



AGENDA

BOARD OF TRUSTEES

Michelle Draper
Board Chair


Ray Martin
Board Vice-Chair

Sherry Adams
Orville Chubb
Ken Gibson
Nathan Ip
Michael Janz
Cheryl Johner
Bridget Stirling

Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

McCauley Chambers
Tuesday, May 9, 2017
2:00 p.m.

Board Meeting #14

- A. O Canada 
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Minutes:
 - 1. DRAFT – Board Meeting #13 – April 25, 2017
- G. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, May 8, 2017 to speak under this item.)
- H. Reports:
 - 2. Strategic Plan Update: Priority 2 Goal One – A Focus on Well-Being and Student Citizenship
(Information - Presentation)
Note: 30 minutes is required for this item.
 - 3. Motion re: Repealing the Alberta School Boards Association Act
(Recommendation)
 - 4. Motion re: Financial Literacy and Consumer Rights Education
(Recommendation)
 - 5. Assessment and Evaluation Update
(Information – Response to Request for Information #206)
Note: 30 minutes is required for this item.
 - 6. Traffic Pressures on Terwillegar Drive
(Information – Response to Request for Information #211)
 - 7. Bereavement – Mr. Tai Duong
(Information)

- I. Other Committee, Board Representative and Trustee Reports**
- J. Trustee and Board Requests for Information**
- K. Notices of Motion**
- L. Meeting Dates**
- M. Adjournment**

MINUTE BOOK**Board Meeting #13**

Minutes of the Board Meeting of the Trustees of the Edmonton School District No. 7 of the Province of Alberta held in McCauley Chambers in the Centre for Education on Tuesday, April 25, 2017, at 2:00 p.m.

Present:**Trustees**

Sherry Adams
Orville Chubb
Michelle Draper

Nathan Ip
Michael Janz
Cheryl Johnner

Ray Martin
Bridget Stirling

Officials

Angela Anderson
Lisa Austin
Todd Burnstad
Grace Cooke

Ron MacNeil
Karen Mills
Leona Morrison
Kathy Muhlethaler

Lorne Parker
Kent Pharis
Darrel Robertson
Mike Suderman

Board Chair: Michelle Draper

Recording Secretary: Shirley Juneau

Staff Group Representatives

Edmonton Public Teachers – Nels Olsen, President

The Board Chair called the meeting to order with recognition that we are on Treaty 6 Territory, a traditional meeting grounds, gathering place, and travelling route to the Cree, Saulteaux, Blackfoot, Métis, Dene and Nakota Sioux. We acknowledge all the many First Nations, Métis, and Inuit whose footsteps have marked these lands for centuries.

The Board Chair advised that the fire alarm system at the Centre for Education is a Two Stage alarm system. Stage One is a single repeating alarm tone indicating a warning only and that evacuation is not required. Stage Two is a triple repeating alarm tone indicating that evacuation is required.

A. O Canada 

B. **Roll Call:** (2:00 p.m.)

The Superintendent advised that Trustee Gibson was absent. All other Trustees were present.

MINUTE BOOK

C. Approval of the Agenda

MOVED BY Trustee Johnner:

**“That the agenda for the April 25, 2017, board meeting be approved as printed.”
(UNANIMOUSLY CARRIED)**

D. Communications from the Board Chair

The Board Chair advised that Support Staff Appreciation Week is April 22nd to 28th with April 26th, designated as Support Staff Appreciation Day in the District.

She stated that schools and central service decision units have the opportunity to recognize the important contributions of all support staff for the excellent work that they do in supporting the success of all students and staff.

The Board Chair advised that April 28th is the National Day of Mourning for workers injured or killed at the workplace. In recognition of the men and women of the Province and of the District who are part of those statistics, the Edmonton Public School Board on April 27, 1998, proclaimed every April 28th as an annual ‘Day of Mourning’ in recognition of workers killed, injured or disabled on the job.

The Board Chair said that the Board encourages everyone to do their part to ensure that Edmonton Public Schools’ work and learning environments are as healthy and safe for staff, students and community as possible throughout the year.

The Board Chair reported that on April 12, 2017, she and the Minister of Education visited a Gay Straight Alliance (GSA) school club and engaged in discussion with students and staff about the importance of these clubs in the lives of students and overall school culture. GSAs offer various opportunities, including support, safe spaces, increased visibility and awareness and educational and social change.

The Board Chair shared that they heard from the students that GSAs activities help to create a welcoming, caring, respectful, safe and inclusive environment for all students. She explained that through research, experience and what the students share, Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) students are more likely to feel safe and more comfortable being open about their sexual orientation, gender identity and/or gender expression in schools with GSAs because they provide a sense of belonging.

The Board Chair thanked the District’s schools for supporting these safe and welcoming venues for students.

The Board Chair reported that on April 22, 2017, she was a presenter for Equal Voice School Board 101 “A day in the Life of a School Board Trustee.” The purpose of the event was to encourage more women to run in the upcoming municipal election. She shared that she was pleased to do this as gender representation has been a significant issue in Canadian politics.

MINUTE BOOK

The Board Chair explained that while the Alberta government has maintained at least 50 per cent female representation in its cabinet, only 26 per cent of Canada's members of Parliament are women and that just one Edmonton city councilor is a woman. She stated the importance of having close to equal gender representation on local school boards.

The Board Chair said that one of the reasons women are underrepresented is that they do not equally run for political office in the first place. Some suggest women are less likely than men to be encouraged by parents, teachers or other leaders to run and they are also less likely to run without being encouraged by others to do so.

As such, the Board Chair urged everyone to invite women who they believe would make a strong elected representative to run in the upcoming municipal or future provincial and federal elections and continue to talk to girls about the importance of their voice being reflected in leadership roles.

E. Communications from the Superintendent of Schools

The Superintendent welcomed eight new principals to the meeting. He advised that the new principal evaluation process involves coaching and feedback from the Assistant Superintendents about the principal performance standards and principal roles and responsibilities, peer learning groups, written reflections, informal mentoring by experienced principals, and membership in the 1st and 2nd year principals group – a facilitated, collaborative network.

The Superintendent explained that new principals are confirmed based on the results of the two-year evaluation period, a recommendation by the Assistant Superintendents and a decision by the Superintendent.

The Superintendent introduced the following principals who have been confirmed, effective September 1, 2017:

- Letitia Carter, Coronation
- Kelly Davis, Oliver
- Arief Ebrahim, Glendale
- Shannon McMorran, Horse Hill
- Krista Mulder, Edmonton Christian Northeast
- Beverly Oldford, R.J. Scott
- Larry Payne, D.S. MacKenzie
- Jana Pedersen, Virginia Park

The Superintendent provided an update regarding pre-enrolment

F. Minutes

1. Board Meeting #12 – April 11, 2017

MOVED BY Trustee Adams:

MINUTE BOOK

**“That the minutes of Board Meeting #12 held April 11, 2017, be approved as printed.”
(UNANIMOUSLY CARRIED)**

G. Comments from the Public and Staff Group Representatives

There were no registered speakers for this item.

H. Reports

2. Strategic Plan Update: Priority 2 Goal 3 – Supports for the Whole Child

The Trustees received a strategic plan update regarding supports for the whole child.

There was a short break in the meeting.

3. Distribution of Funds

MOVED BY Trustee Martin:

**“That Distribution of Funds for the 2017-2018 budget be approved.”
(UNANIMOUSLY CARRIED)**

4. Three-Year Capital Plan 2018-2021

The Trustees received a presentation on the three-year capital plan 2018-2021.

MOVED BY Trustee Ip:

**“That the proposed capital priorities for modernizations and new construction
~~identified~~ **amended** in the *Three-Year Capital Plan 2018-2021* be approved.”
(Defeated)**

MOVED BY Trustee Chubb:

**“That the proposed capital priorities for modernizations and new construction
identified in the *Three-Year Capital Plan 2018-2021* be approved.”
(UNANIMOUSLY CARRIED)**

There was a short break in the meeting at this point.

5. Motion re: Sexual Health Education in Provincial Curriculum

MOVED BY Trustee Stirling:

**“That the Board of Trustees write to the Minister of Education in support of ensuring
evidence-based, age-appropriate, medically accurate, comprehensive, consent-based,
and inclusive sexual health education in the provincial curriculum.”**

MINUTE BOOK

(CARRIED)

6. Motion re: Funding for the Design of Two High Schools

MOVED BY Trustee Ip:

“That the Board of Trustees write to the Minister of Education and Minister of Infrastructure requesting that funding be awarded for the design of two high schools this year, in advance of the next round of capital announcements.”
(UNANIMOUSLY CARRIED)

7. First Reading, Board Policy ACB.BP National Anthem and Flag

MOVED BY Trustee Stirling:

“1. That Board policy ACB.BP National Anthem and Flag be introduced.”
(UNANIMOUSLY CARRIED)

“2. That Board policy ACB.BP National Anthem and Flag be read for the first time and approved for posting on the District website for stakeholder input.”
(UNANIMOUSLY CARRIED)

8. First Reading, Policy FBD.BP Designated Holidays

MOVED BY Trustee Stirling:

“1. That Board policy FBD.BP Designated Holidays be introduced.”
(UNANIMOUSLY CARRIED)

“2. That Board policy FBD.BP Designated Holidays be read for the first time and approved for posting on the District website for stakeholder input.”
(UNANIMOUSLY CARRIED)

9. Catholic Faith Alternative Program
Response to Request for Information #205)

The report was provided in response to a Trustee request for information.

I. Comments from the Public and Staff Group Representatives

There were no registered speakers for this item.

J. Other Committee, Board Representative and Trustee Reports

Trustee Adams reported that she had the opportunity to visit and experience Thursday Flex Day at T D Baker School. She explained that Thursday Flex Day was initiated last September by

MINUTE BOOK

Principal Fenton. Trustee Adams said that she was aware that flex classes are in place in schools across the District; however, she thinks this is the only school at this time with a full flex day.

Trustee Adams shared that Thursday Flex Day at T. D. Baker school allows the students an opportunity to choose different classes of their interest every week and that there is a variety of classes offered as well as time to work on upgrading core class work where needed. She said that when going from class to class, she witnessed many students excited and engaged in their work. Principal Fenton explained to Trustee Adams that the weekly Thursday Flex Day has been beneficial in a number of ways such as increased student attendance, increased engagement between teachers and students not only within their grade but other grades as well and ongoing excitement among the student body as they anticipate Thursday Flex Day each week. Trustee Adams indicated that parents have shared with Principal Fenton that communication with their children has improved as they are eager to share what they did that day.

Trustee Adams reported that she found the experience to be very enlightening and commended Principal Fenton and the teachers for their hard work to create a very dynamic program that quite possibly could have great potential for other schools in the District.

Trustee Draper reported on the following events:

- April 20, 2017, she attended the Steele Heights' wonderful performance of the Lion King.
- April 21, 2017, she enjoyed the Taste of LaZerte event and commented on the amazing display of culture, pride and student engagement.
- April 22, 2017, she and Trustee Stirling participated in the Alberta Council of Environmental Education's Earth Day event where student presented their displays and ideas on 150 ways schools show climate leadership.

Trustee Draper attended school council meetings at Bannerman, Sifton and York schools and said that attending these meetings is an opportunity to engage in communication with parents about their child's education, the school's activities and the work of the District.

Trustee Martin reported that on April 20 and 21, 2017, the Eastglen School held its first annual 24 hour bike-a-thon. He shared that there were 150 students and 30 staff members that participated in the event. Trustee Martin explained that that the Student Advisory Council and organizing committee have chosen to give the donations to cancer research. Some of the teams fundraised for ovarian cancer, some for brain cancer and that one team chose to raise money for Adam's Army. He advised that the bike-a-thon raised over \$11,000.00 and

Trustee Martin advised that he would not be running in the 2017 Municipal Election.

Trustee Stirling reported on the following events:

- April 11, 2017, she attended the production of Theatre Company the Maggie Tree's Theatre Company production 9 Parts of Desire, a play about the experiences of women during the war in Iraq. This evening was a special event, with tickets donated to immigrant-serving

MINUTE BOOK

agencies to share with their immigrant and refugee clients as well as stakeholders. Trustee Stirling was pleased to speak before the play to talk about the importance of education in supporting newcomers and the value of sharing our stories with each other as part of learning together.

- April 13, 2017, she was pleased to serve again this year as a judge for the Vimy Ridge Academy Heritage Fair. She explained that it is a similar in format to a science fair and that this event allows Grade 7 students to undertake an independent research project on Canadian history and culture and to share their learning through displays and presentations of their work.
- April 18, 2017, she attended the Julia Kiniski school council meeting and that it was great to hear about parents' support for diversity in their school, the reconciliation initiatives underway, and the concerns of parents around high school space and their confidence in the Board's efforts to manage these issues.
- April 21, 2017, Trustee Stirling congratulated the participants in W.P. Wagner's Wagathon event for raising \$116,900 for the Children's Heart Society to support children and families facing pediatric heart disease. She expressed that it was also great to see students from Malmo and Kate Chegwin donating in support. She thanked teacher David Tran for his work to support leadership students in making this event happen.
- April 21, 2017, Trustee Stirling congratulated Avonmore School on celebrating their 60th anniversary and was pleased to have been invited to the celebration.
- April 22, 2017, Trustee Stirling was delighted to attend the 150 Ways Schools Show Climate Leadership event as part of Earth Day.
- April 22, 2017, along with Vice-Chair Martin, she was pleased to attend the Jim Shewchuk Awards to celebrate the contribution of the District's staff unions to this year's United Way campaign.

K. Trustee and Board Requests for Information

Trustee Draper asked that, given the recent passing of Bill 1, that the Administration provide the Board of Trustees with an implementation plan for both instructional and transportation fees as well as highlight any potential issues.

L. Notices of Motion

Trustee Janz served notice of motion that the Edmonton Public School Board advocate to the province of Alberta to:

1. infuse financial literacy into new curriculum development, in an age-appropriate way at all grade levels,
2. ensure that consumer rights education is incorporated, and
3. implement pilot projects or support locally developed courses on these topics.

Trustee Janz served notice of motion that the Edmonton Public School Board advocate to the Provincial government to repeal the *Alberta School Boards Association act*."

MINUTE BOOK

Trustee Johner served notice of motion that Edmonton Public Schools share the findings from Dr. Sharma's evaluation with Alberta Education, and advocate to Alberta Education to include a robust evaluation component in Phase 2 of the provincial nutrition pilot. Findings from this evaluation would inform future provincial funding of school nutrition programming, and could inform new curriculum development.

Trustee Stirling served notice of motion that the Board of Trustees purchase Treaty 6 flags to be provided as a gift to all District schools and other District sites to display in recognition of the District's relationship with Treaty people.

M. Next Board Meeting Date: Tuesday, May 9, 2017, at 2:00 p.m.

N. Adjournment (6:10 p.m.)

The Board Chair adjourned the meeting.

Michelle Draper, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: May 9, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Strategic Plan Update: Priority 2 Goal One —A Focus on Well-being and Student Citizenship

ORIGINATOR: Nancy Petersen, Acting Executive Director Governance, Strategic Services and Supports for Schools

RESOURCE STAFF: Angela Anderson, Laurie Barnstable, Gail Haydey, Marlene Hanson

ISSUE

The purpose of this report is to provide the Board of Trustees with an update of the District's Strategic Plan for Priority 2 Goal One—A Focus on Well-being and Student Citizenship. The report focuses on areas of success and areas for growth, and is part of Administration's commitment to providing the Board of Trustees with ongoing updates on progress relative to the District Strategic Plan. This analysis will also help to inform the District's direction.

BACKGROUND

In 2014, Edmonton Public Schools formally launched its District Strategic Plan for the 2014–2018 term. The District Strategic Plan has three priorities with supporting goals and outcomes. The plan serves to provide common direction and alignment between the work of the Board of Trustees, the Superintendent of Schools, and District staff. The plan provides the foundation for a District culture of evidence-based decision making, assurance, and accountability.

In 2015, the District joined Alberta Education's Assurance Pilot Project. The Assurance Model provides a framework for the District to report directly on how we are doing relative to the goals and outcomes on the 2014–2018 Strategic Plan, which reflects provincial educational priorities while being responsive to local priorities.

CURRENT SITUATION

Each year, Alberta Education requires school jurisdictions to submit an Annual Education Results Report (AERR) and a Three-Year Education Plan (3YEP) by November 30. The AERR/3YEP reports on results from the previous school year and highlights the District's strategies to advance its strategic priorities over the next three years.

This year, with the flexibility afforded through the Assurance Pilot, the District has established an Assurance and Public Board Reporting Cycle in support of completing the AERR/3YEP. This cycle was developed to achieve the following outcomes:

- establish a planning and reporting cycle that considers when local and provincial data is available for analysis and to inform timely decisions
- use evidence to inform programming decisions that promote success for all students

- to support a cycle of continuous improvement and reinforce how results and data drive District planning and reporting
- interpret and report on results in a manner that demonstrates assurance and transparency

With these outcomes in mind, for the 2016–2017 school year, at each public Board meeting, a high level overview and an analysis of results for a District Strategic Plan goal and outcome will be presented. Not only will this reporting cycle support the completion of the AERR/3YEP, it will enable meaningful dialogue on results and strategies moving forward.

KEY POINTS

Attachment I provides an analysis of data and an update of the District's Strategic Plan for Priority 2, Goal One—A Focus on Well-being and Student Citizenship

ATTACHMENTS and APPENDICES

ATTACHMENT I Priority 2, Goal One—A Focus on Well-being and Student Citizenship

NP:ja

Strategic Plan Update—A Focus on Well-Being and Student Citizenship

Introduction

A positive learning environment is foundational for all students to experience success. A welcoming, inclusive, safe and healthy learning and working environment that respects diversity, fosters a sense of belonging and a positive sense of self creates conditions where students and staff can thrive. With Board Policy AE.BP—Welcoming, Inclusive, Safe and Healthy Learning and Working Environments as the foundation, the District aims to provide classroom and school environments that give students a sense of safety and acceptance where they can be successful in their educational journey. Through their journey, students are also preparing for their futures in post-secondary studies or the world of work, and are becoming active members of society with a strong sense of citizenship and social responsibility.

Edmonton Public Schools has identified “A focus on well-being and student citizenship” as a goal in the District Strategic Plan. The targeted outcome for the goal is “Our learning and working environments are welcoming, inclusive, safe and healthy.”

The purpose of this report is to provide the Board of Trustees with an update on the progress the District is making in creating welcoming, inclusive, safe, and healthy learning environments for all students we serve. The first section of this report highlights the results of the Key Performance Indicator data. The second section provides an analysis of the results of the Key Performance Indicators. The third section identifies strategies implemented in the 2015–2016 school year that may account for growth. Additionally, section four highlights priority strategies that are in place moving forward to address potential areas for improvement.

The report includes data from both the 2015 District Feedback Survey and Alberta Education’s Accountability Pillar. As part of the Accountability Pillar, every year between January and March, Alberta Education surveys all teachers, students in Grades 4, 7 and 10, and their parents, to capture perceptions about quality of education that students are receiving. One key measure category in the Accountability Pillar Survey is whether school environments are perceived as safe and caring. The survey included five questions to measure the percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. More specifically, teachers, parents and students were asked whether: students feel safe at school; students feel safe on the way to and from school; students treat each other well at school; teachers care about their students; and whether students are treated fairly by adults at school.

Priority 2:

Provide welcoming, high quality learning and working environments.

Goal One: A Focus on Well-being and Student Citizenship

Outcome: Our learning and working environments are welcoming, inclusive, safe and healthy

Section One: Key Performance Indicators

Key Performance Indicators¹

Key Performance Indicator	Results (in percentages)					Evaluation
	2012	2013	2014	2015	2016	Improvement
WELL BEING						
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. (Source: Accountability Pillar) n=27,937	88.5	89.3	88.7	90.0	89.5	Maintained**
CITIZENSHIP/ LEADERSHIP						
Percentage of teachers, parents and students that are satisfied that students model active citizenship. (Source: Accountability Pillar) n=27,962	83.2	84.4	83.6	85.3	84.9	Improved**
Your child is encouraged at school to be involved in activities that help the community (Source: Accountability Pillar, Parent Survey) n=3,744	76.0	77.0	78.0	79.0	79.0	=
Students are encouraged at your school to be involved in activities that help the community (Source: Accountability Pillar, Teacher Survey) n=3,936	89.0	89.0	90.0	91.0	92.0	+
Percentage of staff, students, and parents that report that Edmonton Public Schools provides learning environments that promote student citizenship and leadership. (Source: District Feedback Survey roll up Q 7f, 21e, 21h, 25d, 9d) n=55,609				88.7		Baseline
WELCOMING						
Percentage of students, parents, and community and partners that report that Edmonton Public Schools provides learning and working environments that are welcoming. (Source: District Feedback Survey roll up Q 3e, 11c, 4, 8c, 26d) n=51,395				85.4		Baseline
Students at your child's school respect each other (Source: Accountability Pillar, Parent Survey) n=3,737	76.0	80.0	81.0	81.0	81.0	=
Students at your school respect each other (Source: Accountability Pillar, Teacher Survey) n=3,966	93.0	93.0	93.0	94.0	94.0	=

** Alberta Education determines improvement evaluation by comparing the current year result with the previous three-year average.

Key Performance Indicator	Results (in percentages)					Evaluation
	2012	2013	2014	2015	2016	Improvement
INCLUSIVE						
Percentage of staff, students, parents, and community that report that Edmonton Public Schools provides learning and working environments that are inclusive. (Source: District Feedback Survey roll up Q 3c, 3d, 13e, 13f, 7c, 7d, 9a, 13a, 15d, 8e, 26e) n=57,013				86.9		Baseline
Students at your child's school help each other when they can (Source: Accountability Pillar, Parent Survey) n=3,757	76.0	79.0	78.0	79.0	79.0	=
Students at your school help each other when they can (Source: Accountability Pillar, Teacher Survey) n=3,962	95.0	96.0	96.0	96.0	97.0	+
SAFE						
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school (Source: Accountability Pillar) n=27,937	88.5	89.3	88.7	90.0	89.5	-
Percentage of staff, students, parents, and community and partners that report that Edmonton Public Schools provides learning and working environments that are safe. (Source: District Feedback Survey roll up Q 13a, 13b, 13c, 13d, 15, 12a, 12b, 12c, 12d, 15, 25e, 9e, 26b) n=57,013				89.1		Baseline
HEALTHY						
Percentage of staff and students that report that Edmonton Public Schools provides learning and working environments that are healthy. (Source: District Feedback Survey roll up Q 7c, 7d, 9e, 11b, 11c, 20b, 21c, 21d, 16c) n=53,665				84.7		Baseline

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Section Two: Analysis of Results

The District wants every student to grow, thrive and experience success throughout their learning journey. Consequently, the District supports student growth and development academically, socially and emotionally by fostering the conditions that will enable all students to experience learning in a welcoming, inclusive, safe and healthy school environment. This environment allows students to focus on their learning, prepares them for their future in post-secondary studies and/or the world of work and helps them gain a strong sense of citizenship and social responsibility.

District students represent a diverse range of beliefs, backgrounds, cultures and circumstances. As a result, the District endeavours to have classroom and school environments that foster a sense of belonging, acceptance and safety, all of which help children learn. One key measures

category in the Accountability Pillar Survey is whether school environments are perceived as safe and caring. Overall, 89.5 per cent of teachers, parents and students who completed the Accountability Pillar Survey indicated they agreed students are safe at school; learning the importance of caring for others; learning respect for others and are treated fairly in school. The District results are consistent with provincial results. While there was some variance between stakeholder groups, all responses reflected high levels of agreement among teachers (95.1 per cent), parents (89.3 per cent) and students (84.2 per cent).

Section Three: 2015-2016 Targeted Supports

The District pursued several initiatives in 2015–2016 to promote welcoming, inclusive, safe and healthy learning and working environments. These initiatives included activities that built upon existing District protocols and processes, enhanced staff capacity, and supported students in their own growth and awareness of personal well-being. This work was accomplished through the efforts of central supports, school-based initiatives, and in collaboration with various community partners whose mandate is focused on health and well-being.

The District recognizes that, through the school community, students have many opportunities to demonstrate citizenship and pursue activities that promote social responsibility. The percentage of parents, teachers and students who are “satisfied that students model the characteristics of active citizenship” continues to remain stable, with a slight dip in 2016, but showing an overall increase over the past five years at both the District and the province.

Every school in our District and every Central Services Department play a role in the critical work of providing and promoting welcoming, inclusive, safe and healthy learning and working environments.

There are virtually thousands of stories in Edmonton Public Schools worth sharing, about how, through school-based initiatives and activities, our students, staff and parents strive daily to meet this outcome.

To support school and District leaders in their work to focus on well-being and student citizenship, the District promotes the Comprehensive School Health (CSH) approach in schools. CSH is an internationally recognized approach to supporting improvements in students’ educational outcomes while addressing school health in a planned, integrated and holistic way. It is a whole-school model that builds capacity to integrate well-being as an essential aspect of student achievement. Its four interrelated components serve as foundational supports for action. They are:

- Social and physical environments
- Teaching and learning
- Healthy school policy
- Partnerships and services

We know that healthy students learn better and achieve more, and that schools play a key role in directly influencing students’ health and behaviours. A CSH model provides an opportunity to be intentional about encouraging healthy lifestyle choices, promoting students’ health and well-being, and integrating health into all aspects of school and learning. Partnerships between

health and education systems are strengthened, as well as the participation and support of families and the community (e.g., Pan-Canadian Joint Consortium for School Health [JCSH]).

Targeted central supports were implemented in 2015–2016 to support the focus on well-being and student citizenship, with the support of many departments. Through the leadership of District Support Services, Human Resources, and Governance and Strategic Support Services, capacity across the District was improved, in both preventative and reactive strategies for student and staff safety. The training of District leaders in Violence Threat Risk Assessment (VTRA) and in the Commit to Kids Program are two examples of this work.

The VTRA model provides a common language and protocol for assessing and responding to school threats or threatening behaviour. Since 2015, approximately 275 District staff members have completed Level 1 VTRA training, more than 120 staff have been certified in Level 2 VTRA and three District Support Services staff members are now certified trainers for Level 1 which will increase the availability of the training for District staff across divisions. Our District is also an active partner organization with the Edmonton multi-jurisdictional threat response team called Community Threat Risk Intervention Support Protocol (C-TRISP).

Commit to Kids is a national non-for-profit that works with organizations in service to children to help them in their efforts to foster safe environments for children and youth. District Human Resources has a working relationship with Commit to Kids, and in the 2015–2016 school year all District schools were invited to have one staff member participate in the Commit to Kids core training program.

School linked Inclusive Learning teams supported schools through tireless efforts to collaborate across multiple disciplines, in support of students in need of specialized supports and services. Through our partnership within Edmonton Regional Collaborative Service Delivery (ERCSD), schools had direct access to professional staff, including Speech Language Pathologists, Mental Health Therapists, Vision Consultants, Deaf and Hard of Hearing Consultants, Emotional-Behavioural Specialists, among others. An additional temporary Mental Health Team was added in response to the enrolment mid-year of more than 500 Syrian students. The team was comprised of a Mental Health Therapist and a Social Worker who worked alongside the English as a Second Language consultants and Intercultural Consultants in providing services to welcome and support newcomer families who experienced trauma.

Numerous targeted central supports were also provided by the Diversity Education and CSH Units, of Inclusive Learning. These central initiatives to support schools included:

- Mental Health First Aid Certification training, to build staff capacity to identify students in need of intervention and understand the importance of fostering healthy relationships.
- The ‘Go-to Educator’ mental health literacy training, initiated in the spring of 2016, based on the [research](#) of Dr. Stan Kutcher from Dalhousie University. The goal of this training is to build common strategies, language, and social norms in the promotion of positive mental health by increasing the level of mental health literacy amongst District employees.
- A CSH Professional Learning Day for CSH lead teachers, planned by a jurisdictional wellness team, to build capacity within catchment groups for championing healthy school cultures and creating sustainable professional development for staff.

- The [Community Helpers Program](#), provided in eight schools to support student leadership with a focus on suicide awareness and prevention. Through this strength-based program, funded by a grant from Alberta Health Services, students were nominated by peers as ‘natural helpers’ and trained in up to 14 modules, including Helping Skills and Resources, Crisis Intervention, Suicide and Depression, Relationships and Social Issues, and Handling Stress. A module supporting LGBTQ issues was written through the Community Helpers Program. The program operated in the following schools in 2015–2016: W.P. Wagner, J. Percy Page, Victoria, Queen Elizabeth, McKernan, John D. Bracco, Londonderry, Dr. Donald Massey.
- The [Alberta Healthy School Community Wellness Fund](#) provided a jurisdictional grant toward initiatives to address student wellness, including healthy eating, active living, positive mental health, and healthy relationships in a school environment. Professional learning opportunities focused on building Social Emotional Learning skills and development of skills to enhance calmness, friendships, conflict resolution strategies, healthy decision making, and citizenship.
- To promote citizenship and leadership, the Alberta Healthy School Community Wellness Fund also provided seed funding to student groups to develop activities that increase the welcoming, caring, respectful, and safe culture of their school communities. Schools completed three tools to provide them with feedback about CSH within their schools: the JCSH’s Healthy School Planner, Alberta Education’s Walk Around: Teacher Companion Tool, and Alberta Health Services’ Creating a Healthy School Action Planning Tool. With this support, schools were able to focus on actions toward building healthy relationships, raising awareness about mental health and building trauma-informed practices.
- Implementation support for Board Policy HFA.BP—Sexual Orientation and Gender Identity was provided through three part-time diversity consultants. Consultants provided support on setting up Gay or Queer Straight Alliances (GSAs/QSAs) in schools, attending regional GSA roundtable sessions, providing universal washroom access, and name and gender marker changes on student records, and other relevant topics. Consultants also provided Professional Learning (PL) sessions during catchment and school PL Days, as well as for school council meetings. All schools were required to have a Safe Contact identified as a school support for LGBTQ+ students and staff, and a second level of training was introduced, to support transgender students. New staff received diversity/sensitivity training through Changing the Conversation in-services for new employees. The District also supported student and staff participation in the Gay Rights Festival and Parade, Pink Shirt Day, and the provincial GSA conference. These actions recognize that institutional and cultural change occurs over time. As such, the District is committed to ensuring accountability and demonstrating the District’s commitment to supporting our diverse communities.

Section Four: Priority Strategies Moving Forward

To build upon current successes, the following strategies over the next three years will be implemented.

- Explore, develop and implement additional means to strengthen mental health services by continuing to utilize a Mental Health Transition Team to provide extensive intervention supports as children and youth transition into and out of tertiary services in the community.
- Create a District Mental Health Framework to support District staff in developing common language for mental health awareness, and strategies for pathways in and out of care.
- Develop and implement administrative regulations that are aligned to the *School Act*, to support the implementation of Board Policy AE.BB.BP—Wellness of Students and Staff and provide direction to schools with respect to creating learning and working environments that support a District culture of wellness.
- Continue to frame health and well-being within a CSH model, with a CSH lead teacher in each school to support its application to curricular instruction and implementation of strategies to create and maintain a culture of wellness for students in accordance to the *School Act* regulations and the *Guide to Education*.
- Increase capacity building across the District, for understanding physical literacy and the mind-body connection to support student learning and success.
- Continue to work collaboratively with external stakeholders and community partners to coordinate and provide awareness of, and access to, available resources and professional development in the area of mental health, healthy relationships, and creating safe, welcoming and inclusive school environments.
- Review opportunities for further implementation of the [Commit to Kids](#) Program. This program provides a step-by-step plan to assist child-serving organizations to create and maintain safe and healthy environments.
- Continue the District's leadership in guiding schools to maintain welcoming, inclusive, safe and healthy learning and teaching environments for gender diverse and sexual minority students, staff, and families. The District understands that change occurs over time and believes that the provision of an annual report at a public Board meeting on progress related to implementation of Administrative Regulation HFA.AR for Board Policy HFA.BP—Sexual Orientation and Gender Identity will ensure accountability and demonstrate the District's commitment to support our diverse community.
- Continue capacity building among school staff who provide supports to students, through Communities of Practice, such as the guidance counsellors' Community of Practice (COP), Physical Literacy teachers COP, subscription list of CSH school leads.
- Continue to build teacher capacity through PL around the teaching of sexual health.

Conclusion

In summary, the District continues to perform well in providing learning and working environments that are welcoming, inclusive, safe and healthy, and continues to promote student citizenship. The District recognizes the importance of student well-being, and recognizes this is a topic students are interested in discussing. As such, the District will continue to explore ways to further mental health services in a manner that is responsive to students' needs, and to enhance safe and healthy school and work environments.



DATE: May 9, 2017

TO: Board of Trustees

FROM: Trustee Michael Janz

SUBJECT: Motion re: Repealing the Alberta School Boards Association Act

REFERENCE: [Trustees' Handbook – Section 5.2.2 – Notices of Motion](#)

ISSUE

Notice of motion was served at the April 25, 2017, Board meeting.

BACKGROUND

That the Edmonton Public School Board advocate to the government to repeal the *Alberta School Boards Association Act*.

- The *Alberta School Boards Association Act* (ASBA Act) is a purely symbolic piece of legislation that does not create or sustain the ASBA or school boards. School boards get their authority through the *School Act* and repealing the *Alberta School Boards Association Act* would have no effect on the operations of school boards or the continuance of the ASBA as a non-profit organization.
- The ASBA Act does outline a process for boards to leave the ASBA and does suggest that it should be a voluntary organization; however the ASBA leadership has been unwilling to assist boards in navigating their own voluntary exit from the ASBA. The Edmonton Public School Board has refrained from engaging in the ASBA at either Zone meetings or at the ASBA Board of Directors.
- While it could be argued that this motion is of purely symbolic value, it is timely given the fact that it is at the end of our term and would help make clear to new trustees across Alberta that they are elected by their local communities, accountable to their local communities, and are supervised by their own voters— not any other school board association.
- The *ASBA Act* furthers a false sense of entitlement from the ASBA in the education community and may mislead future trustee candidates or parents into believing that the ASBA is an oversight body or a higher authority, rather than a voluntary service organization.
- No other trustee association or conglomeration has their own Act. There is no Public School Boards Association Act, Rural Education Caucus Act, Metro School Boards Group Act, Alberta Catholic School Trustees Association Act, College of Alberta School Superintendents Act, Alberta School Councils Act. It is not useful when only one group is singled out to have their own Act; it has contributed to a false sense of superiority over school boards and locally-elected school trustees.
- Repealing the Act would be a way of helping restore collaboration and equal partnerships between school boards and stakeholders. Concern is regularly raised by school trustees that the government may eliminate locally elected school boards and replace them with a “super board” like was done in the consolidation of health boards and that the ASBA may attempt to position themselves as that entity, using their artificial profile as the “only legislated association” as justification.

- The ASBA has no role in bargaining with teachers. This work is being done through the newly created Teacher Employer Bargaining Association (TEBA).
- The Minister of Education has indicated that he will be reviewing education legislation this fall, so it is a perfect time for a repeal of the *ASBA Act* and a renewed emphasis on the local autonomy of school boards. Given the endless negative coverage the ASBA has provided this Minister, it would be a timely reminder to the ASBA Board of Directors that they must be transparent, accountable, and voluntary as the *ASBA Act* had intended.

RECOMMENDATION

"Be it resolved that the Edmonton Public School Board advocate to the Provincial government to repeal the *Alberta School Boards Association Act*."

NEXT STEPS

Upon the passing of the motion, a letter will be sent to the Minister of Education requesting that he repeal the *Alberta School Boards Association Act*.

MJ:km

DATE: May 9, 2017

TO: Board of Trustees

FROM: Trustee Michael Janz

SUBJECT: Motion re: Financial Literacy and Consumer Rights Education

REFERENCE: [Trustees' Handbook – Section 5.2.2 – Notices of Motion](#)

ISSUE

Notice of motion was served at the April 25, 2017, Board meeting.

BACKGROUND

Financial literacy and learning to be a discerning consumer are crucial skills for our graduates to be successful in life. All students must have the tools and confidence to apply a critical eye to their consumer decisions in this high-octane world of omnipresent marketing campaigns, micro-targeted ads and in-app purchases. At earlier and earlier ages, students must be not only financially literate, but smart consumers who know their rights, read the fine print and carefully weigh their long-term interests.

Background:

- Our current Board and the last have made explicit motions to advocate for financial literacy, both through our Board processes and through the Alberta School Boards Association (ASBA).
- Students need to develop a modernized financial literacy, including such topics as points programs, in addition to more traditional skills such as balancing a cheque book.
- Students need to know about their consumer rights and how to advocate for justice if their rights are infringed upon.
- Financial literacy and consumer rights education is needed to promote greater awareness of ombudspersons and advocacy opportunities, such as the [Commissioner for complaints for telecommunications services](#) to resolve disputes with regard to telecommunications services. Given the fact that cell phones are almost universally owned, students need to know about their rights and advocacy options.
- We must ensure that information provided to our students is properly vetted as curriculum resources, not product placement.

Financial literacy would be well placed in the new curriculum design and [Albertans overwhelmingly agree](#).

Ontario recently started a career studies pilot project with financial literacy. Students in each pilot are learning one of four different subjects: financial literacy, entrepreneurship skills, digital literacy, and career and life planning. The teachers' feedback will be incorporated into the new curriculum design, to be implemented province-wide in 2018.

In 2016, the Ontario government announced that instruction on [financial literacy](#) would be a mandatory part of the career studies course. Ontario has published two resource guides detailing opportunities and

topics related to financial literacy and how it is woven throughout Ontario's elementary and secondary curriculum.

In Ontario all students in grades 4-12 learn about financial literacy. As the Ontario Ministry of Education has stated, financial literacy will help students to:

- *Carefully consider their financial choices. This can apply to everyday decisions, like buying groceries to bigger investments, like paying for tuition or buying a car.*
- *Understand basic money management.*
- *Develop their own perspectives on financial matters, such as interest rates, mortgage rules or the Canadian or global economy.*
- *Participate fully in society as knowledgeable, responsible citizens who can confidently make decisions about where and how to invest their money.*
- *Stay financially stable and healthy throughout life.*
- *Understand the impact of economic choices on the world they live in.*

(<http://www.edu.gov.on.ca/eng/surveyLiteracy.html>)

In Edmonton Public Schools, we have already seen the positive impact on students of financial literacy initiatives such as student-run banks and "snack shacks", including budgeting components in projects, and mentored entrepreneurial projects for charity.

In advance of the completion of new curriculum design, pilots or support for locally developed courses are a win-win. The pilots will help give us data, content, and best practices for future curricular outcomes, while ensuring that students do not have to wait for valuable learning opportunities.

RECOMMENDATION

Be it resolved that the Edmonton Public School Board advocate to the province of Alberta to:

- 1. infuse financial literacy into new curriculum development, in an age-appropriate way at all grade levels,**
- 2. ensure that consumer rights education is incorporated, and**
- 3. implement pilot projects or support locally developed courses on these topics.**

NEXT STEPS

Should the Board of Trustees approve the recommendation, a letter communicating the motion will be sent to the Minister of Education.

MJ:km

DATE: May 9, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Assessment and Evaluation Update
(Response to Request for Information #206)

ORIGINATOR: Kathy Muhlethaler, Assistant Superintendent

**RESOURCE
STAFF:** Joanne Aldridge, Jennifer Allen, Sue Bell, Jon Carstensen-Sinha, Pina Chiarello, Tami Dowler-Coltman, Sanaa El-Hassany, Camille Loken, Greg McNulty, Dean Michailides, David Morris, Nancy Petersen, Jim Scott, Colin Woelfle

REFERENCE: [GK.BP Student Assessment, Achievement and Growth](#)
[GKB.AR Standards for Evaluation](#)

ISSUE

The following information was requested:

That an update on the professional development, collaboration, resources and teaching practices relative to assessment, evaluation and communication of student learning and growth be provided.

BACKGROUND

Assessment and evaluation of student learning is a continuous journey of professional growth, progression of practice and responsiveness to student needs. To support coherence at the District level, Board Policy GK.BP—Student Assessment, Achievement and Growth was established in April 2013 and set the District's direction related to assessment, evaluation and reporting. GK.BP is aligned to the *School Act*, the Guide to Education and reflects our professional responsibilities as educators as articulated in the Teacher Quality Standard and the ministerial order. GK.BP is supported by Administrative Regulation GKB. AR—Standards for Evaluation.

In September 2014, GKB.AR was implemented in support of GK.BP and served as a proactive catalyst to the District's focus around building capacity and a shared understanding in the area of sound assessment practices and evaluation of student learning. This work was supported by the following:

- The development of the GKB.AR Implementation Guide and supporting discussion papers.
- The facilitation of a series of principal professional learning sessions at post District Leadership Meetings.
- The expectation for school level professional learning for all teachers.

This deliberate focus on assessment and evaluation of student learning in the 2014-2015 school year provided a strong foundation for the District to build upon over the coming years.

CURRENT SITUATION

The District has continued to support the development of sound assessment practices and evaluation of student learning. This has been done through the lens of collaboration—with District leaders, across catchments, amongst teachers, and involving students and their families—and with the goal of achieving increased coherence and consistency in assessment and evaluation practices across the District. The

following report, Attachment I, provides the Board of Trustees with an update on the work currently being done within the District in support of GK.BP and includes an overview of intended next steps on the District's journey in assessment and evaluation of student learning.

KEY POINTS

- Board Policy GK.BP and Administrative Regulation GKB. AR serve as foundational documents to the District's sound assessment practice and evaluation of student learning.
- Assessment and evaluation practices are an area of ongoing, continuous professional growth and development.
- Attachment I is an update to the Board of Trustees around the District's ongoing efforts to support sound assessment practices and evaluation of student learning.

ATTACHMENTS and APPENDICES

ATTACHMENT I Assessment and Evaluation

NP:np

ASSESSMENT AND EVALUATION

Introduction

Educational assessment and evaluation practices are evolving. This evolution is captured by research that explores how educational systems are responsive and changing to serve students better. Students today need to know more than the basics of reading, writing and arithmetic; they must be critical thinkers, able to analyze and make inferences. This evolution in education extends to include teachers' knowledge around the assessment of student learning, including a progressive understanding of what motivates people to learn and grow. In this emerging context, teachers are taking an active role in assessment, sitting beside and communicating with students and parents during the process of learning in a manner that builds partnerships that foster understanding and achievement.

The District's responsiveness to this emerging context has resulted in the administrative regulation GKB.AR—Standards for Evaluation, which ensures an understanding of the responsibilities for student assessment and evaluation as outlined in the *School Act* and in Board Policy, GK.BP—Student Assessment, Achievement and Growth.

How has the District progressed in the area of assessment and evaluation? What professional development have we embarked upon? What does assessment and evaluation look like, sound like and feel like in the classroom? As an update on the professional development, collaboration, resources and teaching practices relative to assessment, evaluation and communication of student learning and growth across the District, the following sections are included in this report. Each section summarizes a piece of the District's journey in assessment and evaluation.

- The History of our Assessment Regulation
- What is the Purpose of Large Scale Standardized Examinations?
- What is the Purpose of Assessment and Evaluation in the Classroom?
- Is it Possible for There to be a Variance Between a Standardized Exam and School Awarded Marks?
- Collaboration, Professional Development and the Use of Data to Inform our Practice
- Moving Forward with Assessment - the What
- Moving Forward with Assessment - the How
- Final Thoughts

It is important for all stakeholders to understand the complexity around assessment practices and evaluation of student learning. It is often this complexity that helps us to further explore and determine how educators can best serve the success of students.

The History of Our Assessment Regulation

In the school year 2013–2014, senior administration in partnership with parents, teachers, school administrators, students and central staff developed GKB. AR in support of Board Policy—GK.BP Student Assessment Achievement and Growth

Explicit in GKB.AR are the following key points:

- The purpose of classroom assessment is to support learning and to communicate evidence of that learning to others.
- To support learning, there must be assessment practices that provide valid and reliable data.
- It is important that students have multiple opportunities and ways to demonstrate their learning.
- Teachers must use their professional judgment based on a broad and the most relevant range of evidence to determine a student's grade against curriculum outcomes.

GKB.AR sets the foundation for a shared District perspective to assessment and evaluation of student learning and is a companion to Board Policy GK.BP—Student Assessment, Achievement and Growth. It

serves to support teachers in their ongoing development of assessment practices and strengthens the District's accountability to parents/guardians in the area of sound assessment and evaluation. These conditions serve as the catalyst to student empowerment and students developing their intrinsic ability to hold themselves accountable for their own ongoing growth and success.

Principals were identified as key instructional leaders in the implementation and ongoing support of this District work. To assist principals in coherence around the implementation of GKB.AR in each of their schools the *Implementation Guide for Communicating Student Achievement and Growth* was created in collaboration with District staff. In addition, a District-wide assessment plan template was created to ensure that school assessment and evaluation practices are aligned with GKB.AR. Using the template principals, in collaboration with teaching staff, are required to update the school's assessment plan annually and post it on their school's website. Both the guide and the template support ongoing communication and transparency for parents as partners in their child's learning.

A series of professional learning sessions targeted for school leaders were developed by a committee of principals and central staff. These sessions were held as part of post-District Leadership Meetings (DLM) work with the intention of supporting principals in developing a comprehensive and deepened understanding of all aspects of GKB.AR. Processes were modelled and tools were provided for principals to use with their own staff in the implementation of GKB.AR.

Sessions were shaped by principal feedback and explored these questions:

- How do you provide multiple opportunities and ways for your students to demonstrate their learning?
- In what ways do teachers ensure assessments are both valid and reliable?
- What does triangulation of data mean?
- How do we determine which outcomes students need to retain and transfer?
- What processes do you use at your school to determine reasons for students' barriers to complete summative assessments?
- What systems do you have in place to provide students with an opportunity to complete missing summative assessments?
- What processes and systems do you have in place to engage in ongoing communication with parents to support students in completing summative assessments?
- How do you use professional judgement to determine a grade? How do you use professional judgement at the end of a reporting period when summative assessment items are missing?

Since the establishment of GKB.AR, further resources have been created. These can be found in the [Implementation Guide for Communicating Student Achievement and Growth \(pages 70-84\).](#)

- Effective Progress Report Comments
- Standards of Academic Performance
- Grade Level of Programming (GLP)
- Insufficient Evidence Available (IEA)
- Course Mark Unavailable (CMU)
- Not on Graded Curriculum (NGC)
- Professional Judgment

What is the Purpose of Large Scale Standardized Examinations?

Large scale provincial standardized exams provide schools with information that is interpreted and used on a yearly basis. Working in collaborative groups, administrators, teachers and consultants across the District use data from these examinations to analyze methods or develop professional learning

opportunities to best serve the educational needs of students. Collaborative teams are formed at the school, catchment and District levels.

Alberta Education provides schools with three provincial examinations:

- Student Learning Assessments (Grade 3)
- Provincial Achievement Tests (Grades 6 and 9)
- Diploma Examinations (Grade 12)

On their website, Alberta Education states that the purpose of Student Learning Assessments (SLAs) are to:

- improve student learning (primary purpose)
- enhance instruction for students
- assure Albertans that our education system is meeting the needs of students and achieves the outcomes of the Ministerial Order on Student Learning

With these purposes in mind, the SLAs have been developed primarily as a tool for teachers and parents to help inform and support student learning. This reflects an *assessment for learning* approach to the use of achievement data. SLAs are currently a pilot program.

The purpose of the Provincial Achievement Testing (PATs) Program is to:

- determine if students are learning what they are expected to learn
- report to Albertans how well students have achieved provincial standards at given points in their schooling
- assist schools, authorities, and the province in monitoring and improving student learning

These exams are written at the end of the learning year and the District receives its results in the fall. Data from PATS can be used to inform instruction with a new cohort of students.

The purpose of the Grade 12 Diploma Examinations Program is to:

- certify the level of individual student achievement in selected Grade 12 courses
- ensure that province-wide standards of achievement are maintained
- report individual and group results.

Diploma exam data is very similar to PAT data in how it can inform teaching and learning.

Alberta Education specifies that “provincial assessment programs, including SLAs, are meant to complement, not replace, day-to-day classroom assessment. They are sources of information that must be interpreted, used, and communicated within the context of regular and continuous assessment by classroom teachers.” ([SLA Basics, What are the purposes of SLA’s](#)). Retrieved April 12, 2017.

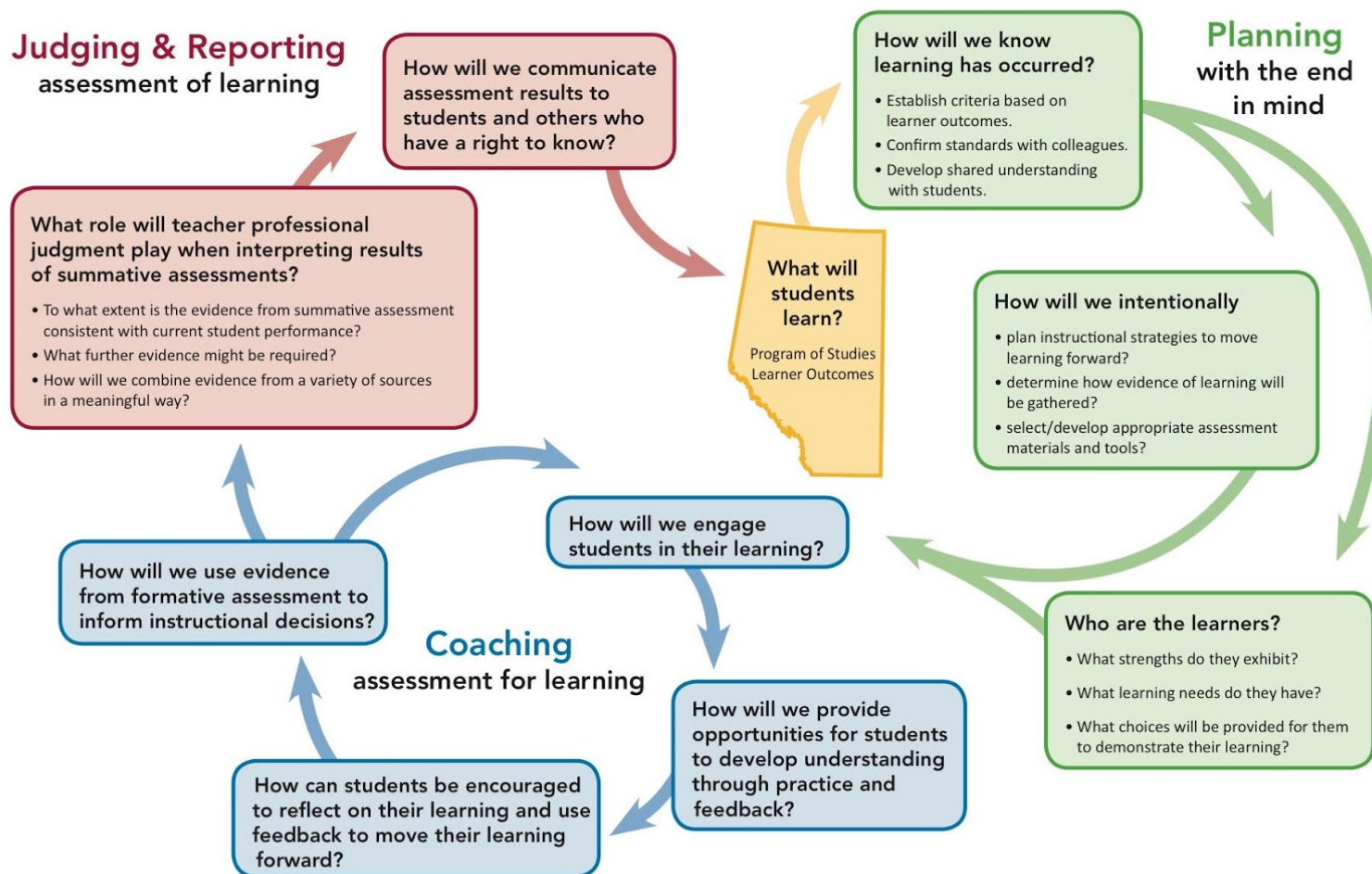
What is the Purpose of Assessment and Evaluation in the Classroom?

Where large scale provincial standardized exams provide schools with information that is interpreted and used on a yearly basis, classroom assessment and evaluation provides teachers data that is interpreted and used on an ongoing basis to inform practice.

Below is a graphic that was created by the Alberta Assessment Consortium (AAC) and reflects the data cycle that describes the process of assessing student learning in the classroom. The graphic reflects the following stages:

- The cycle starts with the Alberta Program of Studies in yellow.
- It moves to teacher planning in green.
- From there the teacher engages in coaching in blue.
- And finally there is the process of judging and reporting in red.
- Then the teacher returns to the yellow section to continue the learning process.

AAC KEY VISUAL: ASSESSING STUDENT LEARNING IN THE CLASSROOM



Teachers across the District have been working towards developing skills in each of the steps in the cycle. This has been accomplished through professional development opportunities with external experts in the area of educational assessment practice, support from the District's assessment team, catchment and school level collaboration and action research, as well as ongoing professional reading and dialogue in the area of assessment practice and evaluation. (Refer to Appendix 2 for a list of resources.)

Within the assessment process, there are two forms of data that teachers, students and parents obtain and use at the classroom level:

- **Assessment Data:** The process of gathering, from a variety of sources, information that accurately reflects how well a student is progressing towards the curricular objectives within the Alberta Programs of Study.
- **Evaluation Data:** The process of judging the quality of student learning on the basis of established criteria and assigning a value to the learning demonstrated. Evaluation is based on assignments of learning that provide data on student achievement. This occurs at strategic times throughout the course, often at the end of a period of learning.

Both data sets inform each other, and may serve different purposes as outlined below.

Assessment Data

Assessment data, also known as formative assessment, is an assessment experience that results in an ongoing exchange of information between students and teachers. Formative assessment is also referred to as "assessment *for* learning" which refers to information not used for evaluation.

- **The purpose of formative assessment data is to:**
 - Inform teachers of their next steps for teaching.
 - Provide feedback to students related to curricular outcomes.
 - Help students and parents create and respond to learning goals that support achievement.
 - Create a partnership between teachers, students and parents in support of student learning and achievement.
- **Formative Assessment:**
 - Clarifies learning goals
 - Encourages exploration in a risk-free environment
 - Provides feedback (student/teacher) prior to evaluation
 - Fosters a growth mindset
 - Enables self-assessment
 - Promotes intrinsic motivation
 - Develops metacognition
 - Builds persistence and resilience

Evaluation Data

Evaluation data, also known as summative assessment, is the process of collecting and interpreting evidence for the purpose of evaluation. This is also known as "assessment *of* learning" which refers to data used for evaluation usually occurring at the end of a period of learning.

- **The purpose of summative assessment data is to:**
 - Provide stakeholders with information as to the level with which a student has met the standards of the programs of study.

- **Summative Assessment:**
 - Measures student performance
 - Involves a broad range of outcomes
 - Considers complexity of knowledge, skills and attitudes to determine a grade
 - Provides multiple opportunities for students to express their learning
 - Provides multiple means for students to express their learning
 - Uses triangulated evidence of learning (observations, conversations and products) to make a judgement
 - Reports to students and parents a level of achievement towards learning outcomes

When looking at summative assessment, one needs to be certain that it is:

- Current: Representing evidence reflecting student's continued growth and achievement.
- Valid: The extent to which an assessment accurately measures what it is intended to measure.
- Reliable: The extent that assessment results are repeatable; giving similar results in similar situations over time.

A variety of evidence supports a teacher's professional judgement through the process of evaluation.

Whether one is working formatively or summatively, classroom data takes many different forms: comments, feedback (based on observations, conversations and products) and grades. Classroom data provides teachers with day by day information about how students are achieving the outcomes of the programs of study. Teachers then use this data to make daily instructional decisions. Students and parents, in turn, use classroom data as feedback to support the creation of and the response to goals. With proper practice, data use, at the classroom level, is a benefit for all students. It supports moment by moment calibration within the classroom to produce greater depth of learning and higher levels of achievement.

Is it Possible for There to be a Variance Between a Standardized Exam and School Awarded Marks?

It is not uncommon and it is anticipated for there to be variance between a student's classroom mark and what is obtained by a student on a standardized exam. This occurs because:

- A standardized exam consists of a prescriptive format which includes reading comprehension, time limitation, multiple-choice, numerical response, and written response. This format limits students' flexibility in their demonstration of learning.
- A standardized exam is a 'one time event' and there are circumstances that affect a student's performance on a standardized exam.
- A standardized exam may emphasize and evaluate only certain aspects of the curriculum. For example, an English 30 standardized exam evaluates written responses. However, there are six areas in language arts (Reading, Writing, Listening, Speaking, Viewing and Representing) in the English 30 Program of Study. The current design of the standardized exam can only evaluate three of these Language Arts areas.
- Class awarded marks are based on multiple opportunities that have been informed by coaching, feedback and assessment.
- Teachers provide multiple means of expression, as is required by the Teaching Quality Standards set by the province. Students, through multiple means of expression, have the opportunity to demonstrate a more comprehensive understanding of curriculum.
- With class awarded marks, students are held accountable for their work and demonstration of learning over time. They are provided with multiple opportunities to demonstrate their achievement and in turn receive feedback to inform improvement. This cycle builds intrinsic motivation, perseverance and stamina.

For a closer look on how one can use and interpret comparative data from standardized exams, refer to Appendix 1.

Collaboration, Professional Development and the Use of Data to Inform our Practice

It is understood across the District that the use of data has a crucial role in informing teacher practice. Teacher collaboration, professional development and the use of data are all intertwined. Educators collaborate at the school, catchment and District levels to develop a shared understanding of curricular standards and evidence based sound practices in assessment and evaluation. These professional learning and collaboration opportunities are informed through the analysis of data from both standardized and classroom assessments.

Using Data From Standardized Exams

Educators review data from both PATs and Diploma exams in a collaborative process to find trends that can inform teacher practice and support future learning. This can happen both horizontally and vertically:

- Horizontal Collaboration: Sharing expertise related to instructional/assessment strategies and curricular standards at the same grade level and subject area.
- Vertical Collaboration: Sharing expertise related to instructional/assessment strategies and curricular standards across grade levels.

Horizontal and vertical collaboration involving standardized assessment results is a critical strategy in improving teacher efficacy. As stated by John Hattie, fostering collective teacher efficacy has the largest effect size towards improving student achievement. (*Visible Learning for Teachers; Maximizing Impact on Learning*, 2012)

Using Classroom Data

Ongoing classroom assessment data informs teachers of student learning. Teachers use their skill in gathering triangulated evidence (observations, conversations and products) to inform their next steps in instruction. Classroom assessment data is used in a timely manner to adjust the pace, content, resources and supports required for students to learn and build competency (*Classroom Assessment: Minute by Minute, Day by Day* - Vol 63 Educational Leadership, Wiliam et al., 2005)

Over time, triangulated evidence of learning is recorded as evidence of growth and progress. This triangulated evidence of learning is translated into a single grade. With each step, staff reflect, collaborate and adjust.

As with standardized assessments, teachers collaborate both horizontally and vertically around instructional/assessment practices and the alignment of standards. By enhancing teacher efficacy in this way, student achievement will be improved. Indeed, collaboration around classroom level day-to-day information is truly in the service of student learning.

Professional Development to Date

At the District Level

- Professional Learning sessions offered by Curriculum and Resource Support focused on topics including: triangulation of evidence of learning, creating and using authentic assessments, obtaining and interpreting student data, using benchmark assessments, blueprinting assessments, preparing students for standardized exams, item-writing sessions provided to schools and assessment within

the context of specific subject areas. For a more detailed description of the Professional Learning sessions, see Appendix 3.

- Student Assessment consultants provided District leaders with professional development through the Leadership and Excellence in Assessment Program
- Instructional Processes Consultants collaborated with high school English, Social Studies, Math and Science department heads relative to District Diploma results.
 - This work is occurring with high school subject specific teachers to ensure alignment of curricular outcomes as well as consistent assessment and evaluation practices across the District.
- Student Assessment has worked with teachers to develop standards support documents for Biology 20 and Chemistry 20.
- Student Assessment has worked with teachers to develop standards tasks for science Grades 4-9.

At the Catchment Level

- Keynote speakers and consultants from the Alberta Assessment Consortium have presented workshops.
- Professional development on triangulation and best practices in assessment, with an ongoing professional learning community.
- Workshops on *assessment for learning*.

At the School Level

- Monthly assessment professional discussions to look at assessment questions and practices.
- In-school professional development days around: co-constructing criteria, triangulating evidence of learning, assessment for learning, brain research, providing feedback and universal design for learning.
- Coaching conversations to move forward current assessment practices.
- PAT and/or Diploma data analysis to inform practice.

Moving Forward with Assessment—The What

Edmonton Public Schools has built a foundation in assessment and evaluation and we are committed to continuous improvement in this area.

Next Steps for the District

Consistency across the District relative to assessment practices and evaluation of student learning can only come from our cornerstone value of collaboration. Professionals working together in schools, and catchments across the District to determine what practices best serve the needs of our students will:

- Provide opportunities for teachers to learn from each other.
- Promote coherence in practice.
- Build capacity and a shared understanding of sound assessment practice and evaluation of student learning across the District.

Next Steps for Principals

Principals play a vital role in the District's assessment journey. They will continue to provide instructional leadership and build upon our foundational documents (GK.BP, GKB. AR and the implementation guide) as they work in their schools with teachers, students and parents in support of student success.

Next Steps for Teachers

Teachers will continue to fine tune their instructional/assessment practices in respect to curricular standards. This work includes:

- Clarifying essential learning outcomes
- Creating assessment tasks
- Gathering and recording assessment data
- Communicating assessment data
- Using assessment data to inform practice and goals

Moving Forward with Assessment—The How

For 2017–2018 the following professional learning opportunities are intended:

Curriculum and Resource Support will provide professional learning sessions and materials in support of:

- Targeted, classroom-based assessment practices, including assessment of student reading, writing, numeracy/mathematics, and other curriculum subjects.
- Targeted, individually-focused and diagnostic assessments to support struggling students, especially in areas of mathematics and literacy.
- Building school capacity in analyzing school and District achievement examination results then determining and delivering targeted professional learning to support areas of lower student achievement.
- Developing curriculum-based exemplars and processes to build capacity and consistency in specific subject areas at the secondary level.

Assessment Consultants will continue to provide:

- District leaders with professional development through the Leadership and Excellence in Assessment Program.
- Support for teachers to develop standards support documents.
- Support for teachers to develop standards tasks.

Instructional Processes Consultants will continue to provide:

- Catchments, schools, principals and individual teachers professional development, coaching and mentorship around assessment practices and evaluation of student learning.

Principals will continue to:

- Unpack GKB.AR and the Implementation Guide for Communicating Student Achievement and Growth and apply them in a comprehensive, consistent, and collaborative manner at their schools.

Final Thoughts

District schools have made great strides in assessment and evaluation practices. Our work in assessment and evaluation is circular and must be continuously revisited as it is the essence of teaching and learning. Continued professional development and collaboration will result in greater understanding and coherence of sound assessment practices and evaluation of student learning across the District.

Appendix 1: Comparing Data

Appendix 2: Resources

Appendix 3: Curriculum and Resource Support Assessment Related Professional Learning 2014–2017

Appendix 1: Comparing Data

The diploma examination multiyear reports for any jurisdiction in Alberta are publicly available via the Alberta Education website. This data provides the percentage of students achieving the acceptable standard and standard of excellence on their school-awarded mark, and on the diploma examination. In addition, the average school-awarded mark, and the average mark on the diploma examination is provided.

2015–2016 Edmonton Public Schools Social Studies 30-2 Diploma Examination Results

	School Awarded Mark	Diploma Examination Mark	Difference
Acceptable Standard (%)	95.9	75.3	20.6
Average Mark (%)	66.4	59.9	6.5

[Link to complete set of diploma examination multiyear reports for Edmonton Public Schools.](#)

For the 2015-2016 school year, 95.9 per cent of District students met the acceptable standard according to their school-awarded mark. On the diploma examination, 75.3 per cent of District students met the acceptable standard. This shows that there is a difference of 20.6 per cent between the percentage of students meeting the acceptable standard in these measures. What it does not show is the distribution of student marks relative to the acceptable standard. This is why it is important to compare the school-awarded average mark to the average mark achieved on the diploma examination. In this case, the average school-awarded mark is 66.4 per cent, and the average diploma examination mark is 59.9 per cent. This is a difference of only 6.5 per cent, which is reasonable given the points raised earlier in this document relative to why one might see a variance between school-awarded marks and diploma examination marks.

When examining data for individual students or classrooms, one can see where individual marks are relative to acceptable standard of 50 per cent.

Hypothetical Classroom Data Sample

Student	School-awarded mark (%)	Diploma exam mark (%)	Difference
Student 1	52	48	4
Student 2	53	48	5
Student 3	74	62	12
Student 4	58	65	-7
Student 5	54	47	7
Student 6	62	49	13
Student 7	54	48	6
Student 8	51	46	5

	School Awarded Mark	Diploma Examination Mark	Difference
Acceptable Standard (%)	100	25.0	75.0
Average Mark (%)	57.3	51.6	5.7

In this data set, 100 per cent of the students met the acceptable standard according to their school-awarded mark. On the diploma examination, 25 per cent of the students met the acceptable standard. This shows that there is a difference of 75 per cent between the percentage of students meeting the acceptable standard in these measures. The difference between the school awarded mark and the diploma examination mark in this scenario is impacted by the number of students achieving close to the acceptable standard of 50 per cent. These students pass the course with their school-awarded mark, however, they did not pass their diploma examination. When examining individual student results, there is little variance between their school performance and their diploma performance.

In the above scenario, it is important to note that the average school-awarded mark is 57.3 per cent, and the average diploma examination mark is 51.6 per cent. This is only a difference of only 5.7 per cent. Even with using an example with a small n-size, (with a small n-size, the impact of a single student's results on the diploma examination may have a large impact on the school's results) and a large percentage of students not achieving the acceptable standard on the diploma examination, the overall performance of the cohort on the exam (51.6 per cent) is reasonable close the school awarded average mark (57.3 per cent).

Key considerations when comparing data

- It is important to compare the average school-awarded mark to the average diploma exam mark in addition to considering any differences between the percentage of students meeting the acceptable standard in the school awarded mark and the diploma exam mark
- Student achievement on the diploma exam may differ from their achievement in the classroom; their achievement on the diploma exam may be higher or lower
- School level data is analyzed alongside student-level data to consider where students achieved relative to standards.
- Schools consider n-size when considering variance in results.as a single student's results on the diploma examination may have a large impact on the school's results.

Appendix 2: Resources

Below is a list of resources that were used to inform GKB.AR and the Implementation Guide to Reporting Student Achievement and Growth

Impactful Instruction and Assessment

- *Education Endowment Fund (EEF) Teaching and Learning Toolkit*, Spring 2013.
- *International Guide to Student Achievement*. Edited by John Hattie and Eric M. Anderman, Routledge, 2013.
- *Learning About Learning*, Pomerance, Greenberg, and Walsh, National Council on Teacher Quality, January 2016.
- *Make it Stick: The Science of Successful Learning*. Brown, Roediger III, McDaniel, 2014
- *Visible Learning*. John Hattie, Routledge, 2009.

Reporting Practices

- *Alberta Student Assessment Study: Final Report*. Charles Webber et al., Alberta Government, 2009.
- *Reporting to Parents in Primary School: Communication Meaning and Learning*. Hall et al. National Council for Curriculum and Assessment, Ireland, 2008.
- *The Role of Interim Assessments in a Comprehensive Assessment System*. Perie, Marion, Gong, Wurtzel, 2007.
- *Student-led conferences: How effective are they as an alternative reporting method?* Doctoral Thesis Taylor-Patel, University of Auckland, 2011.

Formative Assessment and Feedback

- *Delaying feedback promotes transfer of knowledge despite student preferences to receive feedback immediately*. Mullet et al. *Journal of Applied Research in Memory and Cognition* 3 (2014) 222–229.
- *Effects of Differential Feedback on Students' Examination Performance*. Anastasiya A. Lipnevich, Jeffrey K. Smith, 2009.
- *Embedded Formative Assessment*. Dylan Wiliam, Solution Tree Press, 2011.
- *Feedback in Schools*. John Hattie, From Sutton, R., Hornsey, M.J., & Douglas, K.M. in *Feedback: The communication of praise, criticism, and advice*, 2011.
- *Formative assessment: A Critical Review*. *Assessment in Education*, Bennett, Randy Elliot, 2011.
- *Formative assessment and feedback: Making learning visible*. Anton Havnes a,*, Kari Smith b, Olga Dysthe b, Kristine Ludvigsen. *Studies in Education Evaluation* 38 (2012) 21-27.
- *How to Give Effective feedback to your Students*. Susan M. Brookhart, ASCD, 2008.
- *Learning from Feedback: Spacing and the Delay-Retention*. Smith, T. A., & Kimball, D. R., 2010.
- *Mapping the quality of feedback to support students' learning in lower secondary classrooms*. Siv M. Gamlem & Elaine Munthe, 2013.
- *Using Spacing to Enhance Diverse Forms of Learning: Review of Recent Research and Implications for Instruction*. Shana K. Carpenter & Nicholas J. Cepeda & Doug Rohrer & Sean H. K. Kang & Harold Pashler, 2012.
- *When feedback is cognitively-demanding: the importance of working memory capacity*. Emily R. Fyfe • Marci S. DeCaro • Bethany Rittle-Johnson, 2014.

Metacognition, Student Calibration, and Self-regulation

- *Feeling of knowing and over-claiming in students from secondary school to university*. Mercè Clariana, Antoni Castelló, Ramon Cladellas, 2016.
- *How to Use Retrieval Practice to Improve Learning*, Agarwal et al. Institute of Education Sciences, 2013.
- *Implicit Theories of Intelligence Predict Achievement Across an Adolescent Transition: A Longitudinal Study and an Intervention*. Lisa S. Blackwell, Kali H. Trzesniewski and Carol Sorich Dweck, 2006.

- *Metacognitive prediction and evaluation skills and mathematical learning in third-grade students.* Annemie Desoete, 2009.
- *Organizing Instruction and Study to Improve Student Learning: IES Practice Guide*, Pashler et al. National Center for Education Research, Institute of Education Sciences, U.S. Department of Education, 2007.
- *Overconfidence in children's multi-trial judgments of learning.* Bridgid Finn, Janet Metcalfe, 2013
- *Overconfidence produces underachievement: Inaccurate self-evaluations undermine students' learning and retention.* John Dunlosky, Katherine A. Rawson, 2012
- *Praise for Intelligence Can Undermine Children's Motivation and Performance.* Claudia M. Mueller and Carol S. Dweck, 1998.
- *Using Standards to Improve Middle School Students' Accuracy at Evaluating the Quality of Their Recall.* Amanda R. Lipko, John Dunlosky, Marissa K. Hartwig, Katherine A. Rawson, Karen Swan, and Dale Cook, 2009.
- *Why do beliefs about intelligence influence learning success? A social cognitive neuroscience model.* Jennifer A. Mangels, Brady Butterfield, Justin Lamb, Catherine Good, and Carol S. Dweck, 2006.
- *Writing About Testing Worries Boosts Exam Performance in the Classroom.* Gerardo Ramirez and Sian L. Beilock, 2011.

Summative Assessments Used for Formative Purposes

- *Formative and Summative Interpretations of Assessment Information.* John Hattie, 2003.
- *Retrieval practice with short-answer, multiple choice, and hybrid tests.* Megan A. Smitha & Jeffrey D. Karpicke, 2013.
- *Test-Enhanced Learning in a Middle School Science Classroom: The Effects of Quiz Frequency and Placement.* Mark A. McDaniel et al. Journal of Educational Psychology, 2011.

Assessment Task Design and Teacher Marking

- *Item-Writing Rules: Collective Wisdom.* Bruce B. Frey, Stephanie Petersen, Lisa M. Edwards, Jennifer Teramoto Pedrotti, Vicki Peyton, 2005.
- *Levels-based mark schemes and marking bias.* Anne Pinot de Moira, Center for Education research and Policy, 2014.
- *A marked improvement? A review of the evidence on written marking.* Oxford University, Department of Education, Education Endowment Foundation, April 2016.
- *Marking as judgment.* Val Brooks, 2009.
- *A review of literature on marking reliability research.* Jo Tisi, Gillian Whitehouse, Sarah Maughan, Newman Burdett. (Report for Ofqual), 2013.
- *The Use of Scoring Rubrics: Reliability, Validity and Educational Consequences.* Anders Jonsson *, Gunilla Svingby, 2007.

Resources from Sandra Herbst and Anne Davies

- *A Fresh Look at Grading and Reporting in High Schools.* Herbst, Sandra & Davies, Anne.
- *Leading the Way to Assessment for Learning: A Practical Guide.* Davies, A., Herbst, S., & Parrott Reynolds, B.
- *Transforming Schools and Systems Using Assessment: A Practical Guide.* Davies, A., Herbst, S., & Parrott Reynolds, B.
- *Making Classroom Assessment Work.* Davies, Anne.
- *Knowing What Counts Series - Setting and Using Criteria, Self-Assessment and Goal Setting, Conferencing and Reporting.* Gregoring, K., Cameron, C., & Davies, A.

Websites

- Alberta Education: “Assessment for Learning” (a variety of online/video resources)
<http://education.alberta.ca/teachers/aisi/themes/assessment.aspx>
- Alberta Student Assessment Study
<http://education.alberta.ca/media/1165612/albertaassessmentstudyfinalreport.pdf>
- Alberta Student Assessment Study - Executive Summary
<http://education.alberta.ca/media/1165587/asasexecutivesummary.pdf>
- Anne Davies / Sandra Herbst <http://www.connect2learning.com/masterHome.html>
- Assessment Reform Group (Association for the Achievement & Improvement Through Assessment)
<http://www.aaia.org.uk/afl/assessment-reform-group/>
- Canadian Education Association - Assessment - Summer 2013 <http://www.cea-ace.ca/education-canada/issue/summer2013>
- Edmonton Public Schools – “Assessing Student Achievement” <http://staffroom.epsb.ca/central-services-directory/3880-assessing-student-achievement>
- “Notable Thoughts on Assessment” (downloadable document)
https://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/Notable_Thoughts_on_Assessment.doc
- Western & Northern Canadian Protocol for Collaboration in Education - Rethinking Classroom Assessment with Purpose in Mind. (English & French)
<http://www.wncp.ca/english/subjectarea/classassessment.aspx>

Appendix 3: Curriculum and Resource Support Assessment Related Professional Learning 2014–2017

2014–2015

Going Deeper into Assessment and Literacy

Assessment is key to determining how teachers can most effectively meet the literacy needs of students. It is used to inform teaching and to enable student literacy success. Within the context of the new Administrative Regulation GKB.AR, participants will explore informal and formal literacy assessment processes and how these can impact quality literacy programming and student literacy development. This series consists of eight hours of professional learning with up to two coaching sessions.

Specialized Literacy Inservices

Going Deeper into Writing Instruction for Elementary Teachers

In this series, teachers will deepen their understanding of writing development. Teachers will plan and implement a range of effective teaching strategies to meet the needs of diverse students. Elements of the writer's craft will be explored as well as supporting students in selecting appropriate writing strategies in all subjects. Assessment practices will be discussed in each session. This series consists of eight to nine hours of professional learning with up to three coaching sessions.

Going Deeper into Writing Instruction for Secondary Teachers

In this series, teachers will deepen their understanding of writing development. Teachers will plan and implement a range of effective teaching strategies to meet the needs of diverse students. Elements of the writer's craft will be explored as well as supporting students in selecting appropriate writing strategies in all subjects. Assessment practices will be discussed in each session. This series consists of ten hours of professional learning with up to three coaching sessions.

Leadership in Literacy

OTAGS—Off to a Good Start in Your Second Language Teaching Assignment (One-Day Model)

'Come as you are' to this flexible version of our most popular workshop. Second language teachers will receive individual and small group support with understanding the fundamentals of their curricula, selecting resources, exploring effective second language technologies, and planning for meaningful assessment and student engagement. We will start where you are and tailor the day to meet your needs.

Triangulation of Evidence in the L2 Classroom Series

L2 teachers will have the opportunity to look at assessment in their L2 classroom through the lens of Triangulation of Evidence, a model originally developed by Anne Davies, and acquire strategies to implement in their own classroom. Session participants will also have the opportunity to use the Common European Framework of Reference (CEFR) to inform their assessment strategies, and consider the integration of the cross-curricular competencies from the Ministerial Order on Student Learning (#001/2013). This series consists of six hours of professional learning.

CURRICULUM DEVELOPMENT AND IMPLEMENTATION SERVICES

Engaging Students in Math and Science

Teachers will learn how to engage students to drive their own learning through goal setting and self-assessment. A number of processes for gathering evidence of learning through products, conversations, and observations will be shared. A wide variety of strategies to adapt instruction based on these findings will be examined. This session will take teachers beyond the use of tests, quizzes, and reports.

ASSESSMENT

Triangulation of Assessment Evidence: using "Conversations" in the Elementary Classroom

What students tell us about their learning is a critical component of classroom assessment. Attend this session to learn more about how assessment evidence is collected from conversations in the elementary classroom, and how we use this evidence to improve learning and communicate student achievement and growth. Session participants will also consider integration of the cross-curricular competencies from the Ministerial Order on Student Learning (#001/2013).

Triangulation of Assessment Evidence: using "Conversations" in the Secondary Classroom

What students tell us about their learning is a critical component of classroom assessment. Attend this session to learn more about how assessment evidence is collected from conversations in the secondary classroom, and how we use this evidence to improve learning and communicate student achievement and growth. Session participants will also consider integration of the cross-curricular competencies from the Ministerial Order on Student Learning (#001/2013).

Triangulation of Assessment Evidence: using "Observations" in the Elementary Classroom

What we notice while students are learning is a critical component of classroom assessment. Attend this session to learn more about how assessment evidence is collected through observations in the elementary classroom, and how we use this evidence to improve learning and communicate student achievement and growth. Session participants will also consider the integration of cross-curricular competencies from the Ministerial Order on Student Learning (#001/2013).

Triangulation of Assessment Evidence: using "Observations" in the Secondary Classroom

What we notice while students are learning is a critical component of classroom assessment. Attend this session to learn more about how assessment evidence is collected through observations in the secondary classroom, and how we use this evidence to improve learning and communicate student achievement and growth. Session participants will also consider integration of the cross-curricular competencies from the Ministerial Order on Student Learning (#001/2013).

Triangulation of Assessment Evidence: ensuring a range of student "Products" in the Elementary Classroom

Teachers collect products to represent student learning. Attend this session to learn more about how to collect an appropriate range of products from students in the elementary classroom to improve learning and effectively communicate student achievement and growth. Session participants will also consider integration of the cross-curricular competencies from the Ministerial Order on Student Learning (#001/2013).

Triangulation of Assessment Evidence: ensuring a range of student “Products” in the Secondary Classroom

Teachers collect products to represent student learning. Attend this session to learn more about how to collect an appropriate range of products from students in the secondary classroom to improve learning and effectively communicate student achievement and growth. Session participants will also consider integration of the cross-curricular competencies from the Ministerial Order on Student Learning (#001/2013).

PROFESSIONAL LEARNING DAYS

In response to requests from schools, the offerings below are provided as alternatives to staff and schools in the cases where leadership group/catchment group plans do not meet the needs of all staff. Schools are encouraged to first consider the professional learning organized through their leadership/catchment groups.

Second Languages Matter! Best Practices Day 2015

Teachers and administrators are invited to participate in what has become the province’s largest annual gathering of second language educators. The day offers practical and relevant sessions highlighting best practices and current research, most presented by classroom teachers. Dr. Katy Arnett, author of *Languages for All: How to Support and Challenge Students in a Second Language Classroom*, will offer a series of sessions on practical, classroom-based strategies for including and supporting all second language learners. Click here for more information.

Session topics may include:

- Looking at literacy from a second language perspective
- Cross-curricular competencies and second languages
- Authentic assessment in the target language
- Including and engaging all children in the L2 classroom
- Best practices in L2 Mathematics
- What teachers new to L2 need to know
- Engaging technology to support all L2 learners
- And many more!

Literacy Best Practices Day 2015

The Literacy Best Practices Professional Learning Day will include sessions presented by classroom teachers, school leaders and consultants who will offer approaches and strategies to support thinking and literacy. Join us as we gather to share research-based best practices to promote literacy from Kindergarten to Grade 12.

Sessions topics include:

- Teaching Literacy through Inquiry
- Using Literature to Enhance Curriculum
- Alberta Education Literacy Benchmarks
- Using Authentic Tasks to Develop Reading and Writing Skills
- Fostering a Love of Reading
- Involving Students in Assessment
- Teaching Struggling Readers in the Classroom

OTAGS—Off to a Good Start in Your Second Language Teaching Assignment (One-Day Model)

'Come as you are' to this flexible version of our most popular workshop. Second language teachers will receive individual and small group support with understanding the fundamentals of their curricula, selecting resources, exploring effective second language technologies, and planning for meaningful assessment and student engagement. We will start where you are and tailor the day to meet your needs. This series consists of one 6-hour session of professional learning.

2015–2016

Building on the Foundations: Writing Instruction

In this series, teachers will deepen their understanding of writing development. They will plan and implement a range of effective teaching strategies to meet the needs of diverse students. Elements of the writer's craft will be explored, as well as ways to support students in selecting appropriate writing strategies in all subjects. Assessment practices will be discussed in each session. This series consists of eight hours of professional learning with up to three coaching sessions and is designed for K-6 teachers.

Determining Reading Levels: How Do You Do It? How Does It Help Students?

Participants may take the three sessions in this series as one series or sign up for individual sessions. How Do You Know If Your Students Are Reading at Grade Level? What does "grade level" look like? How can it be assessed within classroom literacy instruction? Teachers can determine whether most students are reading at grade level by looking at student performance in the classroom. This session will help you to look at text complexity and curriculum requirements in order to determine whether students are reading at grade level.

How to Administer Informal Reading Inventories

An informal reading inventory is a tool that allows teachers to individually assess reading levels for students they have questions about and identify areas on which to focus instruction. Examples of informal reading inventories include the Fountas and Pinnell Benchmark Assessment System, PM Benchmark, Burns & Roe and Basic Reading Inventory. This session will help you properly administer any reading inventory.

How to Interpret and Analyze the Benchmark Assessment System and Other Reading Inventories to Guide Teaching

The purpose of administering a reading inventory is to target and guide teaching practice. This session will enable teachers to analyze a student's results, identify strengths and areas for growth and develop a plan of action. Please be prepared to bring the assessment results for one student to this session. A coaching visit may be included with this series.

Writing Instruction for Secondary Teachers

In this series, teachers will deepen their understanding of writing development. They will plan and implement a range of effective teaching strategies to meet the needs of diverse students. Elements of the writer's craft will be explored, along with how to support students in selecting appropriate writing strategies in all subjects. Assessment practices will be discussed in each session. This series consists of 10 hours of professional learning with up to three coaching sessions and is designed for secondary teachers.

PROFESSIONAL LEARNING DAYS

LANGUAGES WITHOUT BORDERS NATIONAL CONFERENCE

Languages Without Borders/Langues sans frontières is Canada's premiere event for second language educators. This opportunity is not to be missed as the biannual national conference may not be back in Edmonton for a decade or more.

Over 600 participants from across the country and around the world will join us to take in one of over 100 sessions for teachers, administrators and leaders of all K–12 second language programs, including ESL. In an exciting addition to Languages Without Borders, the Alberta Education Aboriginal Languages Gathering 2017, a conference within a conference, will see 200 Aboriginal language educators, knowledge keepers, elders and community advocates attend sessions dedicated to best practices and issues surrounding Aboriginal language and culture education.

Keynote speakers include Alexandre Trudeau on the importance of second languages in developing true global citizens and Dr. Mary Grantham O'Brien on current research around the impact of second language learning.

Other featured speakers and session topics include:

- Dr. Roy Lyster on an integrated approach to teaching language and content;
- Dr. Katy Arnett on practical strategies to include all students in the second language classroom, plus and a conversation with administrators;
- Dr. Renée Bourgoins on literacy strategies to support students in French;
- Señor Howard: Strategies for using the target language 90+% of class time;
- Second language sessions on guided reading; literacy interventions; understanding language disorders; building language skills through academic conversation; best practices in mathematics and numeracy, new provincial curriculum directions; classroom best practices, and dozens more.

View the whole conference program and schedule of events [here](#).

LITERACY BEST PRACTICES DAY (FULL DAY OR HALF DAY)

The Literacy Best Practices professional learning day includes sessions presented by classroom teachers, school leaders, and consultants who offer approaches and strategies to support thinking and literacy. Join us as we gather to share research based best practices to promote literacy from Kindergarten to Grade 12. Session topics may include:

- Teaching through inquiry
- Using authentic tasks to develop reading and writing skills
- Assessment in literacy
- Cross-curricular literacy
- Technology and literacy
- Leadership in literacy
- Teaching struggling readers
- Supporting English Language Learners
- Literacy in a secondary setting

PROFESSIONAL LEARNING SESSIONS

LITERACY

ADMINISTERING AND INTERPRETING INFORMAL READING INVENTORIES

An informal reading inventory is a tool that allows teachers to individually assess reading to identify areas on which to focus instruction. Examples of informal reading inventories include the Fountas and Pinnell Benchmark Assessment System, PM Benchmark, Critical Reading Inventory and Basic Reading Inventory. This series will help teachers administer an informal reading inventory and use the results to identify students' strengths and areas for growth. Coaching may be included with this series.

GUIDED READING USING LEVELLED LITERACY INTERVENTION (LLI) RESOURCES

This series is designed for teachers who are using LLI resources with struggling readers in the classroom setting during guided reading. It will provide teachers with a deeper understanding of the LLI resources and how best to match them to their students' needs in the classroom. This is not a formal Leveled Literacy Intervention training series. Teachers using LLI as a formal pullout intervention should register in the LLI Initial Teacher Training. This series includes coaching.

HOW DO YOU KNOW IF YOUR STRUGGLING SECONDARY STUDENTS ARE READING AT GRADE LEVEL

What does grade level look like? How can it be assessed within classroom literacy instruction? This is a two part series to help answer these questions and build familiarity with assessments and strategies currently being used in our District.

Session 1: In this session, teachers will learn more about text complexity relative to their programs of study to help them determine whether students are reading at their grade level. This session will also support secondary teachers in effectively administering and securing reading inventories which would allow teachers to: gather student information about their reading for students they have questions about; and identify areas on which to focus instruction.

Session 2: This session will support secondary teachers to analyze a student's reading assessment results, identify strengths and areas for growth and develop a plan of action with strategies for student growth in reading. Please be prepared to bring the assessment results for one student to this session. Optional coaching visits are available with this series, if desired.

HOW TO ADMINISTER AND INTERPRET INFORMAL READING INVENTORIES TO GUIDE TEACHING

An informal reading inventory is a tool that allows teachers to individually assess reading to identify areas on which to focus instruction. Examples of informal reading inventories include the Fountas & Pinnell Benchmark Assessment System, PM Benchmark, Critical Reading Inventory and Basic Reading Inventory. This series will help teachers administer an informal reading inventory and use the results to identify students' strengths and areas for growth. Coaching may be included with this series.

INTRODUCTION TO GUIDED READING

Guided reading is designed to meet the needs of diverse learners through meaningful and engaging small-group instruction. This series will focus on explicit teaching of reading comprehension strategies, ongoing assessment, and prompting for word solving and comprehension. The guided reading series includes coaching and is designed for teachers who are new to the practice of guided reading, and who are not currently registered in Literacy Foundations.

NUMERACY AND LITERACY PROGRESSIONS (DIVISION I, II)

Numeracy and Literacy Progressions are newly released tools from Alberta Education that support teachers in making numeracy and literacy explicit in classroom learning experiences. Understanding the relevant numeracy builds students' background knowledge enabling them to be meaningfully engaged with subject-specific content. Participants are invited to explore the progressions, along with examples, to highlight the numeracy and literacy found across the curricula. Time will be provided to plan numeracy-rich and literacy-rich learning experiences based on the descriptors found in the Numeracy and Literacy Progressions document.

NUMERACY AND LITERACY PROGRESSIONS (DIVISION III AND IV)

Numeracy and Literacy Progressions are newly released tools from Alberta Education that support teachers in making numeracy and literacy explicit in classroom learning experiences. Understanding the relevant numeracy builds students' background knowledge enabling them to be meaningfully engaged with subject-specific content. Participants are invited to explore the progressions, along with examples, to highlight the numeracy and literacy found across the curricula. Time will be provided to plan numeracy-rich and literacy-rich learning experiences based on the descriptors found in the Numeracy and Literacy Progressions document.

PHONOLOGICAL AWARENESS FOR EMERGENT AND EARLY READERS

Research consistently links students' early skills in phonological awareness with their future reading success. This series examines the research and developmental stages of phonological awareness and strategies and resources to explicitly teach phonological awareness within the context of classroom literacy practices. Teachers will also learn to administer and interpret the Reading Readiness Screening Tool developed by the Learning Disabilities Association of Alberta. This series is geared toward Kindergarten through Grade 2 teachers but can also be useful for teachers of older ELL students who benefit from instruction in phonological awareness.

READING RECOVERY INITIAL TEACHER TRAINING

Reading Recovery is a proven supplementary early literacy intervention designed to serve the lowest-achieving Grade 1 students (including English language learners) who require one-to-one, teaching to get reading and writing underway. It is designed to prevent literacy failure and close the student achievement gap, bringing students to average levels of classroom performance in reading and writing in 12 to 20 weeks. Reading Recovery teachers work individually with students, providing daily 30-minute lessons. This initial training series is designed for teachers who are new to Reading Recovery. It consists of 22 in service sessions (including four assessment-training sessions) with 55 hours of professional learning and includes coaching visits.

RUNNING RECORDS: A CLASSROOM ASSESSMENT TOOL FOR STRUGGLING READERS

A running record of text reading is a systematic procedure for recording reading behaviors observed during reading. It can be used most effectively by classroom teachers as a formative assessment tool for struggling readers. In this series, teachers learn how to record and then interpret how children work on reading texts with a view to how this informs teaching. This series includes coaching.

STUDENT DATA: HOW DO I GET IT AND THEN WHAT?

In a junior high classroom there can be data collected from formal reading assessments, informal reading assessments, student products, and from conversations and observations. During this session teachers will be encouraged to bring the current data they have collected from their students, and then we will look at ways to use this data to implement literacy skills and strategies within your English language arts classroom.

USING THE FOUNTAS & PINNELL BENCHMARK ASSESSMENT SYSTEM IN JUNIOR HIGH

Benchmarks are standards against which we measure something. For teachers, using benchmark assessments can provide valuable information about student strengths and weaknesses, resulting in more informed and intentional teaching practices. In this session, teachers will be introduced to the Benchmark Assessment System 2 (Grades 3–8, levels L–Z). They will become familiar in the administration, scoring, analysis, and interpretation of the results.

WHAT ARE THE NEW LITERACY PROGRESSIONS AND HOW CAN THEY SUPPORT YOUR WORK?

Are you looking for resources that will give you a reference point for determining student literacy growth and help you plan for effective learning experiences? Do you want to be one step ahead when the new curriculum arrives? Come see one of the newest tools available to teachers from Alberta Education! Explore what the progressions are, how they can assist teachers with delivery of curriculum, and how they will support literacy development for your students across subject areas.

NUMERACY

A GUIDED APPROACH TO MATH – WINTER SERIES

This series introduces teachers to the framework of A Guided Approach to Math, which is designed to meet the diverse needs of learners through a variety of meaningful and engaging activities. Teachers explore creating a numeracy-rich environment, math warm-ups, small group guided instruction, workshops, individual conferences and assessments. This series includes one full day and two half-day sessions of professional learning. Teachers will also receive up to two coaching visits.

NUMERACY AND LITERACY PROGRESSIONS (DIVISION I, II)

Numeracy and Literacy Progressions are newly released tools from Alberta Education that support teachers in making numeracy and literacy explicit in classroom learning experiences. Understanding the relevant numeracy builds students' background knowledge enabling them to be meaningfully engaged with subject-specific content. Participants are invited to explore the progressions, along with examples, to highlight the numeracy and literacy found across the curricula. Time will be provided to plan numeracy-rich and literacy-rich learning experiences based on the descriptors found in the Numeracy and Literacy Progressions document.

NUMERACY AND LITERACY PROGRESSIONS (DIVISION III AND IV)

Numeracy and Literacy Progressions are newly released tools from Alberta Education that support teachers in making numeracy and literacy explicit in classroom learning experiences. Understanding the relevant numeracy builds students' background knowledge enabling them to be meaningfully engaged with subject-specific content. Participants are invited to explore the progressions, along with examples, to highlight the numeracy and literacy found across the curricula. Time will be provided to plan numeracy-rich and literacy-rich learning experiences based on the descriptors found in the Numeracy and Literacy Progressions document.

CURRICULUM, RESOURCES, AND CURRICULUM-BASED CLASSROOM ASSESSMENT

GENERAL CURRICULUM

ASSESSMENT REFRESHMENT! (DIVISION I and II)

How are your assessment best practices these days? Are you in search of an inspiring refresher? Come to update your assessment practices and: collaborate with colleagues to revisit the key principles of outcome-based assessment; review rubric development and wordsmithing; as well as, explore triangulation of assessment. Bring your own projects and we'll work on them together!

TRIANGULATION OF EVIDENCE

"The assessment of student progress serves as a guide for learning and instruction. This information should be collected in a variety of ways to provide feedback that is useful to student and teacher alike" (p. 83, Guide to Education: ECS to Grade 12). Attend this series to:

- learn more about how assessment of student progress can be collected in a variety of ways from conversations, observations and products in the elementary classroom
- how this assessment can provide feedback to improve learning and communicate student achievement and growth.

Participants will also create assessment plans that incorporate the front matter of the curriculum and integration of Alberta's competencies from the Ministerial Order on Student Learning (#001/2013).

ARTS

ASSESSMENT IN ELEMENTARY MUSIC - WHAT DOES THAT LOOK, FEEL, SOUND, SMELL, TASTE LIKE?

Assessment of students in music classes can sometimes be daunting, but do not fear! Using the program of studies, this session will provide strategies and processes as to how to confidently, effectively and consistently assess 300+ students!

DIVISION I ELEMENTARY SCHOOL ART TEACHERS ROUND-TABLE COLLABORATION

This collaborative session is a round-table, working group that provides an opportunity for elementary school visual arts teachers to discuss arts education in the 21st century. Instructional processes, literacy, numeracy, competencies, assessment and curriculum redesign will be addressed through active, participatory discussion. Participants are encouraged to bring a resource or best practice to share and discuss through the lens of the upcoming new curriculum.

DIVISION I SINGING GAMES AND ACTIVITIES THAT INVOLVE SINGING, MOVING, AND PLAYING

Singing games are effective learning tools and processes for students. This session will provide music teachers with games and activities that enhance and engage student learning through aural, oral, visual and kinesthetic experiences. The process of preparation, presentation, practice and assessment will also be explored.

DIVISION II ELEMENTARY SCHOOL ART TEACHERS ROUND-TABLE COLLABORATION

This collaborative session is a round-table, working group that provides an opportunity for elementary school visual arts teachers to discuss arts education in the 21st century. Instructional processes, literacy,

numeracy, competencies, assessment and curriculum redesign will be addressed through active, participatory discussion. Participants are encouraged to bring a resource or best practice to share and discuss through the lens of the upcoming new curriculum.

DIVISION II SINGING GAMES AND ACTIVITIES THAT INVOLVE SINGING, MOVING, AND PLAYING

Singing games that are approached as challenges and opportunities to problem-solve are effective learning tools and processes for division II students. This session will provide music teachers with games and activities that enhance and engage student learning through aural, oral, visual and kinesthetic experiences. The process of preparation, presentation, practice and assessment will also be explored.

ELEMENTARY MUSIC TEACHERS ROUND-TABLE COLLABORATION

This collaborative session is a round-table, working group that provides an opportunity for elementary music teachers to get together and discuss music education in the 21st century. Instructional processes, literacy, numeracy, competencies, assessment and curriculum redesign will be addressed through active, participatory discussion. Be prepared for some music “chit-chat!”

HELP! I HAVE TO TEACH MUSIC NEXT YEAR?! MUSIC SURVIVAL TIPS FOR K–6 START UP

This session is designed for teachers new to teaching elementary music. The session will include:

- Music Room set-up
- Big Picture Planning: K-6 Music Instructional Processes - Where to start? What do music students need to know?
- Music Resources
- Classroom Management
- Concert Planning
- Assessment for 30+ students
- Dealing with many bodies, students, teachers, administrators, parents
- Finding a balance: Saying “No” is Music to the ears...

HIGH SCHOOL ART TEACHERS ROUND-TABLE COLLABORATION

This collaborative two-part session is a round-table, working group that provides an opportunity for high school visual arts teachers to discuss arts education in the 21st century. Instructional processes, literacy, numeracy, competencies, assessment and curriculum redesign will be addressed through active, participatory discussion for the first half of this session. The second half of this session will be in the clay studio, sharing best practices.

JUNIOR HIGH SCHOOL ART TEACHERS ROUND-TABLE COLLABORATION

This collaborative session is a round-table, working group that provides an opportunity for junior high school visual arts teachers to discuss arts education in the 21st century. Instructional processes, literacy, numeracy, competencies, assessment and curriculum redesign will be addressed through active, participatory discussion. Participants are encouraged to bring a resource or best practice to share and discuss through the lens of the upcoming new curriculum.

SECONDARY MUSIC TEACHERS ROUND-TABLE COLLABORATION

This collaborative session is a round-table, working group that provides an opportunity for secondary music teachers to get together and discuss music education in the 21st century. Instructional processes, literacy, numeracy, competencies, assessment and curriculum redesign will be addressed through active, participatory discussion. Be prepared for some music “chit-chat!”

ENGLISH LANGUAGE ARTS

ONGOING DATA TO GUIDE TEACHING ENGLISH LANGUAGE ARTS

How does assessment inform your teaching practice? In this session, you will learn ways to use reading and writing assessment data to meet students where they are at and move them forward!

UNPACKING ENGLISH LANGUAGE ARTS RUBRICS: WHAT DO THE LEVELS REALLY MEAN?

Let's dissect the ELA rubric: What does a 5 look like compared to a 3 or a 1 on high school rubrics? Demonstrating what the scores on the rubrics look like in practice allows students to better assess their own level of writing. In this session, we will collaboratively create exemplars of the various scoring categories for each of the ELA rubric categories.

MATHEMATICS

A GUIDED APPROACH TO MATH - DIVISION III

Calling all mathematics teachers looking for opportunities to learn and plan with colleagues! Join us as we explore a guided approach to mathematics and build a variety of meaningful and engaging activities to support struggling junior high learners. This opportunity will include effective assessments to maximize student retention, engagement and understanding. Time will be provided daily to collaborate, plan and prepare for your upcoming school year.

AN EQUATION FOR SUCCESS: SOLVING THE MIPI MYSTERY

Do you have students who have been identified as possibly requiring interventions in mathematics? Participants will investigate and explore available evidence to determine practical strategies and resource supports that will address curricular outcomes and quality assessment practices. Participants will be given time to collaborate through meaningful conversation regarding how to meet the needs of diverse learners. They will build an actionable plan for their students which they will have the opportunity to reflect upon after implementation in the classroom.

ASSESSMENT IN MATHEMATICS

Looking for ways to ensure a balance of evidence in your math classes? Come build upon your understanding of assessment and learn how it can be used to determine what students know through observations, conversations and products. Participants will explore a variety of ways to gather, analyze and record evidence to inform instruction and prepare for reporting purposes. Ideas for engaging students through self-reflection, goal setting and identifying the next steps in their learning will also be explored.

FORMATIVE ASSESSMENT IN THE SECONDARY MATHEMATICS CLASSROOM

In this session, participants will explore strategies of formative assessment and learn a number of practical techniques that can be used in the secondary mathematics classroom. There will be time to collaborate, plan and build formative assessments that can be used in the classroom right away.

GROWING NUMERIC LEARNERS IN KINDERGARTEN - FALL SERIES

Ready to plant the seeds of numeracy with your young learners? This series is designed to support teachers as they learn about activities and projects to encourage discovery, development and play in numeric ways. Participants will become familiar with literature to inspire imaginative, safe and playful interactions with numeracy. They will also learn to assess and encourage numeracy skills in their young

learners. Time to collaborate and plan engaging learning experiences will be provided. This series consists of up to three optional coaching opportunities.

GROWING NUMERIC LEARNERS IN KINDERGARTEN - WINTER SERIES

Ready to plant the seeds of numeracy with your young learners? This series is designed to support teachers as they learn about activities and projects to encourage discovery, development and play in numeric ways. Participants will become familiar with literature to inspire imaginative, safe and playful interactions with numeracy. They will also learn to assess and encourage numeracy skills in their young learners. Time to collaborate and plan engaging learning experiences will be provided. This series consists of up to three optional coaching opportunities.

LEARNING WITHOUT LIMITS: AN APPROACH THAT GIVES STUDENTS CHOICE AND VOICE IN MATHEMATICS - DIVISION I

If you are interested in engaging all students in a numeracy rich environment then this is the session for you! Inquiry-based projects encourage student choice, curiosity, creativity and effective communication. They also provide teachers with a wide range of opportunities to maximize student learning in an inclusive environment. In this series, teachers will explore the connections between literacy and numeracy in the mathematics classroom and build projects with multiple cross-curricular opportunities. A variety of practical planning frameworks will be shared as well as easy-to-use teacher modeling strategies and effective assessment tools. Participants will be given time during each session to collaborate and plan effective learning experiences for students. This series consists of up to three optional coaching opportunities.

LEARNING WITHOUT LIMITS: AN APPROACH THAT GIVES STUDENTS CHOICES AND VOICE IN MATHEMATICS DIVISION II

If you are interested in engaging all students in a numeracy rich environment then this is the session for you! Inquiry-based projects encourage student choice, curiosity, creativity and effective communication. They also provide teachers with a wide range of opportunities to maximize student learning in an inclusive environment. In this series, teachers will explore the connections between literacy and numeracy in the mathematics classroom and build projects with multiple cross-curricular opportunities. A variety of practical planning frameworks will be shared as well as easy-to-use teacher modeling strategies and effective assessment tools. Participants will be given time during each session to collaborate and plan effective learning experiences for students. This series consists of up to three optional coaching opportunities.

LEARNING WITHOUT LIMITS: AN APPROACH THAT GIVES STUDENT CHOICE AND VOICE IN MATHEMATICS - DIVISION III AND DIVISION IV

If you are interested in engaging all students in a numeracy rich environment then this is the session for you! Inquiry-based projects encourage student choice, curiosity, creativity and effective communication. They also provide teachers with a wide range of opportunities to maximize student learning in an inclusive environment. In this series, teachers will explore the connections between literacy and numeracy in the mathematics classroom and build projects with multiple cross-curricular opportunities. A variety of practical planning frameworks will be shared as well as easy-to-use teacher modeling strategies and effective assessment tools. Participants will be given time during each session to collaborate and plan effective learning experiences for students. This series consists of up to three optional coaching opportunities.

PREPARING FOR THE GRADE 6 PROVINCIAL ACHIEVEMENT TEST MATHEMATICS

What changes have been made to the Grade 6 Provincial Achievement Test? Information and updates regarding the Part A and B components will be shared. What is the purpose of this provincial assessment

and how can it be used to guide teaching and learning? What are meaningful strategies that can be used to prepare students for this assessment? Explore the blueprinting process that involves levels of test question complexity across the strands, supports that are available to use, and how to embed practice of mathematical tasks in the format used on the test in June.

PREPARING STUDENTS FOR THE WRITTEN PORTION OF THE MATH DIPLOMA EXAMINATIONS

Alberta Education recently announced that they will be reintroducing the written portion to the mathematics diploma exams starting November 2018. In this session, we will look at what these questions might look like and what we as mathematics teachers can do to help prepare our students for these types of questions.

SCIENCE

ALBERTA: ENERGY AND EDUCATION (SCIENCE 7)

More than ever, our province and its energy industry are in the public eye. This session introduces teachers to a way of addressing current issues along with Grade 7 Science curricular content. See how learner outcomes related to plants, ecosystems, heat, structures, and our planet's geology can be woven together in one project-based unit. You will walk away with a complete, ready-to-implement unit, including assessments!

SOCIAL STUDIES

SOCIAL STUDIES AND ASSESSMENT

Use technology to make assessment a breeze! In this session we will look at practical ways to assess students in social studies.

SECOND LANGUAGES

'COME AS YOU ARE' ONE-DAY OTAGS! - OFF TO A GOOD START IN YOUR SECOND LANGUAGE TEACHING ASSIGNMENT

Start where you are in your second language planning and get consultant and collegial support to get you where you want to be. Support will be guided by the fundamentals of your curricula, critical resources, meaningful assessment and approaches to planning for authentic use of the target language. Bring your favorite resources, or use those in the five resource centres at the Languages Centre at Woodcroft. This day is all about you!

A GUIDED APPROACH TO MATH FOR FRENCH IMMERSION AND BILINGUAL PROGRAMS

A Guided Approach to Math is a framework designed to meet the diverse needs of learners through a variety of meaningful and engaging activities. Explore practical strategies for creating a numeracy-rich environment through small group guided instruction, math warm-ups, workshops, individual conferences and assessments. Opportunities for collegial collaboration by language will be embedded throughout the series. Teachers may also access up to two coaching visits.

OTAGS - OFF TO A GOOD START IN YOUR SECOND LANGUAGE ASSIGNMENT

OTAGS is the most popular workshop offered by the Institute for Innovation in Second Language Education (IISLE). (OTAGS even has its own ‘groupies’—some teachers return over and over again to continue their planning!)

- Day One offers the basics: grounding in effective teaching of second languages, your language curriculum, critical resources, meaningful assessment, approaches to planning, and connections to the Ministerial Order on Student Learning.
- Day Two is for you! Plan with consultant and collegial support to meet the needs of your classroom.
- Attend both days if you have not previously been to OTAGS.
- Join any subsequent Day Two to continue your planning.

PREPARING FOR THE GRADE 6 MATH PROVINCIAL ACHIEVEMENT TEST FOR FRENCH IMMERSION AND BILINGUAL PROGRAMS

What changes have been made to the Grade 6 Math Provincial Achievement Test? What are meaningful strategies that can be used to prepare students for this assessment? Explore supports that are available to use, and how to embed the practice of mathematical tasks in the format used on the Math Provincial Achievement Test in June.

THROUGH THE LOOKING GLASS: ASSESSMENT IN THE SECOND LANGUAGE CLASSROOM

Bring your second language assessment practices into focus by examining them through the lens of triangulation of evidence (conversations, observations and products). Move beyond quizzes, vocabulary matching and oral presentations to develop robust assessment strategies that provide evidence of what students not only know, but what they can do in the second language. Participants can choose up to two optional coaching sessions.

DATE: May 9, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Traffic Pressure on Terwillegar Drive
(Response to Request for Information #211)

ORIGINATOR: Dr. Lorne Parker, Executive Director

**RESOURCE
STAFF:** Alison Cheesbrough, Geoff Homes, Richard Tourigny, Christopher Wright

REFERENCE: N/A

ISSUE

The following information was requested:

That the Administration provide a brief report on how traffic pressures on Terwillegar Drive is impacting school bus ride times and the District's ability to transport students in southwest Edmonton to schools, both to and from designated schools and alternative programs.

BACKGROUND

Terwillegar Drive is a major thoroughfare in southwest Edmonton that runs from Windermere Boulevard to Whitemud Drive. It provides access for the communities of Windermere and Ambleside south of Anthony Henday Drive, as well as the communities that comprise Riverbend.

Edmonton Public Schools provides yellow bus transportation from neighbourhoods without a community school to a designated regular program located in another school. As well, transportation is provided to alternative programs and special needs District centres. Some designated programs may be located some distance away as is often the case for developing neighbourhoods on the city's edge. Terwillegar Drive is frequently used as a yellow bus route.

CURRENT SITUATION

Approximately 35 Edmonton Public Schools' routes travel on portions of Terwillegar Drive between Windermere Boulevard and Whitemud Drive on a daily basis. Routes may use Terwillegar Drive for only a short way before turning off to service a neighbourhood or they may use it for the entire distance. Only five of the 35 routes currently use Terwillegar Drive for all or most of its length.

Student Transportation conducted route analysis and consultations with contract carriers and drivers to determine the extent of negative impacts due to traffic on Terwillegar Drive. Other factors may contribute to buses running late such as adverse weather conditions, construction, driver error, and students not being ready to load in a timely fashion. These factors may compound issues caused by traffic congestion.

Anecdotal reports from carriers and drivers indicate that traffic pressures on Terwillegar Drive impact routes less than 10 minutes on an average day. Route analysis confirms this, as the majority of routes are not late to school on a regular basis due to congestion. This type of situation is easily addressed through modification of route times.

KEY POINTS

- Most buses do not travel the entire length of Terwillegar Drive, but instead travel short distances before turning off to service a neighbourhood.
- Traffic pressures impact bus routes for less than 10 minutes on an average day; this is addressed through modification of route times.

ATTACHMENTS and APPENDICES

N/A

GH:ac

DATE: May 9, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Bereavement

ORIGINATOR: Angela Anderson, Managing Director, Human Resources

RESOURCE STAFF: Funmi Chris-Oberiko

REFERENCE: [AEBC.AR Acknowledging Student, Staff and Trustee Deaths and Bereavements](#)

Mr. Tai Duong passed away on April 28, 2017, at the age of 59 years. Mr. Duong was hired to the District as a custodian in November 1989. He worked at the Spruce Avenue, Westbrook and Julia Kiniski schools. Mr. Duong spent 24 years of his 28 year career with the District at Julia Kiniski School. He was on leave of absence at the time of his passing. He is survived by his wife, Jade, and three children, Timothy, Jason and Jessica. His funeral was held on May 4, 2017.

AA:fco