

**ASSESSING PROFESSIONAL LEARNING FOR SCHOOL AND SYSTEM LEADERS
IN THE GRANDE PRAIRIE PUBLIC SCHOOL DIVISION
CASS Annual Learning Conference
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**Grande Prairie
Public School
Division**

At the core of our 3 Year Education Plan is our belief that continuous improvement of student outcomes will be driven by continually improving the effectiveness of the instruction our students receive. Since the professional practice standards were enacted in Alberta, we have used the TQS, LQS and SLQS as anchors for our professional learning practices in the division. Our school year calendar creates a half-day of school improvement planning and a half-day of teacher-focused professional learning time on one non-instructional Friday per month. Additionally, our professional learning structure used in division schools is based on the collaborative inquiry model, supported by generative conversations between teachers and administrators, to support individuals' professional growth.

The list below provides examples of the evidence used by our system leadership team to assess our progress and effectiveness as we implement and embed the LQS and SLQS across all schools in our system.

1. Annual Division Assessment Survey Questions Related to Professional Practices

In addition to the provincial assurance surveys, our division surveys all staff, all parents, and students in grades 4-12 annually. The surveys include the following questions for staff:

- a. *Our school uses a variety of data sources to inform our planning.*
- b. *At our school we use Professional Learning Fridays to support professional growth that focuses on student achievement.*
- c. *At our school we use Professional Learning Fridays for collaboration related to our professional growth inquiry questions.*
- d. *Administration provides feedback to staff on instructional practices using multiple strategies (observations, dialogue, PGP, collaborative inquiry) at our school.*

2. Alignment of System Performance Evaluations with the LQS and SLQS

Division performance evaluation templates for teacher leaders have been aligned with the competencies and indicators found in the professional practice standards and use the following rubric. The performance evaluation practice is centered around discussion of the self-selected evidence of each teacher leader's practice in each of the competency areas.

Competency 2: Modeling Commitment to Professional Learning	Initiating	Enacting	Embedding	Extending
A leader engages in career-long professional learning and ongoing critical reflection to identify opportunities for improving leadership, teaching, and learning.	The leader demonstrates evidence of an emerging level of performance in the competency.	The leader demonstrates evidence of a developing level of independent performance in the competency.	The leader demonstrates evidence of a consistent and independent application of performance in the competency.	The leader demonstrates evidence that their performance in this competency improves leadership practices of staff to the benefit of the larger system.

3. Qualitative Assessments of Collaborative Inquiry Conversations

For 2022-2023, with our focus on supporting instructional leadership in our schools, our system leadership team is exploring the following question: *In what ways and to what extent will our intentional actions improve the instructional leadership practices of GPPSD school leaders?*

We have identified a variety of strategies, based on evidence from a variety of sources, and are currently looking for evidence of the following in structured and ad hoc conversations with school leadership teams. One of the structured conversations is the regular meeting every 6 weeks that pairs of system leaders have with school leadership teams to discuss the progress the school team is making on their professional learning goal.

The table below is used by system leaders during those meetings with school teams to make note of the examples provided by school leaders relating to behaviours that can be categorized under each of the indicators from the competencies shown below, which our team has identified as priority behaviours to focus on for the current school year:

LQS2 – Modeling Commitment to Professional Learning

LQS3 – Embodying Visionary Leadership

LQS6 – Providing Instructional Leadership

6a. building the capacity of teachers (OLF) to respond to the learning needs of all students	6g. ensuring that student assessment and evaluation practices are fair, <u>appropriate</u> and evidence-informed	6h. interpreting a wide range of data to inform school practice and enable success for all students	2e. creating meaningful, collaborative learning opportunities for teachers and support <u>staff</u>	3e. promoting innovation, enabling positive change and fostering commitment to continuous improvement
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4. Exit Surveys from Monthly Principals Meetings and All Administrator Professional Learning Meetings

Principal meetings are held, primarily focused on operational and strategic planning topics, one morning each month. In the afternoon of that day, all school administrators participate in structured professional learning topics. The schedule for the year is developed based on identification of the professional learning needs of school leaders following a survey at the start of the year, and the alignment of those needs with the priorities in the division’s 3 Year Education Plan.

The activities are led by the Educational Directors, with the goal of providing structures and professional learning processes that school leaders can replicate at their schools. The activities are also designed to allow school times time to (a) work on their own, planning in the context of

their schools, or to (b) work collaboratively with leaders from other schools, on topics of relevance to the entire division.

Following each day, administrators are asked to provide feedback on their learning experience for the day and Directors use the feedback to inform future planning.