

DATE: May 27 , 2025

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Strategic Plan Update: Priority 1

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ISSUE

As part of the Division's accountability and assurance framework, this Strategic Plan Update reports on progress towards Priority 1 of the 2022–26 Strategic Plan, *"Build on outstanding learning opportunities for all students"*, highlighting work and results for Goal 2 *"Focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes"*. This goal supports the intended outcome of Priority 1, which is that the growth and success of every student is supported throughout their journey from Kindergarten to high school completion and beyond.

BACKGROUND

In 2022, Edmonton Public Schools launched the new Division Strategic Plan for the 2022-26 term. The Division Strategic Plan has three priority areas with supporting goals and outcomes. The plan provides common direction and alignment between the work of the Board of Trustees, the Superintendent of Schools and Division staff. The plan serves as the foundation for a Division culture of evidence-based decision making, assurance and accountability.

To demonstrate the Division's commitment to transparency and accountability, Strategic Plan Update reports were introduced in 2016–17 as an extension of the Annual Education Results Report (AERR). The reports are intended to provide the Board of Trustees with updates on progress towards the goals and outcomes of our Strategic Plan.

CURRENT SITUATION

Literacy and numeracy form the foundation for successful living, learning and participation in society. Proficiency in literacy and numeracy are key determinants of educational outcomes, which in turn significantly influence earning potential, career trajectory and overall quality of life.¹ Higher levels of achievement in Kindergarten to Grade 12 education are associated with greater school engagement, high school completion and more successful transitions to post-secondary education or the world of work.²

This Strategic Plan Update provides the Board of Trustees with an overview of the relationship between the length of time students spend in the Division and their results from the Grade 9 Provincial Achievement Test (PATs) for English Language Arts and Math as research indicates that continuity and mobility impact student achievement. In addition, the report explores Division work that supports

¹ [Lane & Conlon, 2016](#); Education at a Glance 2015: OECD Indicators; OECD Skills Outlook 2013; OECD Skills Matter: Additional results from the Survey of Adult Skills.

² [Rothman and McMillan, 2003](#). Influences on achievement in literacy and numeracy.

creating high quality teaching and learning environments, including enhancement of student self efficacy, the provision of a range of professional learning opportunities across the Division, and alignment with established and emerging research.

KEY POINTS

This Strategic Plan Update Report provides the Board of Trustees with an overview of the Division's comprehensive approach in support of Priority 1 with a focus on Goal 2.

ATTACHMENTS and APPENDICES

ATTACHMENT I Strategic Plan Update: Priority 1

KM:mh

Strategic Plan Update Report: Priority 1

May 27, 2025



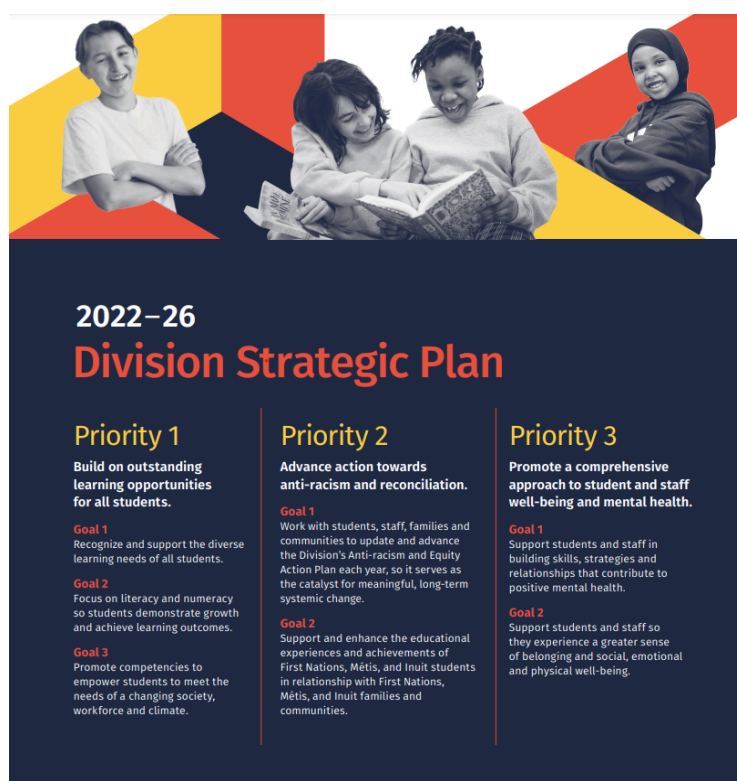
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Introduction

As part of the Division’s accountability and assurance framework, this Strategic Plan Update reports on progress towards Priority 1 of the 2022–26 Strategic Plan, *“Build on outstanding learning opportunities for all students”*, highlighting work and results for Goal 2 *“Focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes”*.

Literacy and numeracy form the foundation for successful living, learning and participation in society. Proficiency in literacy and numeracy are key determinants of educational outcomes, which in turn significantly influence earning potential, career trajectory and overall quality of life.¹ Higher levels of achievement in Kindergarten to Grade 12 education are associated with greater school engagement, high school completion and more successful transitions to post-secondary education or the world of work.²

A comprehensive overview of Division results for literacy and numeracy learning have been provided through the Annual Education Results Review Report, presented at the public Board meeting on November 26, 2024. This Strategic Plan Update report will explore the relationship between the length of time students spend in the Division and their results from the Grade 9 Provincial Achievement Test (PATs) for English Language Arts (ELA) and Math as research indicates that continuity and mobility does impact student achievement. In addition, the report will explore some Division work that supports creating high quality teaching and learning environments, including enhancement of student self efficacy, the provision of a range of professional learning opportunities across the Division and alignment with established and emerging research. The report will conclude with a discussion of next steps.



¹ [Lane & Conlon, 2016](#); Education at a Glance 2015: OECD Indicators; OECD Skills Outlook 2013; OECD Skills Matter: Additional results from the Survey of Adult Skills.

² [Rothman and McMillian, 2003](#). Influences on achievement in literacy and numeracy.

What the Data Says

The Division strives to support growth in literacy and numeracy throughout students' learning journeys from Kindergarten to Grade 12. By analyzing 2023-24 Grade 9 PAT results through the lens of time spent in the Division, we can gain a deeper understanding of the importance of consistency and insight into the effectiveness of Division practices and strategies for student achievement.

Provincial Achievement Test Results³

Research has identified educational continuity as one of many factors that impact student academic achievement.^{4 5} Through this lens, we analyzed academic results for students who have been with the Division for different lengths of time. Research has found that, along with educational continuity, access to high quality education helps address equity gaps, and over the long term can increase socio-economic mobility for students with lower socioeconomic status.^{6 7} A common curriculum, evidence-based practices and high expectations all support high quality educational programming. At the Division, this consistency helps support the positive results that are reflected in stronger academic outcomes for students who have been at EPSB the longest.

While research has demonstrated that mobility has an influence on student achievement, it is acknowledged that this is not something that students have control over, as this is often a family-level decision occurring in the context of employment, housing or family circumstances.

Literacy and Math

Results for Division students indicate there is a positive relationship between time spent as a student in the Division and the likelihood of achieving the Acceptable Standard or the Standard of Excellence on both Grade 9 ELA and Math PATs in 2023-24 (see Fig.1 and Fig.2). These findings align with what we know from research, as outlined above, about the importance of educational continuity and stability for academic achievement. The [Year 2 EAP Evaluation](#) also looked at the impact of continuity on student achievement, using the Canadian Achievement Test Fourth Edition (CAT4) and the time frame of Grade 3 to Grade 5. This analysis found that for the majority of students who had been at an EAP school for at least three years, they made substantial gains in reading, math and computation and estimation. These results speak to both the importance of stability and of the evidence-based teaching and learning strategies implemented across the EAP cohort of schools.

³ All results calculated on total students enrolled and include students who did not write the exams, mirroring the results presented in the 2023-24 AERR.

⁴ Grigg, 2012. School Enrollment Changes and Student Achievement Growth: A Case Study in Educational Disruption and Continuity.

⁵ Eddy, 2011. The Effect of Student Mobility on Student Achievement. Dissertation.

⁶ Welsh, 2016. School Hopscotch: A Comprehensive Review of K-12 Student Mobility in the United States.

⁷ Equity in Education: Breaking Down Barriers to Social Mobility (OECD, 2018)

Fig. 1. 2023-24: Students meeting the **Acceptable Standard or **Standard of Excellence** on the Gr. 9 ELA PAT by duration enrolled at the Division (All Students)**

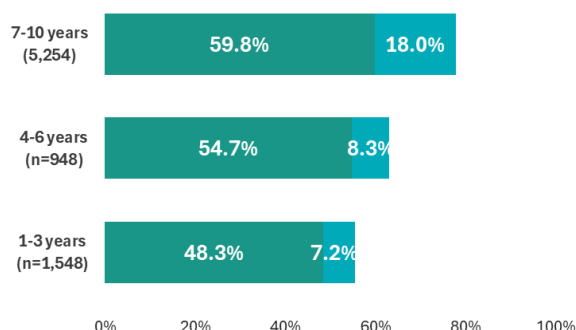
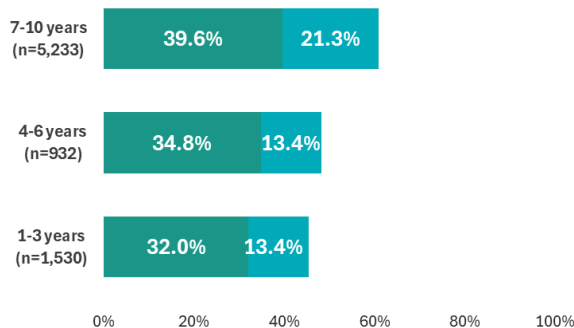


Fig. 2. 2023-24: Students meeting the **Acceptable Standard or **Standard of Excellence** on the Gr. 9 Math PAT by duration enrolled at the Division (All Students)**



High Quality Teaching and Learning

At the core of student success are high quality teaching and learning environments. The Division actively cultivates these environments by providing a range of professional learning opportunities, fostering leadership growth, supporting collaborative models and providing access to supports such as coaching, mentoring and guiding frameworks, all informed by evidence-based practices. Through the Division Feedback Survey (DFS), staff have indicated a high level of confirmation that they have the knowledge and skills to support students in their literacy and numeracy learning, as noted in Figures 3 and 4 below.

Figure 3. 92.3 per cent of staff indicated that they agreed or strongly agreed that they have the knowledge and skills to support students in their literacy learning during the 2023–24 school year [K–9 Teachers/APs only; all principals].

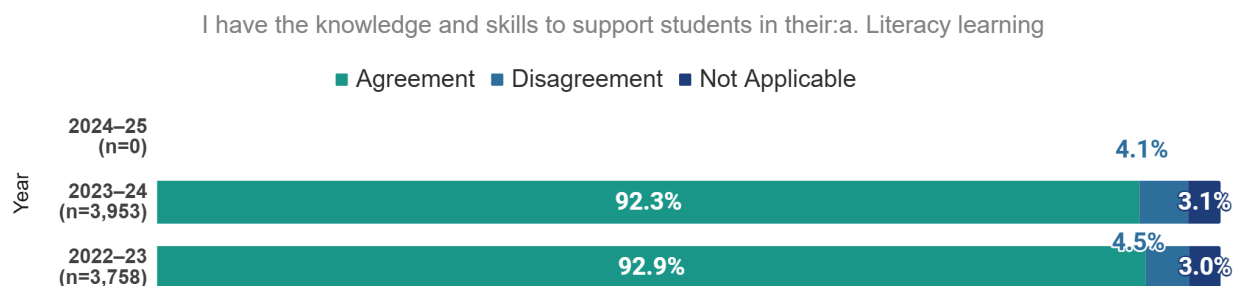
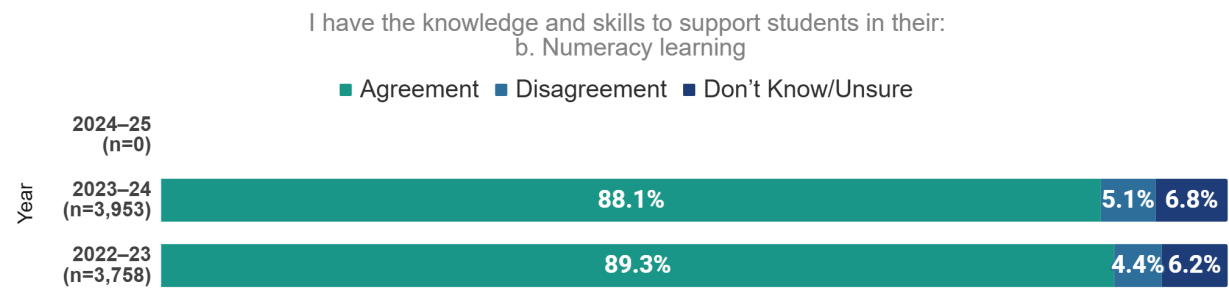


Figure 4. 88.1 per cent of staff indicated that they agreed or strongly agreed that they have the knowledge and skills to support students in their numeracy learning during the 2023–24 school year [K–9 Teachers/APs only; all principals].



Recognizing that strong literacy and numeracy skills are fundamental for students to thrive in all aspects of life, the Division is committed to meeting students where they are in their learning and helping them to continue to grow. Our strategic and collective actions detailed below underscore this commitment to both students and staff, as they work together to support continuous growth and improvement.

Supporting Student Self-Efficacy

A key part of building high quality teaching and learning environments is nurturing students’ self-efficacy in their learning. As discussed above, student achievement is a complex interaction of many factors. Along with educational continuity and high quality teaching, a student’s sense of engagement and self-efficacy are important elements in academic achievement. Student self-efficacy is defined as an individual’s belief in their ability to deal with certain tasks or to reach a goal, and is considered to be a key predictor to student growth and improving academic outcomes.^{8 9 10} At the Division, growing students’ awareness and view of themselves as learners is an intentional instructional strategy that supports students in building both their learning stamina and their engagement. The more students are able to articulate who they are as a learner, the more meaningfully they can engage in the learning process and advocate for themselves as learners. Students who are more engaged are likely to do better academically and doing well in school increases engagement, because students perceive a greater sense of belonging.¹¹

Building students’ belief in their ability to grow academically is a key strategy to supporting students in achieving their learning outcomes. An example of work being done at the Division around student self-efficacy was outlined in the [Equity Achievement Project \(EAP\) Year Two Update](#) and the impact of that work continues to be a topic in the project’s leadership and lead teacher communities of practice (CoP). Participants in these CoPs often reference examples of how students understanding and seeing themselves as learners allows them to advocate individually and collectively for their learning. A recently shared EAP story illustrated how current students help welcome new students by explaining that at “our school we can do hard things” because that was an important part of their learner self-efficacy and identity.

⁸ Krpn Marks, C. 2018. Teaching Math with Meaning: Cultivating self-efficacy through learning competencies, Grade K-8. Pearson Canada.

⁹ Shone, E. T., et al. 2023. The role of students’ mathematics perception and self-efficacy towards their mathematics achievement. Psychology in Schools.

¹⁰ Bandura, A. 1977. Self-efficacy: Towards a unifying theory of behavioral change. Psych. Rev.

¹¹ Structures for Belonging: A synthesis of research on belonging-supportive learning environments (SERN, 2021)

One way of measuring student self-efficacy is through the DFS, which asks students if they think they are improving in reading, writing and mathematics (see Box 1). Along with the DFS, schools are also able to use the Youth Resilience Survey and the Alberta Assurance Survey to explore their students' engagement and self-efficacy and triangulate it with learning outcomes to help their students grow academically.

Box 1: 2023-24 DFS

Grades 4-6 students:

I think I am getting better at:

Reading: 86.4 per cent

Writing: 82.7 per cent

Math: 81.4 per cent

Building Staff Capacity

Across the Division, a variety of professional learning (PL) is available to all levels of staff in support of the Strategic Plan priorities. A particular area of focus is supporting teachers to further strengthen their classroom practice by continuing to build skills and strategies that enhance high quality literacy and numeracy learning responsive to all students.

EAP is a strategic and intentional response to ensure children in some of Edmonton's most socially vulnerable communities are set up for success in school, and ultimately in life, with the overarching goal of the intentional support of student learning, leading to improved academic outcomes for our most vulnerable students. Centric to EAP's evidence-based approaches is high quality teaching and learning and ensuring that teachers have the knowledge, skills and confidence to support each one of their students in their learning progress.

The development of the literacy and mathematics frameworks foundational to EAP are based on research related to effective PL. Effective PL is defined as "professional learning that results in change in teacher knowledge and practices, and improvements in student learning outcomes".¹² Based on this research, Effective Teacher Professional Development outlines the following seven characteristics:

- Content focused
- Incorporates active learning utilizing adult learning theory
- Supports collaboration, typically in job-embedded contexts
- Uses models and modeling of effective practice
- Provides coaching and expert support
- Offers opportunities for feedback and reflection
- Is of sustained duration

The work of EAP has helped to further inform literacy and numeracy teaching and learning across the Division through the introduction of the Literacy and Numeracy Achievement Project (LNAP), an "opt-in" initiative for schools wanting to be part of a community of practice built around evidence-based literacy and/or numeracy strategies, in 2023. Additionally strategies and concepts from this focused work have

¹² Darling-Hammond, L., Hyster, M. E., Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute.

been woven or integrated into other literacy and numeracy PL and supportive resources offered by the Division.

Box 2 provides some examples of the evidence-based literacy and numeracy PL opportunities available to staff through Curriculum and Learning Supports (CLS) and Specialized Learning Supports (SLS) for the 2024–25 school year. More comprehensive lists of centrally offered literacy and numeracy PL opportunities are available in Tables 1 and 2 in Appendix A.

Box 2: Examples of PL Opportunities offered through CLS and SLS in 2024-25

- Comprehensive Literacy: Emergent Literacy for Students with Complex Needs - 2 Parts (SLS)
- Literacy and Numeracy Collaborative Practice For Leaders
- Literacy and Math Communities of Practices for both EAP and LNAP teachers
- Oral Storytelling: Using Indigenous Picture Books to Promote Oral Language Skills in the Classroom
- Secondary School Leaders: Supporting Literacy for All Students Across Content Areas Series
- Writing Skills for Social Studies
- Growing with the Kindergarten Curriculum: Playing with Money
- Number Sense Routines for Grades 7-12
- Weaving in Wellness: K-6 Financial Literacy - It's More Than Money

Schools and catchments also play a key role in supporting ongoing teacher capacity building through CoP, teacher professional growth plans and collaboration.

Through these multiple means, staff have access to PL that provides flexibility and is responsive to a range of learning needs and styles.

Together these layers of PL support building staff capacity and confidence in Tier 1 (universal) classroom instructional processes that research confirms are foundational to student learning and achievement. DFS results indicate that school-level collaboration or resources are perceived as most impactful, followed by Division-provided professional learning opportunities for enhancing teacher confidence in supporting all students to achieve learning outcomes.

Evidence-Based Practices

The Division's work in support of high quality teaching and learning is grounded in research. Examples of key research that has been instrumental in informing our practice includes the 2017 OECD report [*Promising Practices in Supporting Success for Indigenous Students*](#). This is a guiding document within the Division, outlines evidence-based practices that support high quality teaching and learning for First Nations, Métis, and Inuit students and that are beneficial for all students. Additionally *Turning High-Poverty Schools Into High-Performing Schools* and work by Linda Darling-Hammond on teacher professional development and the science of learning, have been key for the Division's support of evidence-based teaching and learning practices in the areas of literacy and numeracy.^{13 14 15}

¹³ Parrett, W. H. & Budge, K. M. (2020). *Turning High-Poverty Schools Into High-Performing Schools*. (2nd ed.) ASCD.

¹⁴ Darling-Hammond, L., Hyster, M. E., Gardner, M. (2017). *Effective Teacher Professional Development*. Palo Alto, CA: Learning Policy Institute.

¹⁵ Darling-Hammond, L., Flook, L., Cook-Harvey, C., et al. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*. 24:2, 97-140.

Recently the OECD released [Unlocking High-Quality Education](#) (2025), which outlines five teaching goals and 20 evidence-based practices that support high quality teaching and learning. The report recognizes the challenges of applying research into the “complex reality of everyday classrooms”, and the importance of school leadership in enabling high quality teaching. Teaching is described as an art, science and craft, where teachers and students alike are constantly learning and growing. Within this context, the Division’s multifaceted approach to PL serves to strengthen the learning environment.

This new OECD report aligns with the 2017 OECD research and provides a deeper, more granular exploration of many of the pedagogical and foundational policies and practices outlined in the *Promising Practices* report. This new research continues to affirm the evidence-based strategies and practices that are supported through the work occurring across the Division.

Conclusion

Supporting high quality literacy and numeracy learning is fundamental to Kindergarten to Grade 12 education and to the continuous growth and success of each student in preparation for life beyond high school. This report highlights the impact that high quality teaching and learning environments, which are supported throughout the Division, can have on student achievement. It also illustrates the intentional work across the Division that builds on evidence-based practices to support the ongoing growth and success of each student on their journey from early learning to high school completion and beyond.

Next Steps

Literacy and Numeracy

- Schools will continue to implement evidence-based teaching and learning strategies that are responsive to the needs of their students. These will be highlighted in their school plans in support of Priority 1 of the Strategic Plan.
- Schools will continue to use assessment tools and best practices to monitor for ongoing growth and progress to inform programming and interventions.
- The Division will continue to offer a range of PL opportunities that are evidence-based and responsive to the learning needs of students across the Division.
- Through year five of the EAP, schools serving socially complex communities will continue to explore and implement evidence-based practices that have the greatest impact on student achievement.
- The Division will further explore the research connecting positive feelings of belonging and safety with student achievement.

Appendix A

Literacy and Numeracy Professional Learning

Table 1. Examples of literacy professional learning opportunities offered by CLS and SLS

Literacy PL offered by CLS or SLS
<ul style="list-style-type: none"> • A Recipe for Effective Vocabulary Instruction (K-2) • AAC Live: Introduction to Augmentative & Alternative Communication (AAC) (SLS) • AAC and Literacy Fun: Make and Take for Teachers (SLS) • AAC Anytime: LAMP Words for Life on iPads (SLS) • AAC Asynchronous: TouchChat with WordPower 101 (SLS) • AAC Live: Chat Editor as a Universal Support in the Classroom (SLS) • AAC Live: Complex Bodies and Accessing AAC (SLS) • Beyond the Essay • Book Clubs in Divisions 1 and 2 • Bookclubs for Grades 4-6 • Community of Practice for Students with Complex Needs - Boosting Reading Comprehension Using Anchor-Read-Apply (SLS) • Comprehensive Conventional Literacy for Students with Complex Needs - 2 Parts (SLS) • Comprehensive Literacy: Emergent Literacy for Students with Complex Needs - 2 Parts (SLS) • Conferring One-on-One with Writers: Lifting the Level of Writing Through Conversation • Decodable Text for Beginning Readers • Developing the Word Solving Skills of Beginning Readers -5 part series • Discussion and Feedback of Grade 1 Reading Benchmarks • Division-wide Focus on Reading • Education Assistants Supporting English as Additional Language Learners with Writing (SLS) • English as Additional Language (EAL) Strategies - Listening and Speaking (SLS) • EAL Strategies - Reading and Writing (SLS) • Equity Achievement Project (EAP) Leadership Community of Practice • EAP Literacy Coaching sessions • EAP Literacy Community of Practice • EAP Literacy PL Days • Early Learning Deep Dive Book Study • Educational Assistants Supporting Literacy • Eliciting and Enhancing Spoken Language with Students who are Deaf/Hard of Hearing (SLS) • Engaging Reluctant Writers: Instructional Strategies That Get Students Writing • English Language Arts and Literature Sample Timetables & University of Florida Literacy Institute (UFLI) - Discussion • Exploring Land as Text in the New English Language Arts and Literature Curriculum • Exploring Writing Workshop • First Author - Community of Practice (SLS) • Going Deeper into Phonemic Awareness, Letter Learning, Phonics and Word Study in Kindergarten and Grade 1 - 2 part series • Going Deeper into Supporting Readers in Kindergarten and Grade 1 - 2 part series • Going Deeper into Supporting Writers in Kindergarten and Grade 1 - 2 part series • Growing with the Kindergarten Curriculum: Letter Exploration • High Impact Literacy Practices; For Students with Learning Disorders (SLS) • High School English Language Arts Department Head COP • HLAT Standards Training and Collaborative Scoring • Introducing Clicker: Developing Independence with Literacy Skills through Supplementary Software (SLS)

- Introduction to Guided Reading and Small Group Reading Instruction
- Land as Text: Using Picture Books to Enrich Land Literacy in the Classroom
- Language Modeling: Help me, help you ...please?! (SLS)
- Literacy and Numeracy Achievement Project (LNAP) Leadership Communities of Practice
- LNAP Literacy Community of Practice
- LNAP Literacy Whole School sessions
- Literacy and Numeracy Collaborative Practice For Leaders
- Literacy Coaching: The Role of the Literacy Leader
- Literacy Intervention in the Secondary Classroom
- Making Connections in Social Studies and English Language Arts and Literature: Linking the Familiar with the New
- Morphology: Grades 3-6
- Novel Study in Secondary English Language Arts
- Off to a Great Start: K-1
- Off to Great Start: Literacy Instruction (Grades 2-6)
- Oral Language: Practical Tips and Tricks for Effective Talk
- Oral Storytelling: Using Indigenous Picture Books to Promote Oral Language Skills in the Classroom
- Overview of Assessment for Writing
- Read&Write for Google Chrome (SLS)
- Reading in Secondary English Language Arts
- ReadtopiaGO - Community of Practice (SLS)
- Secondary School Leaders: Supporting Literacy for All Students Across Content Areas Series
- Shared Language Matters: A Literacy Framework Supporting Anti-Discrimination and Positive Mental Health in Schools (SLS)
- Small Group Reading Instruction
- Spotlight on: Kindergarten: Exploring Letters
- Spotlight on: Land as Text in the New Curriculum
- Spotlight on: Land as Text: Cross-curricular Connections
- Spotlight on: Modeling Writing Through Mentor Texts
- Spotlight on: Navigating New Curriculum Through Read-Alouds
- Supporting Below Grade Level Readers (Grades 3-6)
- Supporting Below Grade Level Readers in Content Areas (Grades 3-6)
- Supporting Below Grade Level Writers (Grades 3-6)
- Supporting Phonological Awareness, Oral Language and Vocabulary in Kindergarten and Grade 1
- Supporting Readers in Kindergarten and Grade 1
- Supporting Students with the Reading Demands of Social Studies
- Supporting Writers in Kindergarten and Grade 1
- Teaching Phonics in K-3 Classrooms 4 part series
- Teaching Reading Comprehension in K-2 Classrooms
- Teaching Spelling in Grades 1-6: Research and Best Practices
- Teaching Writing in Small Groups: Responsive Teaching with Big Impact
- The Language and Literacy Project - Sessions 1, 2 & 3 (SLS)
- UFLI Foundations Overview
- Understanding Division I English Language Arts and Literature
- Understanding Division I English Language Arts and Literature: Implementing the Phonics and Phonological Awareness Organizing Ideas
- Understanding Division II English Language Arts and Literature
- Understanding Division II English Language Arts and Literature - Word Meaning and Structures
- Understanding Division II English Language Arts and Literature: Oral Traditions and Land Literacy
- Understanding Division II English Language Arts and Literature: Presentations and Orations
- Understanding Division II English Language Arts and Literature: Text forms and Genres
- Understanding Division II English Language Arts and Literature: The Research Process

- Understanding Division II English Language Arts and Literature: Using Mentor Texts for Writing
- Understanding Text Levels: The Key to Moving Struggling Readers Forward (SLS)
- Using Mentor Texts as Tools to Support Writing
- Using Riddles and Unsolvable Problems To Encourage Oral Language
- Using the Supporting Writing Growth Resource to Plan Next Steps for Writers
- Using Wordless Picture Book to Engage, Motivate, and Inspire Readers and Writers in Div. 1-4
- Vocabulary - More Than Just Definitions (Grades 3-6)
- Vocabulary and Word Study in Secondary English Language Arts
- Warm Ups and Routines
- What Matters Most in the Teaching of Reading: Understanding the 5 Pillars in Our Current Context
- Whole Class Reading Instruction
- Whole Class Writing Instruction
- Writing Skills for Social Studies
- Writing Workshop Basics
- Written Response Item Writing - Exemplar Selection

Table 2. *Examples of numeracy professional learning opportunities offered by CLS and SLS*

Numeracy PL offered by CLS or SLS
<ul style="list-style-type: none"> • Blueprinting Session with the Math Department • Comprehensive Numeracy for Students with Complex Needs - Part 1 (SLS) • EAP Math Coaching sessions • EAP Math Community of Practice • Growing with the Kindergarten Curriculum: Numeral Navigators • Growing with the Kindergarten Curriculum: Playing with Money • High School Math Series: Deep Dive into Algebraic Reasoning • High School Math Series: Deep Dive into Trigonometry • Introduction To A Guided Approach To Math (Elementary) - Series • Junior High Math: Equality and Linear Relationships • Junior High Math: Redefining Geometry and Measurement • Leadership Development Framework (LDF): An Overview of A Guided Approach to Math for School Leaders • LDF: Navigating Divisional Professional Learning, Resources and Supports for Mathematics (Teachers) • LNAP Math Community of Practice • LNAP Math Whole School sessions • Literacy and Numeracy Collaborative Practice For Leaders • Mathematics Assessment Criteria Resource (MACR) • Navigating Divisional Professional Learning, Resources and Supports for Mathematics (Teachers) • Navigating Jump Math Lessons Through the Scope and Sequence Documents • Navigating Mathematics and Numeracy for Teachers on Connect • Number Sense Routines for Grades 7-12 • Numeracy and Mathematics • Pre-Division Leadership Meeting (Pre-DLM): Mathematics Assessment Criteria Resource • Pre-DLM: Navigating Divisional Professional Learning, Resources and Supports for Mathematics • Spotlight on DPA in the classroom • Spotlight on: Coordinate Geometry • Spotlight on: ESPB Mathematics Resources: CONNECTing you to everything you need. • Spotlight On: Financial Literacy in Physical Education and Wellness - Isn't That a Math Thing? • Spotlight on: Functions • Spotlight on: Integer Operations • Spotlight on: new LearnAlberta Resources for Math

- Spotlight on: Problem Solving: Preparing for the PAT (Grades 4-9)
- TDPL Mini Math Day Elementary Offerings: Equality (K-3)
- TDPL Mini Math Day Elementary Offerings: Equality and Algebra (Grades 4-6)
- TDPL Mini Math Day Elementary Offerings: Fraction Fun for Early Learners (K-3)
- TDPL Mini Math Day Elementary Offerings: Geometry (K-3)
- TDPL Mini Math Day Elementary Offerings: Math Fair: Making it Happen! (Grades K-12)
- TDPL Mini Math Day Elementary Offerings: Maximizing Math Cards (Grades K-6)
- TDPL Mini Math Day Elementary Offerings: Measurement (K-3)
- TDPL Mini Math Day Elementary Offerings: Patterns (K-3)
- TDPL Mini Math Day Elementary Offerings: Stimulating Statistics (Kindergarten to Grade 3)
- TDPL Mini Math Day Elementary Offerings: Teaching Time (K-3)
- Trigonometry
- Understanding Grade 4 Math
- Understanding Grade 5 Mathematics: Symmetry
- Understanding Grade 5 Mathematics: Statistics, Frequency and Categorized Data
- Understanding Grade 4 Math: Equivalent Fractions
- Understanding Grade 4 Mathematics: Fractions, Decimals and Percent
- Understanding Grade 4 Mathematics: Geometry
- Understanding Grade 5 Math
- Understanding Grade 6 Mathematics: Adding and Subtracting Fractions
- Understanding Grade 6 Mathematics: Algebra
- Understanding Grade 6 Mathematics: Functions
- Understanding Grade 6 Mathematics: Geometry/Coordinate Geometry
- Understanding Grade 6 Mathematics: Implementing Term One Organizing Ideas
- Understanding Grade 6 Mathematics: Positive and Negative Numbers
- Understanding Grade 6 Mathematics: Ratios and Rates
- Understanding Grade 6 Mathematics: Relative Frequency
- Understanding Grade 6 Mathematics: Revisiting Integer Operations
- Understanding Grade 6 Mathematics: Routines and Wrap-Up
- Understanding Mathematics: Addition
- Understanding Mathematics: Equality (Kindergarten to Grade 3)
- Understanding Mathematics: Fractions (Kindergarten to Grade 3)
- Understanding Mathematics: Geometry (Kindergarten to Grade 3)
- Understanding Mathematics: Measurement (Kindergarten to Grade 3)
- Understanding Mathematics: Multiplication
- Understanding Mathematics: Patterns (Kindergarten to Grade 3)
- Understanding Mathematics: Quantity (Kindergarten to Grade 3)
- Understanding Grade 5 Mathematics: Adding and Subtracting Fractions and Improper Fractions
- Using Manipulatives with Math Curriculum
- Weaving in Wellness: K-6 Financial Literacy - It's More Than Money
- You've Got Time: Sequencing Events in Kindergarten