 - 2014

"Inspiring confident, caring citizens of the world"

September 24, 2013

Background:

In accordance with Administrative Procedure 130, *School Year and School Day*, the board established the 2013-2014 School Year Calendar in June 2012 by Board Motion BD20120626.1012.

After review of the calendar by School Administration it is suggested that the January 30, 2014 Professional Development Day be switched with January 31st which is the first day of the semester. This would allow the students to begin the second semester on a Thursday and then the PD day would occur on the Friday.

Current:

January 30 – Professional Development Day
January 31 – First Day of Semester

Proposed Change:

January 30 – First Day of Semester
January 31 – Professional Development Day

JANUARY / 2014

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13T	14T	15T	16	17	18
19	20T	21T	22T	23T	24T	25
26	27T	28T	29T	30+	31→	

JANUARY / 2014

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13T	14T	15T	16	17	18
19	20T	21T	22T	23T	24T	25
26	27T	28T	29T	30→	31+	

This change would also affect the Alternative Calendars for Hussar and Rockyford Schools . It will not affect the number of days in the school year, or in the semester.

Recommendation:

That the Board of Trustees approves the change to the 2013/2014 Division's School Year Calendar and the 2013/2014 Hussar and Rockyford School calendar.

Bevan Daverne
Superintendent



INFORMATION FOR NEW BOARD

"Inspiring confident, caring citizens of the world"

September 24, 2013

Background:

In order to provide a smooth transition to upcoming newly elected board members, the Board of Trustees would like to provide information on recent trends, issues and challenges that the new Board may choose to use as a helpful tool for orientation.

Recommendation:

That the board discuss and present a list of issues, challenges and items for consideration for the new board.

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Bevan Daverne
Superintendent

Draft



ENROLMENT BACKGROUNDER

"Inspiring confident, connected, caring citizens of the world"

September 24, 2013

Background:

The Board of Trustees regularly monitors enrolment and notes trends over time. Funding is primarily enrolment-driven and monitoring and projecting enrolment trends informs the board's budgeting processes.

As per the attached monitoring report, information is provided on the preliminary enrolment of resident funded students, Siksika funded students and International funded students. These are preliminary numbers and changes may occur prior to September 30, 2013.

Alberta Education calculates funding for Kindergarten to grade nine based on the full time equivalent student count as of September 30, 2013. High school funding is based on the Credit Enrolment Units earned per student.

Recommendation:

That the Board of Trustees receives the Enrolment Monitoring Report for information and for the record.

A handwritten signature in blue ink, appearing to read "Bevan Daverne".

Bevan Daverne
Superintendent

A handwritten signature in blue ink, appearing to read "Tahra Sabir".

Tahra Sabir
Secretary-Treasurer

Appendix 1 for 8.2.1.: Preliminary 2013-2014 Enrolment

Configuration	School	Last Year Sept 2012	Projected for 2013	Actual - Preliminary 2013/2014	% Difference from Actual to Projected	Difference from this Year to Last Year	% Difference from last year
K-6, 10-12	Acme School	181.50	166.50	172.00	3%	-9.50	-5%
K-6	Brentwood School	320.50	322.00	334.00	4%	13.50	4%
K-9	Carbon School	100.00	90.50	90.50	0%	-9.50	-10%
K-6	Carseland School	79.00	77.50	71.50	-8%	-7.50	-9%
K-8	Central Bow Valley School	41.00	32.50	28.00	-14%	-13.00	-32%
7-9	Crowther Memorial Junior High School	525.00	516.00	531.00	3%	6.00	1%
K-9	Dr. Elliott School	162.50	168.50	173.50	3%	11.00	7%
7-12	Drumheller Valley Secondary School	342.00	314.00	348.00	11%	6.00	2%
K-6	Greentree School	408.50	420.00	413.50	-2%	5.00	1%
K-6	Hussar School	52.50	49.50	48.50	-2%	-4.00	-8%
K-12	Prairie Christian Academy School	259.50	253.00	255.50	1%	-4.00	-2%
K-6	Rockyford School	29.50	30.50	31.00	2%	1.50	5%
K-12	Standard School	186.50	196.00	206.50	5%	20.00	11%
10-12	Strathmore High School	616.00	597.00	633.00	6%	17.00	3%
K-12	Three Hills School	458.00	434.00	450.00	4%	-8.00	-2%
K-9	Trinity Christian Academy	90.00	102.50	109.00	6%	19.00	21%
K-12	Trochu Valley School	342.50	328.00	322.00	-2%	-20.50	-6%
K-6	Westmount School	428.00	429.00	419.00	-2%	-9.00	-2%
K-6	Wheatland School	350.50	344.00	364.50	6%	14.00	4%
K-12	Colonies	353.50	333.50	345.00	3%	-8.50	-2%
7-12	Drumheller Outreach	23.00	22.00	22.00	0%	-1.00	-4%
1-12	Northstar Academy	163.00	160.00	204.00	28%	41.00	25%
7-9	Anchors II Outreach	8.00	9.00	10.00	11%	2.00	
1-12	Golden Hills Learning Academy	91.00	85.00	87.00	2%	-4.00	-4%
7-12	Strathmore Storefront	39.00	36.00	38.00	6%	-1.00	-3%
10-12	Trochu Outreach	28.00	31.00	25.00	-19%	-3.00	-11%
						0.00	
	GRAND TOTAL	5,678.50	5,547.50	5,732.00	3%	53.50	1%
		-131.0	+53.5	+184.5			
						4%↑	
						higher than projected	



PROFESSIONAL DEVELOPMENT AND FUTURE DIRECTIONS BACKGROUNDER

"Inspiring confident, connected, caring citizens of the world"

September 24, 2013

Background:

Ongoing, relevant, and timely professional development is critical in order for school divisions to continue to meet the needs of their students and to run an efficient organization. In particular, teachers and administrators require ongoing Professional Development in order to learn about, and utilize, best research-based practices within education.

In order to meet the diverse learning needs of our teachers and administrators, we design numerous Professional Development opportunities for our staff within our various projects and initiatives, which include individual, school-based, and division-wide opportunities.

The Professional Development and Future Directions Monitoring Report outlines the main Professional Development activities of the 2012/2013 school year and indicates some of the future trends and directions.

Recommendation:

That the Board of Trustees receives the Professional Development and Future Directions Monitoring Report for information and for the record.

A blue ink signature of Bevan Daverne.

Bevan Daverne
Superintendent

A blue ink signature of Dr. Kandace Jordan.

Dr. Kandace Jordan
Associate Superintendent of Schools



Golden Hills School Division No. 75

Report to the Regular Meeting of the Board of Trustees

Regular Agenda

September 24, 2013

To: Bevan Daverne, Superintendent

From: Dr. Kandace Jordan (Deputy Superintendent of Schools)

Re: Professional Development and Future Directions

Purpose: Information for the Board of Trustees and for the Record

Resource Persons: Sue Humphry, Jane Gallacher

Overview:

Golden Hills School Division (GHSD) recognizes that in order for our students to be competitive and successful in a globally connected and rapidly changing world, they need to acquire the skills and attributes necessary to become innovative thinkers, doers and connectors. This requires a focus on intentional instruction and using a variety of strategies that develop competencies such as: collaboration, communication, critical thinking, and problem solving. Students also need to be able to design innovations, communicate through compelling stories, develop rapport with others and synthesize seemingly disconnected pieces of information in new ways (Pink, 2005). Recognizing that it is important to know how to access information and be a self-motivated and engaged learner, professional learning for our teachers in GHSD focuses on learning how to design and implement powerful learning tasks. These tasks will help our students move beyond the right answer to creativity, innovation and deep understanding.

Alberta Education acknowledges that our education system needs to adapt to meet the challenges of a constantly evolving world. Through the *Inspiring Education* dialogues, Albertans identified a vision for the future of education where all students are inspired to achieve success and fulfillment as engaged thinkers and ethical citizens with an entrepreneurial spirit. This vision sets the direction to work collaboratively to transform our education system. Although the transformation is just beginning to take shape, GHSD is working to ensure that our teachers are provided with PD that aligns with the direction of our province. The core competencies are being considered along with a focus on helping students become *engaged thinkers* and *ethical citizens* with an *entrepreneurial spirit*.

AISI Strategic Learning

- The Grade 7-9 Social Studies and Grade 10-12 Social Studies teacher teams participated in team planning using a UBD structure which embedded 21st Century learning principles. Judy Martin from the University of Calgary Galileo Educational Network was the key resource along with system coordinators who were brought in to support this learning.
- Grade 10-12 English and Social Studies teacher teams worked together to develop procedural models for improving critical essay writing and critical thinking. This work was led by Researcher, Johanna de Leeuw developer of the “Interactive Dynamic Modeling Process”, which includes annotated, benchmarked models, procedural models and dynamic models. GHSD partnered with Calgary Catholic School Division to implement this project which will continue over the next two years. English teachers met three times and the Social Studies team met once to begin the training and implementation of the project.
- A cross-jurisdictional project was implemented with Foothills School Division that targeted grade 7-9 Language Arts teachers. Researcher Karen Hume provided training and led the work on this project. Teachers met to develop units of study in May 2013.
- Administrators were provided with PD related to system improvement at every administration meeting throughout the year. This included presentations by teachers showcasing student work.
- AISI lead teachers and key contacts from each school met three times throughout the year with the AISI Coordinator and Learning Coaches to participate in ongoing training and PD in strategic learning. One common area of focus was the implementation of teaching common academic vocabulary as a strategy to improve achievement.
- AISI coordinators, administrators and teachers attended various external PD opportunities including AB Ed meetings, conferences, workshops, and planning meetings with other divisions.
- As well, all teachers had the opportunity for additional PD that was funded out of their school-based AISI PD funds. The majority of the time was spent in small groups and many were inter-school groupings.
- Senior administrators attended several CASS Leadership Academy sessions.
- AISI funding was discontinued March, 2013; however the work on system improvement was sustained.
- Learning Coaches provided ongoing PD to teachers through co-planning, modeling of powerful strategies and support in research and best practices.

New Curriculum

- Implementation of the new grade 12 math curriculum began in September 2012. High school teachers were supported in the implementation of the new curriculum with the opportunity to participate in a Math Lesson Study Group lead by Learning Coach Marcie Steen.
 - Learning Coach Marcie Steen was a part of the CRC Math Advisory group and helped plan PD for Zone 5 teachers. Several teachers attended CRC PD opportunities.
 - The math Learning Coach attended several Zone 5 meetings to receive information on curriculum updates and to provide Alberta Education with feedback.
-

Report cards

The report card committee met three times last year to discuss the future direction of report cards and provide recommendations to senior administration.

Action that took place last year:

- There were three kindergarten professional development days spent on prioritizing curriculum and developing the new report card template. The kindergarten learner profile (report card) is developed and ready for the start of 2013.
- Two professional development days were spent revising and working on changes to the prioritized elementary language arts curriculum. This revision along with the addition of prioritized outcomes for health, music and physical education were the only major changes to the grade 1-6 learner profile.
- Six PD days were used for junior high school subject's curriculum prioritization. A draft of the junior high curriculum is completed. The goal is to have a working shell for junior high teachers to practice with for a year before implementation.
- Learning coaches worked with nearly every school in the division to ensure a smooth transition to the new learner profile.
- A website has been created that has numerous resources for teachers and schools to help support with the new learner profile (report card), also in development is the start of a parent site.

Learning Coaches

- Learning Coaches collaborated with teachers and other professionals to meet the diverse learning needs of all students in the 21st Century Classroom. The team included Holly Desserre, Jeff Grimsdale (0.4 FTE-Report Card/Students Achieve), Leana Howard, Marcie Perdue, Sonja Smart and Marcie Steen (Northern Schools).
- Learning Coaches worked side by side with teachers to design learning experiences that would enable all students to achieve to their fullest. This was attained through designing and implementing accessible, effective and engaging tasks for all students.
- 33% of support provided to teachers was through co-planning and 22% of support was through Lesson Modeling. Most of the time was spent in collaboration and connecting to resources.
- 80% of teachers who accessed a Learning Coach rated the impact of collaboration with on their teaching practice as "High or Very High".
- 70% of teachers rated impact of the collaboration on student learning as "High or Very High".
- 81% of teachers reported that work with the coach helped them to effectively or very effectively achieve their goals.

The work of the coaches consisted of the following:

- Collaborated in the development and design of learning for the 21st Century Classroom.
 - Further supported and developed various district and provincial initiatives.
-

-
- Worked collaboratively to engage all learners in achieving their highest levels of academic and personal competencies within a caring and innovative environment.
 - Cultivated inclusive practices.
 - Facilitated teacher collaboration and sharing promising practices.
 - Acted as advocates in building teacher capacity to explore innovative instructional practices through systematic modeling, co-teaching and feedback.
 - Used data and meaningful research to improve instruction and enhance learning.
 - Served as a resource for assistive technology support and integrated technology for use by all students.
 - Connected and supported teachers with resources and professional development opportunities.

Technology

Golden Hills School Division continues to encourage and support system wide improvement that embraces powerful learning design, global citizenship, and strategic instruction and student engagement with a Technology for Learning Initiative. Golden Hills has set out to build capacity with both teachers and students that provide access to technology in a supportive and collaborative environment. Our goal is always to promote an inclusive environment where students can begin to integrate technology within their learning environment. Assistive Technology such as netbooks, laptops, iPads, iPods, speech to text (SpeakQ) and text to speech (WordQ) continue to support an inclusive educational learning environment. The creation of the GHSD Learning Commons also provides multiple opportunities for teachers and students to access a variety of technological tools. Instructional coaches continue to provide individual support to build teacher capacity and support the use of new emerging technologies within the classroom.

English Language Learning (ELL)

- As a member of the CRC ESL steering committee Zone 5 she attended all steering committee meetings and all ELL PD training sessions offered by the CRC.
 - Individually assessed all ELL/International Grade 12 students for Diploma Accommodations.
 - Presented to Colony teachers on the Alberta Education Benchmarks and Vocabulary strategies.
 - Completed some individual testing with the Colony students.
 - Facilitated PD sessions for Foothills School Division on the Benchmarks and Vocabulary Strategies for ELL's.
 - Facilitated ESL parent meetings for Trochu and Three Hills Schools.
 - Implemented the ESL Yellow Folder tracking files and GHSD ESL report card for ELL and International students.
 - ESL presentations were offered to GHSD teachers: Vocabulary Strategies for ELL learners and Alberta Education ESL Benchmarks.
 - The ELL coordinator worked in conjunction with IMC to develop ELL resources (purchase of dual-language books and dual-language picture dictionaries).
 - The ESL coordinator facilitated and presented at the CRC ESL Summer Institute at Mount Royal
-

University “Languages for All: How to Support and Challenge Students in a Second Language Classroom.”

Literacy

- Teachers who participated in the Literacy Pilot (First Steps and Stepping Out) in the previous two years continued to implement key strategies in their schools. Learning Coaches provided materials and training for interested teachers in schools that were not part of the pilot.
- GHSD participated in the Advancing Adolescent Reading Initiative (AARI), an Alberta Learning initiative focused on improving First Nations Literacy Levels. One staff member received on-going weekly PD then used this training in their role as Learning Coach.
- The GHSD Early Literacy team provided a workshop for grade 1 teachers to continue developing best practices in literacy instruction in the classroom.
- GHSD offered two training days in the “Daily Five” literacy strategy with a total of 70 teachers trained in the “Daily Five”. Learning Coaches followed up in the classroom to facilitate implementation. Teachers were also offered model lessons and support in implementing “Words Their Way”, a literacy program designed to increase literacy skills in Grades 1-8.
- The Kindergarten teachers were provided a team planning day in April 2013 with a focus on implementation of the new GHSD report card, as well as training in Phonemic Awareness. K teachers completed a book study which focused on “Learning through Inquiry and Play”.

Early Child Development (ECD) Mapping Initiative

- Alberta Education launched the Early Childhood Development (ECD) Mapping Initiative, a five-year province-wide research and community development activity to look at factors that may influence healthy child development. The ECD mapping Initiative is funded by the Government of Alberta and involves the Ministries of Education, Health and Wellness and Human Services.
- The Wheatland ECD Mapping Coalition (5 for Life) was formed to respond to the research information emerging from the ECD (Early Childhood Development) Mapping Initiative. 5 for Life chair is the Early Literacy Coach for GHSD and this group will provide information about local resources and develop a community response plan to support healthy child development (children 0-5 years) based on a two-year seed grant approved by the Alberta Government. A great deal of time has also been spent on devising a work plan that will guide the coalition’s work in *Planning, Engaging the Community, Researching Resources, Providing Education and Learning, and Communicating with Community Members*.
- The Early Literacy department of GHSD provided information regarding communication skills and will continue to support the Coalition’s work with manpower and resources in the planning and implementation of events.

Professional development is critical in order for GHSD to continue to develop and provide exceptional learning programs. Without highly skilled teachers and administrators it would be impossible to meet our goals. There is a strong movement of change within Alberta Education and we continue to work with the government to explore best practices, incorporate change, and reflect on our work.

Appendix 1 for 8.2.2.: Professional Development and Future Directions

During the 2013-2014 school year teachers and administrators will continue to be provided with a variety of PD opportunities to meet their learning needs. This will include targeted PD for several curriculum groups as well as sessions related to topics that align with district and school goals targeted to improve student learning. System improvement professional development will continue focusing on the facilitation of powerful learning opportunities for students as per attached diagram.

Alberta Education has several publications related to this report. These documents can be located on the following websites:

Inspiring Action on Education:

<http://ideas.education.alberta.ca/media/2905/inspiringaction%20eng.pdf>

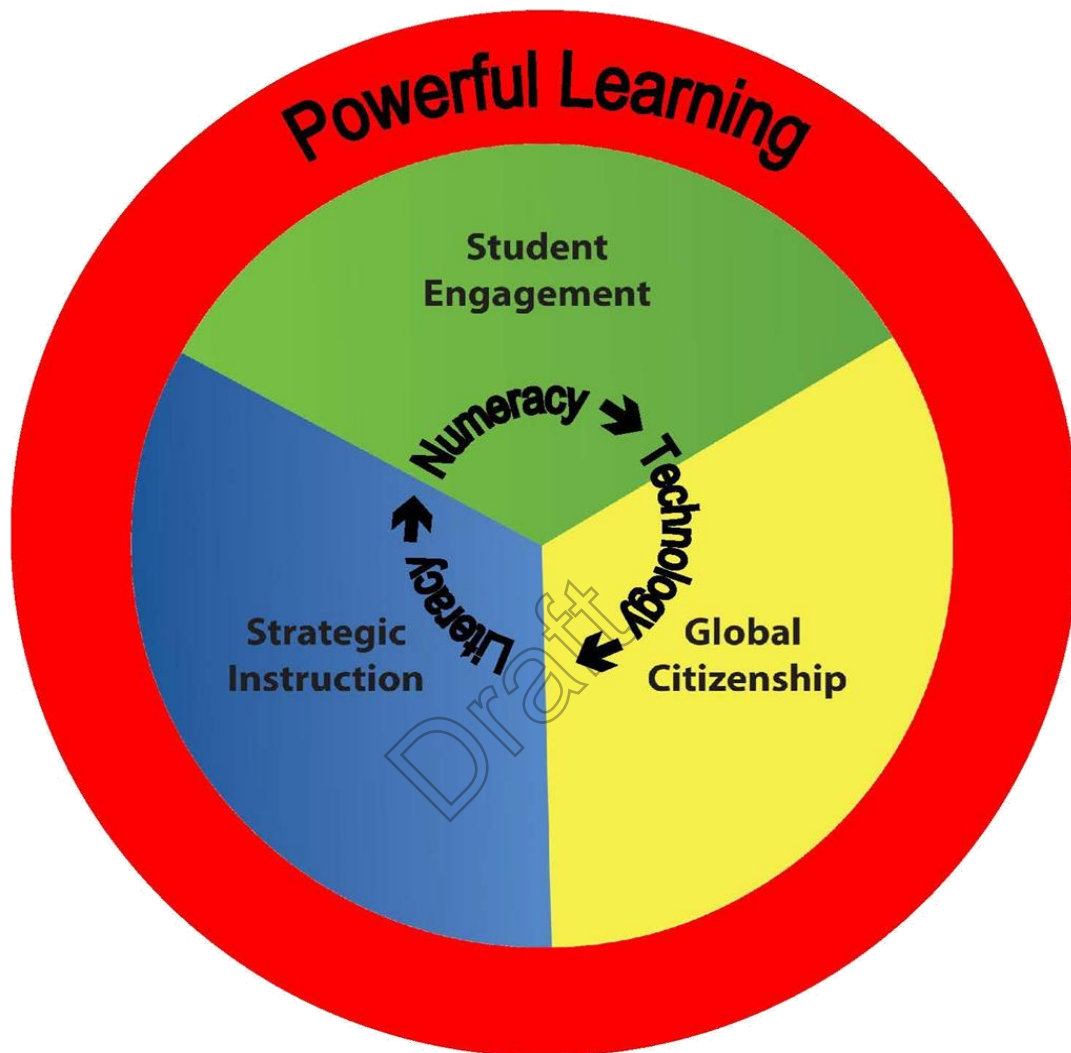
Action on Curriculum:

<http://education.alberta.ca/department/ipr/curriculum.aspx>

Recommendation:

That the Board of Trustees receives the PD and Future Directions report for information and the record.

Draft





ADVOCACY PLANNING

"Inspiring confident, connected, caring citizens of the world"

September 24, 2013

Background:

The Board of Trustees is highly concerned about providing the best for students both in programming opportunities available to them and in quality facilities at which they attend.

To this end, The Board of Trustees formed an Advocacy Committee with the purpose of developing a list of advocacy priorities to be shared with provincial authorities and other municipal officials.

The Board developed the following priorities for itself for 2013/14:

1. Position our schools as "schools of choice" for students and their families.
2. Continue to build relationship with Alberta government and other partners including other partner School Boards.
3. Developing a relationship with the ATA Local that advances the quality of education in Golden Hills.
4. Build on existing advocacy strategies and strengthen the approach.
5. Continue to develop understanding of measures and the outcomes of the linkages between planning and budget processes.
6. Explore authentic opportunities to inform and consult with all communities.
7. Continue to expand and implement a strategy on social media.

The Board's Advocacy Plan is attached for information.

Advocacy Committee Recommendation:

That the Board of Trustees receives as information.

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Bevan Daverne
Superintendent of School



Golden Hills School Division No. 75 Board of Trustees Advocacy Plan

Advocacy

Advocate for our district needs and cheerlead for Golden Hills School Division with those people who make decisions or influence those who make decisions. They need to know what they can do to help us and that we deserve their help.

Trustees should pursue opportunities to share those Board developed advocacy points that are appropriate with each group.

Groups:

- School council
 - Local board member
 - Meet Informally
 - Trustees should attend at least one School Council Meeting and make themselves available to attend upon request. A regular attendance schedule is preferred.
- Council of councils
 - Entire Board and Administration
 - Formal Annual meeting in April
- Town Councils/County Councils
 - Regular interaction - local trustee and/or superintendent (minimum of once per year)
 - Informal meeting
- MLA's
 - Issue dependent - may include entire Board and Admin (scheduled appropriately)
 - Regular interaction - local trustee and/or superintendent (minimum of once per year)
 - Attempt to meet at our request at least once annually
 - Look for invitational event based opportunities at the local school or district level
- Minister of Education
 - At his request and our invitation – total Board
 - Board Chair and administration
 - Attempt to meet at our request at least once annually
- Rural caucus chair
 - Annually, failing a meeting with the Minister of Education
- Education critic
 - Annually, failing a meeting with the rural caucus chair or included with MLA's (issue dependent)
- Zone 5 Boards and Siksika
 - Entire board, once annually



ADMINISTRATIVE PROCEDURE 421, *Teacher Growth, Supervision and Evaluation*

"Inspiring confident, connected, caring citizens of the world"

September 24, 2013

Background:

Administrative Procedure 421, *Teacher Growth, Supervision and Evaluation* was developed by the Human Resources Department in response for a renewed process for superintendents, principals and teachers to work together to achieve the Teacher Quality Standard (TQS), and to ensure that all teachers are responsible and accountable for meeting the TQS throughout their employment with Golden Hills School Division.

The procedure will provide Administrators with a guideline to provide meaningful feedback and assist in the administrative decision-making related to continuing contracts, permanent certification and transfer or dismissal. It is the belief of the Division that the components of growth, supervision and evaluation are necessary where the end goal is to effect positive growth in student learning.

Recommendation:

That the Board of Trustees receives Administrative Procedure 421, *Teacher Growth, Supervision and Evaluation* as information and for the record.

A handwritten signature in blue ink, appearing to read "Bevan Daverne".

Bevan Daverne
Superintendent

A handwritten signature in blue ink, appearing to read "Wes Miskiman".

Wes Miskiman
Associate Superintendent

Administrative Procedure 421

Administrative Procedure - Teacher Growth, Supervision and Evaluation

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PART 1 - BACKGROUND

The purpose of this AP is to provide a process for superintendents, principals and teachers to work together to achieve the Teacher Quality Standard (TQS), and to ensure that all teachers are responsible and accountable for meeting the TQS throughout their employment with Golden Hills School Division.

Teacher growth, supervision and evaluation will also provide meaningful feedback and assist in the administrative decision-making related to continuing contracts, permanent certification and transfer or dismissal. It is the belief of the Division that the components of growth, supervision and evaluation are necessary where the end goal is to effect positive growth in student learning.

1.1 Definitions

In this Administrative Procedure

- 1.1.1 **"principal"** means a principal as defined in the **School Act** or a Superintendent or designate (associate superintendent, principal or associate principal) in respect to fulfilling obligations under section 113 of the **School Act**, or for purposes of making recommendations under the Certification of Teachers Administrative Procedure.
- 1.1.2 **"evaluation"** means the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgement by a principal in determining whether one or more aspects of the teaching of a teacher exceeds, meets or does not meet the teaching quality standard;
- 1.1.3 **"notice of remediation"** means the written statement issued by a principal to a teacher where the principal has determined that a teacher's teaching does not meet the teaching quality standard, and such a statement describes:

- 1.1.3.1 the teaching quality standard that is expected,
 - 1.1.3.2 the behaviours or practices that do not meet the teaching quality standard and the changes required,
 - 1.1.3.3 the remediation strategies the teacher is advised to pursue, and
 - 1.1.3.4 how the determination will be made that the required changes in behaviour or practice have taken place, applicable timelines, and the consequences of not achieving the required changes including, but not limited to, termination of a teacher's contract of employment;
- 1.1.4 **"supervision"** means the on-going process by which a principal carries out duties in respect to teachers and teaching required under section 20 of the *School Act*, and exercises educational leadership;
- 1.1.5 **"teacher"** means an individual who is required to hold a certificate of qualification as a teacher and who is responsible for the provision of instruction or supervision under section 18 of the School Act, or an individual whose qualifications are approved by the Minister and is employed to teach under section 28(2)(b)(iii) of the School Act and who is employed by the Golden Hills School division
- 1.1.6 **"Teacher Professional Growth Plan"** means the career-long learning process whereby a teacher annually develops and implements a written plan to achieve professional learning objectives or goals that are consistent with the teaching quality standard and meet the requirements of Part 2 of this Administrative Procedure;
- 1.1.7 **"teaching quality standard"** means the authorized standard and descriptors of knowledge, skills and attributes as defined in the Teaching Quality Standard Ministerial Order. Attached Appendix A.

1.2 ***Responsibility to Teachers***

At the commencement of each school year the Principal shall review this administrative procedure with all teaching staff.

1.3 ***Application***

- 1.3.1 Part 1, Part 2 and Part 3 of this Administrative Procedure applies to all teachers employed by Golden Hills School Division unless otherwise stipulated in [provincial regulation 2.1.5](#) (mentorship plans)
- 1.3.2 Any action undertaken in good faith under this AP does not constitute personal harassment under [AP 161 – Harassment](#).

PART 2- TEACHER PROFESSIONAL GROWTH PLAN - Role of the Teacher

2.1 Responsibilities

Each school year a teacher is responsible for developing, implementing and completing a Teacher Professional Growth Plan that

- 2.1.1 is teacher authored, growth-directed and continuous,
- 2.1.2 reflects an assessment of professional learning needs by the individual teacher,
- 2.1.3 shows a demonstrable relationship to the teaching quality standard, and
- 2.1.4 takes into consideration the education plans of the school and the Golden Hills School Division

2.2 Components of a Plan

A Teacher Professional Growth Plan must include

- 2.2.1 goal(s)/objective(s)
- 2.2.2 expected outcomes and desired results,
- 2.2.3 action plans/strategies,
- 2.2.4 assistance/support,
- 2.2.5 timelines, and
- 2.2.6 descriptors of completion/indicators of success.

2.3 Implementation of a Plan

A teacher must work towards the attainment of their Teacher Professional Growth Plan through ongoing action and personal review.

2.4 Additional Consideration of a Plan

Subject to the approval of the principal, a Teacher Professional Growth Plan (a) may be a component of a long-term, multi-year plan or (b) may include a component of supervising a student teacher or mentoring a teacher.

2.5 Submission of Annual Plan

The teacher must submit a copy of their Teacher Professional Growth Plan to the principal or associate principal for review and approval by October 30

2.6 Retention of Teacher Professional Growth Plan

The teacher must retain a copy of their Teacher Professional Growth Plan and a copy is retained for the school year by the principal.

2.7 Teacher Professional Growth Plan Review

- 2.7.1 The principal or associate principal must arrange for and complete a review of the Teacher Professional Growth Plan within the last 60 days of the school year.
- 2.7.2 The principal or associate principal, in consultation with the teacher, must make a finding whether the teacher has completed the requirements of a Teacher Professional Growth Plan that complies with this Administrative Procedure.

2.8 Disciplinary Action

If the principal or associate principal finds that a teacher has not completed the requirements of a Teacher Professional Growth Plan that complies with this Administrative Procedure, the teacher may be subject to disciplinary action.

2.9 Use of the Teacher Professional Growth Plan in Evaluation

- 2.9.1 Unless a teacher agrees, the content of a Teacher Professional Growth Plan must not be part of the evaluation process of a teacher
- 2.9.2 Notwithstanding section 2.9.1 a principal may identify behaviours or practices of a teacher that may require an evaluation provided that the information identified is based on a source other than the information in the teacher's Teacher Professional Growth Plan.

PART 3 - TEACHER PROFESSIONAL GROWTH PLAN – Role of the Principal

3.1 Information on Plans

A principal must ensure that teachers receive information and understand Teacher Professional Growth Plans by reviewing information and process and inform at the commencement of school year.

3.2 Review Meetings

A principal must make provision to meet with each teacher by October 30th

- 3.2.1 to receive the Teacher Professional Growth Plan,
- 3.2.2 to orally review the Teacher Professional Growth Plan, and
- 3.2.3 to discuss the opportunities available for mentoring, coaching, and support throughout the school year.
- 3.2.4 make provision for a review of the completed Teacher Professional Growth Plan within the last 60 days of the school year.

3.3 *Expectations for Development of Plans*

A principal must ensure each teacher's Teacher Professional Growth Plan

- 3.3.1 reflects goals and objectives based on an assessment of professional learning needs by the individual teacher,
- 3.3.2 shows a demonstrable relationship to the teaching quality standard, and
- 3.3.3 takes into consideration the education plans of the school and the Golden Hills School Division

3.4 *Implementation Status*

A principal must maintain an awareness of the implementation status of each Teacher's Professional Growth Plan.

3.5 *Plan Retention*

The principal and, if applicable, the review body, must

- 3.5.1 hold a copy of the Teacher Professional Growth Plan for the school year,

3.6 *Use of the Plan in Evaluation*

The principal may not use the teacher growth plan to identify behaviors or practices of a teacher that may require evaluation. The principal may identify behaviour or practices of a teacher that may require an evaluation provided that the information identified is based on a source other than the information in the teacher's Teacher Professional Growth Plan.

PART 4 - SUPERVISION OF TEACHERS

4.1 *Purpose of Supervision*

- 4.1.1 The purpose of supervision by the principal is
 - 4.1.1.1 to provide support, guidance for the teacher,
 - 4.1.1.2 to observe and receive information from any source about the quality of teaching a teacher provides to students, and
 - 4.1.1.3 to identify the behaviors or practices of a teacher that for any reason may require an evaluation.
- 4.1.2 It is the teacher's responsibility to receive and act on feedback received through supervision to improve the teacher's professional performance.

4.2 *Ongoing Supervision*

A principal must

- 4.2.1 Provide ongoing supervision for all teachers in the school, and

- 4.2.2. Seek to be satisfied that a teacher's teaching meets the requirements of the Appropriate Section of the TQS (Appendix A)

4.3 Relevant Information

In the normal course of duties, a principal

- 4.3.1 may receive information from any source and make observations about the quality of teaching a teacher provides to students, and,
- 4.3.2 Will share relevant information and observations with the teacher on an on-going basis

4.4 Educational Leadership

- 4.4.1 In exercising educational leadership, a principal may provide assistance, support and guidance, to a teacher to improve the teacher's quality of instruction.
- 4.4.2 The assistance provided may vary in nature depending upon the teacher's learning needs and professional circumstances

4.5 Results of Supervision

When, through supervision, a principal believes that a teacher's behaviours or practices may not meet the requirements of the TQS (Appendix A), the principal

- 4.5.1 May work with the teacher directly, as a part of the principal's program of supervision, to provide assistance to change the behaviours or practices that may be problematic, or
- 4.5.2 May initiate an evaluation.

PART 5 - EVALUATION OF TEACHERS

5.1 Reasons to Conduct an Evaluation

A principal may conduct an evaluation of a teacher

- 5.1.1 Upon a written request by a teacher
- 5.1.2 for the purposes of gathering information related to a specific employment decision of a teacher
- 5.1.3 for purposes of assessing the growth of the teacher in specific areas of practice, or
- 5.1.4 when, on the basis of information received through supervision, the principal has reason to believe that the teaching of the teacher may not meet the teaching quality standard.
- 5.1.5 For a recommendation by an authorized individual that a teacher be issued a **permanent professional teaching certificate** or be offered employment under a **continuing contract**. Such a recommendation must be supported by the findings **of two or more** evaluations of the teacher.

5.2 *Initiating an Evaluation*

When the principal initiates an evaluation, the principal must communicate all of the following in writing to the teacher:

- 5.2.1 the reasons for and purposes of the evaluation,
- 5.2.2 the process, criteria and standards to be used,
- 5.2.3 the timelines to be applied, and
- 5.2.4 the possible outcomes of the evaluation.

5.3 *Evaluation Observations*

When conducting an evaluation a principal must

- 5.3.1 include observations of the teacher's teaching and other activities relating to the teacher's assignment; within the framework of the appropriate section of the TQS. (Appendix A)
- 5.3.2 collect data in accordance with the Teachers' Code of Professional Conduct; and
- 5.3.3 provide the teacher with on-going feedback over the course of the evaluation.
- 5.3.4 complete an evaluation report, and based on the TQS framework.
- 5.3.5 include the principal's recommendations pertaining to the teacher's employment, certification or remediation as applicable.

5.4 *Discussion of the Evaluation Report*

- 5.4.1 A principal must meet with the teacher to discuss the evaluation report.
- 5.4.2 The teacher may add written comments to the evaluation report.

5.5 *Distribution of Evaluation Report*

- 5.5.1 A principal must:
 - 5.5.1.1 give the original evaluation report together with the teacher's comments, to the teacher.
 - 5.5.1.2 a principal may keep a copy of the evaluation report together with supporting documents
 - 5.5.1.3 forward a copy of the evaluation report with teacher's comments to the teacher's personnel file.

5.6 *Notice of Remediation*

- 5.6.1 When, as a result of an evaluation, a principal determines that a teacher's teaching does not meet the teaching quality standard, the principal must
 - 5.6.1.1 issue a notice of remediation to the teacher,
 - 5.6.1.2 offer a program of assistance (Appendix B) , consistent with the notice of remediation, to the teacher, and

- 5.6.1.3 undertake a subsequent evaluation
- 5.6.2 The subsequent evaluation at the end of the remediation process may result in:
 - 5.6.2.1 a return to the supervision process (if the teacher has met the expectations of the Teaching Quality Standard) or
 - 5.6.2.2 An extension of the remediation plan or
 - 5.6.2.3 A change of assignment or
 - 5.6.2.4 A recommendation for termination of the teacher's contract of employment.
- 5.6.3 A notice of remediation may replace the teacher's obligation to develop, implement and complete an annual Teacher Professional Growth Plan and the teacher must comply with the notice of remediation.
- 5.6.4 After notice of remediation, a second evaluation may be completed by another Principal or designate.

5.7 Appeal Process

- 5.7.1 A teacher may ask the Superintendent to review the teacher's evaluation to ensure compliance with this Administrative Procedure.
- 5.7.2 A request for a review of an evaluation must be made within 10 calendar days of the teacher receiving the evaluation report and must outline in writing the teacher's reasons for the request.
- 5.7.3 Upon receiving a request for a review of a teacher's evaluation, the Chief Superintendent or designate must conduct a review and render a written decision within 21 calendar days.
- 5.7.4 The appeal process will occur before a suspension or notice of termination.

School Act Sections & Provincial Regulations: [Section 105 to 109](#) (click to link to School Act)

Reference: School Act s. 18 (1), (2)

Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta – Ministerial Order (#016/97)

Appendix A – TEACHING QUALITY STANDARD MINISTERIAL ORDER (#016/97)

1. Pursuant to Section 25(1)(f) of the **School Act**, I approve the following as the Teaching Quality Standard which shall apply to teacher certification, professional development, supervision and evaluation, and which is supported by descriptors of selected knowledge, skills and attributes appropriate to teachers at different stages of their careers:

(1) 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 by students.

All teachers are expected to meet the Teaching Quality Standard throughout their careers. However, teaching practices will vary because each teaching situation is different and in constant change. Reasoned judgment must be used to determine whether the Teaching Quality Standard is being met in a given context.

(2) Descriptors of Knowledge, Skills and Attributes Related to Interim Certification

Teachers who hold an Interim Professional Certificate must possess the Knowledge, Skills and Attributes Related to Interim Certification (Interim KSAs), and apply them appropriately toward student learning. During their first two years of teaching, teachers should use the Interim KSAs to guide their teaching, reflect on their practice, and direct their professional development in collaboration with their supervisors and evaluators.

As situations warrant, teachers who hold an Interim Professional Certificate are expected to demonstrate consistently that they understand:

- a) contextual variables affect teaching and learning. They know how to analyse many variables at one time, and how to respond by making reasoned decisions about their teaching practice and students' learning;
- b) the structure of the Alberta education system. They know the different roles in the system, and how responsibilities and accountabilities are determined, communicated and enforced, including the expectations held of them under the Certification of Teachers Regulation, A.R. 261/90 as amended and their school authority's teacher's evaluation policy;
- c) the purposes of the Guide to Education and programs of study germane to the specialization or subject disciplines they are prepared to teach. They know how to use these documents to inform and direct their planning, instruction and assessment of student progress;

d) the subject disciplines they teach. They have completed a structured program of studies through which they acquired the knowledge, concepts, methodologies and assumptions in one or more areas of specialization or subject disciplines taught in Alberta schools;

e) all students can learn, albeit at different rates and in different ways. They know how (including when and how to engage others) to identify students' different learning styles and ways students learn. They understand the need to respond to differences by creating multiple paths to learning for individuals and groups of students, including students with special learning needs;

f) the purposes of short, medium and long term range planning. They know how to translate curriculum and desired outcomes into reasoned, meaningful and incrementally progressive learning opportunities for students. They also understand the need to vary their plans to accommodate individuals and groups of students;

g) students' needs for physical, social, cultural and psychological security. They know how to engage students in creating effective classroom routines. They know how and when to apply a variety of management strategies that are in keeping with the situation, and that provide for minimal disruptions to students' learning;

h) the importance of respecting students' human dignity. They know how to establish, with different students, professional relationships that are characterized by mutual respect, trust and harmony;

i) there are many approaches to teaching and learning. They know a broad range of instructional strategies appropriate to their area of specialization and the subject discipline they teach, and know which strategies are appropriate to help different students achieve different outcomes;

j) the functions of traditional and electronic teaching/learning technologies. They know how to use and how to engage students in using these technologies to present and deliver content, communicate effectively with others, find and secure information, research, word process, manage information, and keep records;

k) the purposes of student assessment. They know how to assess the range of learning objectives by selecting and developing a variety of classroom and large scale assessment techniques and instruments. They know how to analyse the results of classroom and large scale assessment instruments including provincial assessment instruments, and how to use the results for the ultimate benefit of students;

l) the importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning. They know how to develop and implement strategies that create and enhance partnerships among teachers, parents and students;

- m) student learning is enhanced through the use of home and community resources. They know how to identify resources relevant to teaching and learning objectives, and how to incorporate these resources into their teaching and students' learning;
- n) the importance of contributing, independently and collegially, to the quality of their school. They know the strategies whereby they can, independently and collegially, enhance and maintain the quality of their schools to the benefit of students, parents, community and colleagues;
- o) the importance of career-long learning. They know how to assess their own teaching and how to work with others responsible for supervising and evaluating teachers. They know how to use the findings of assessments, supervision and evaluations to select, develop and implement their own professional development activities;
- p) the importance of guiding their actions with a personal, overall vision of the purpose of teaching. They are able to communicate their vision, including how it has changed as a result of new knowledge, understanding and experience; and
- q) they are expected to achieve the Teaching Quality Standard.

(3) Descriptors of Knowledge, Skills and Attributes Related to Permanent Certification

Teachers who hold a Permanent Professional Certificate must demonstrate, in their practice, professional repertoires that are expanded beyond the Interim KSAs.

The following descriptors comprise a repertoire of selected knowledge, skills and attributes from which teachers who hold a Permanent Professional Certificate should be able to draw, as situations warrant, in order to meet the Teaching Quality Standard. Teachers, staffs, supervisors and evaluators should use the descriptors to guide professional development, supervision, evaluation and remediation strategies in order that teachers can meet the Teaching Quality Standard consistently throughout their careers.

a) Teachers' application of pedagogical knowledge, skills and attributes is based in their ongoing analysis of contextual variables.

Teachers' analysis of contextual variables underlies their reasoned judgments and decisions about which specific pedagogical skills and abilities to apply in order that students can achieve optimum learning. Selected variables are outlined below.

student variables

- demographic variables, e.g. age, gender
- maturation
- abilities and talents
- relationships among students

regulatory variables

- ***Government Organization Act***
- ***School Act and provincial regulations, policies and Ministerial Orders***
- ***Child Welfare Act***

- subject area of study
- prior learning
- socio-economic status
- cultural background
- linguistic variables
- mental and emotional states and conditions
- ***Canadian Charter of Rights and Freedoms***
- school authority policies
- Guide to Education
- programs of study

school variables

- resource availability and allocation
- teaching assignment
- class size and composition
- collegial and administrator support
- physical plant
- physical plant

teacher variables

- teaching experience
- learning experiences

parent and societal variables

- parental support
- parental involvement in children's learning
- socio-economic variables
- community support for education
- multiculturalism
- cultural pluralism
- inter-agency collaboration
- provincial, national and global influences

b) Teachers understand the legislated, moral and ethical frameworks within which they work.

Teachers function within a policy-based and results oriented education system authorized under the School Act and other legislation.

Teachers also function within policy frameworks established by school authorities. This includes policies which require: a commitment to teaching practices that meet their school authority's teaching quality standard(s); and that teachers engage in ongoing, individualized professional development.

Teachers recognize they are bound by standards of conduct expected of a caring, knowledgeable and reasonable adult who is entrusted with the custody, care or education of students or children. Teachers recognize their actions are bound in moral, ethical and legal considerations regarding their obligations to students, parents, administrators, school authorities, communities and society at large. Teachers acknowledge these obligations and act accordingly.

c) Teachers understand the subject disciplines they teach.

Teachers understand the knowledge, concepts, methodologies and assumptions of the subject disciplines they teach. This includes an understanding of how knowledge in each discipline is

created and organized, and that subject disciplines are more than bodies of static facts and techniques - they are complex and evolving. Their understanding extends to relevant technologies, the linkages among subject disciplines, and their relevance and importance in everyday life at the personal, local, national and international levels.

Teachers understand that students typically bring preconceptions and understandings to a subject. They know strategies and materials that are of assistance in furthering students' understanding.

d) Teachers know there are many approaches to teaching and learning.

Teachers appreciate individual differences and believe all students can learn, albeit at different rates and in different ways. They recognize students' different learning styles and the different ways they learn, and accommodate these differences in individuals and groups of students including students with special learning needs.

Teachers understand the fluidity of teaching and learning. They constantly monitor the effectiveness and appropriateness of their practices and students' activities, and change them as needed.

e) Teachers engage in a range of planning activities.

Teachers' plans are founded in their understanding of contextual variables and are a record of their decisions on what teaching and learning strategies to apply. Plans outline a reasoned and incremental progression toward the attainment of desired outcomes, for both teachers and students. Teachers monitor the context, their instruction, and monitor and assess students' learning on an ongoing basis, and modify their plans accordingly.

Teachers strive to establish candid, open and ongoing lines of communication with students, parents, colleagues and other professionals, and incorporate information gained into their planning.

f) Teachers create and maintain environments that are conducive to student learning.

Teachers establish learning environments wherein students feel physically, psychologically, socially and culturally secure. They are respectful of students' human dignity, and seek to establish a positive professional relationship with students that is characterized by mutual respect, trust and harmony. They model the beliefs, principles, values, and intellectual characteristics outlined in the Guide to Education and programs of study, and guide students to do the same.

Teachers work, independently and cooperatively, to make their classrooms and schools stimulating learning environments. They maintain acceptable levels of student conduct, and use discipline strategies that result in a positive environment conducive to student learning. They work with students to establish classroom routines that enhance and increase students'

involvement in meaningful learning activities. They organize facilities, materials, equipment and space to provide students equitable opportunities to learn, and to provide for students' safety.

Where community members work with students either on-campus or off-campus and where students are engaged in school-sponsored off-campus activities, teachers strive to ensure these situations also are secure and positive environments conducive to students' learning.

g) Teachers translate curriculum content and objectives into meaningful learning activities.

Teachers clearly communicate short and long range learning expectations to students, and how the expectations are to be achieved and assessed. They engage students in meaningful activities that motivate and challenge them to achieve those expectations. They integrate current learning with prior learning, and provide opportunities for students to relate their learning to the home, community and broader environment.

Teachers apply a broad range and variety of instructional and learning strategies. The strategies vary in keeping with contextual variables, subject content, desired objectives, and the learning needs of individuals and groups of students. The strategies are selected and used to achieve desired outcomes, primarily the expectations outlined in the Guide to Education, programs of study and other approved programs.

h) Teachers apply a variety of technologies to meet students' learning needs.

Teachers use teaching/learning resources such as the chalkboard, texts, computers and other auditory, print and visual media, and maintain an awareness of emerging technological resources. They keep abreast of advances in teaching/learning technologies and how they can be incorporated into instruction and learning. As new technologies prove useful and become available in schools, teachers develop their own and their students' proficiencies in using the technologies purposefully, which may include content presentation, delivery and research applications, as well as word processing, information management and record keeping.

Teachers use electronic networks and other telecommunication media to enhance their own knowledge and abilities, and to communicate more effectively with others.

i) Teachers gather and use information about students' learning needs and progress.

Teachers monitor students' actions on an ongoing basis to determine and respond to their learning needs. They use a variety of diagnostic methods that include observing students' activities, analysing students' learning difficulties and strengths, and interpreting the results of assessments and information provided by students, their parents, colleagues and other professionals.

Teachers select and develop a variety of classroom assessment strategies and instruments to assess the full range of learning objectives. They differentiate between classroom and large-scale instruments such as provincial achievement tests, administer both and use the results for

the ultimate benefit of students. They record, interpret and use the results of their assessments to modify their teaching practices and students' learning activities.

Teachers help students, parents and other educators interpret and understand the results of diagnoses and assessments, and the implications for students. They also help students develop the ability to diagnose their own learning needs and to assess their progress toward learning goals.

Teachers use their interpretations of diagnoses and assessments as well as students' work and results to guide their own professional growth. They assist school councils and members of the community to understand the purposes, meanings, outcomes and implications of assessments.

j) Teachers establish and maintain partnerships among school, home and community, and within their own schools.

Teachers engage in activities that contribute to the quality of the school as a learning environment. They work with others to develop, coordinate and implement programs and activities that characterize effective schools. They also work cooperatively with school councils.

Teachers strive to involve parents in their children's schooling. Partnerships with the home are characterized by the candid sharing of information and ideas to influence how teachers and parents, independently and cooperatively, contribute to students' learning.

Teachers seek out and incorporate community resources into their instruction, and encourage students to use home and community resources in their learning. Teachers make connections between school, home and community in order to enhance the relevance and meaning of learning. Home and community resources are utilized to make learning meaningful and relevant, and so students can gain an increased understanding of the knowledge, skills and attitudes needed to participate in and contribute positively to society.

k) Teachers are career-long learners.

Teachers engage in ongoing professional development to enhance their: understanding of and ability to analyze the context of teaching; ability to make reasoned judgments and decisions; and, pedagogical knowledge and abilities. They recognize their own professional needs and work with others to meet those needs. They share their professional expertise to the benefit of others in their schools, communities and profession.

Teachers guide their actions by their overall visions of the purpose of teaching. They actively refine and redefine their visions in light of the ever-changing context, new knowledge and understandings, and their experiences. While these visions are dynamic and grow in depth and breadth over teachers' careers, the visions maintain at their core a commitment to teaching practices through which students can achieve optimum learning.

Appendix B - GUIDELINES FOR PLAN OF ASSISTANCE

1. Rationale

Once in a while, summative evaluation will reveal that a teacher's performance is below system expectations. When this happens we have a professional obligation, and an ethical and humanitarian obligation, to initiate reasonable efforts to assist the teacher to improve his or her performance to a satisfactory level. A well designed and carefully implemented plan of assistance will reflect our interest in the welfare of students, our compassion for the teacher and our loyalty to both.

All written documentation regarding the Plan of Assistance must be the property of both the teacher and his/her employer.

2. Purpose

A plan of Assistance serves three basic purposes:

- 2.1 To provide formal support to the teacher whose performance level is unacceptable in order to assist the teacher in meeting the expectations of the school system. In other words, an assistance plan should create a reasonable opportunity, as well as an expectation, that there will be sufficient improvement.
- 2.2 To reinforce the essential attitude that the primary purpose for evaluating teacher performance is to enhance learning opportunities for students through the increase effectiveness and professional growth of teaching personnel.
- 2.3 to utilize the Plan of Assistance as support for an administrative action, in particular if the teacher appeals the action to a higher authority.

3. Process

3.1 Step 1: Specify Performance Expectations

The teacher must know what the expectations are for his/her performance. These expectations must be consistent with those defined in the school system's procedures and reviewed with the teacher prior to the evaluation process. The expectations must be communicated in written form and also re-stated for the teacher's benefit at the beginning of the Plan of Assistance.

3.2 Step 2: Identify Problem Areas

When evaluation reports suggest that a teacher's performance is unsatisfactory relative to the requirements specified in Step 1 (i.e., the teacher does not meet the expectations of the school system), then it must be indicated to the teacher exactly what the problem areas are in relation to the performance expectations. The behavior that we expect the teacher to demonstrate at

the conclusion of the assistance plan, and an indication of a reasonable timeline within which this satisfactory level of improved performance must be noted, will be made clear to the teacher.

3.3 Step 3: establish Objectives for Improvement

Once the teacher has understood the performance expectations held for him/her, he/she must take primary responsibility for formulating objectives for improvement

Recommended guidelines:

- 3.3.1 The objectives in the improvement plan must bear a direct relationship to the performance expectations held out to the teacher.
- 3.3.2 The number of objectives included in the improvement plan must be limited to those considered critical to the teacher's ability to reach a satisfactory level of performance.
- 3.3.3 The teacher may seek the assistance of colleagues as Assistance Team members in the formulation of objectives for improvement; where necessary, Assistance Team members will be granted release time from their regular duties.

3.4 Step 4: Develop Interventions

During this step the corrective activities, strategies or interventions that are intended to assist the teacher in reaching the objectives for improvement are to be articulated. Possible types of interventions may include:

- 3.4.1 Help that the Assistance Team will provide (e.g. one-to-on workshop/in-service activities, demonstration teaching, monitoring classroom performance, modifying conditions, conferencing, giving advice).
- 3.4.2 Help from other people (e.g. peer observation, demonstrations, visiting the classrooms of master teachers).
- 3.4.3 Special materials or opportunities (e.g. reference materials, in-service opportunities, instructional materials, etc.).

The interventions shall be directly related to the objectives, designed by the teacher, as s/he attempts to reach the necessary level of teacher performance.

3.5 Step 5: Determine a Time Schedule

A time schedule specifying when corrective activities and interventions will occur, and the date upon which the assistance plan will be terminated, must be made clear. The time frame must be consistent with what the teacher's evaluator has provided as a reasonable timeline for improved performance.

3.6 Step 6: Specify Monitoring Methods

The Plan of Assistance must take place as intended. It is therefore desirable to build in certain observation and check point activities as a schedule for these as a formal written part of the plan. The teacher may request peer coaching/observation feedback from members of the

Assistance Team. This undertaking will require an unfailing commitment from each member of the Assistance Team and from the teacher involved.

3.7 Evaluation

The original evaluator(s) must be involved in the final teacher evaluation, so as to provide as much consistency as possible. At the Superintendent's discretion an additional evaluator may be named to provide a further objective opinion. At the conclusion of the Plan of Assistance, a new summative evaluation of the teacher's performance level shall be undertaken, with a focus on an assessment of the degree to which the teacher has met the performance expectations described to him/her at the outset of the Plan of Assistance. This end-point evaluation shall focus only on data relevant to those areas where the teacher's performance was not first seen as having been at an acceptable level.

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