Welcome
CASS Pre Conference
March 2023

Once you are settled, please visit chart set #1 to identify, using a sharpie, a check mark(s) where you believe your teachers (TQS) and school leaders (LQS) would most value support for their professional growth.

On chart #2 (SLQS or LQS) identify, with check mark(s), where you would like to focus your own professional growth.

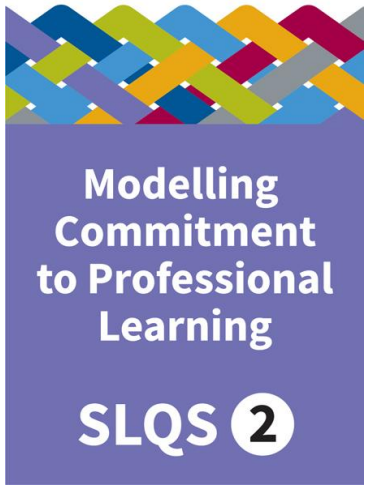
Optimum Learning for All Students in Alberta:

System Education Leaders Role Supporting Professional Practice

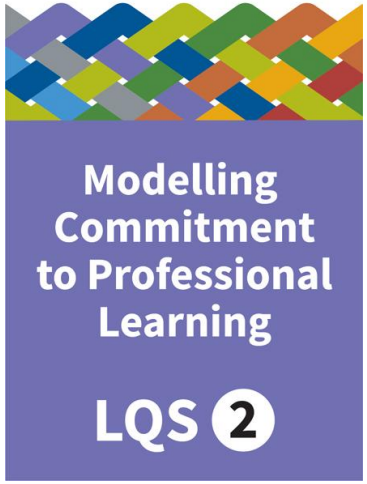
As a result of attending this pre conference you will have the opportunity to:

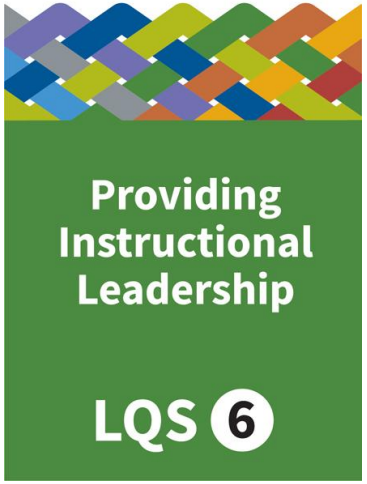
- Learn about Research related to implementation of professional practice standards.
- Learn from stories of practice that support professional growth
- Reflect on your current practice and consider how your learning today may support you and your school authority practice.

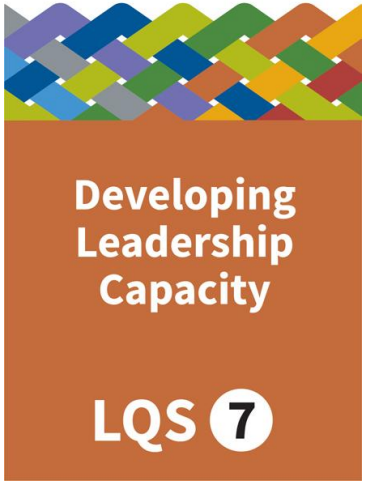
Superintendent Leadership Quality Standard (SLQS)



Leadership Quality Standard (LQS)







Pre-conference Overview

A: **Post Secondary Research**	• Welcome/Self Analysis 15 • Dr. Sharon Friesen 20-30 •
B: Exploration of findings on your own practice/ context	• Colleagues Conversation 30/30
C: Alberta Stories of Practice **D: Table Dialogue**	• TQS/LQS: GSACRD 15/5 • LQS: Battle River • SLQS: St. Paul Regional Division

Implementing Alberta's Professional Practice Standards: Optimum Learning for All Students

Dr. Sharon Friesen
sfriesen@ucalgary.ca

Dr. Sharon Friesen
sfriesen@ucalgary.ca

Implementing Alberta's Professional Practice Standards
Optimum Learning for All Students

Dedicated to: Dr. Jim Brandon

University of Calgary

Dr. Sharon Friesen (PI)

Dr. Barb Brown

Dr. Man-Wai Chu

Dr. Dennis Parsons

Concordia University of Edmonton

Dr. Edgar Schmidt

University of Alberta

Dr. Darryl Hunter

Dr. Bonnie Stelmach

University of Lethbridge

Dr. Pamela Adams

Dr. Dawn Burleigh

Dr. Carmen Mombourquette

Surveys

T *n*=5536
L *n*=1832
S *n*=108
Total *n*=7476

Interviews

T, AP/VP, P, SL, S
n=536

Literature Review (*n*=1)

Division Survey Reports (*n*=91)

Division Case Study Reports (*n*=40)

Survey Report (all divisions) (*n*=4)

Cross Case Reports (*n*=3)

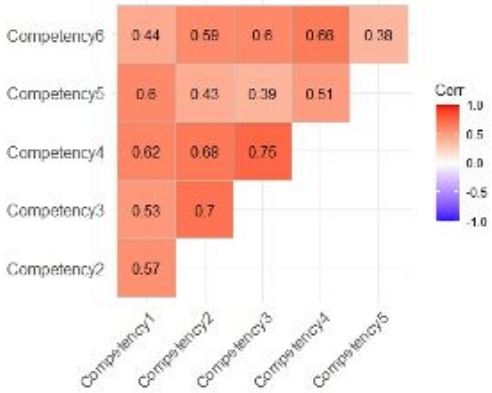
Final Report (*n*=1, forthcoming)

Selected Findings:

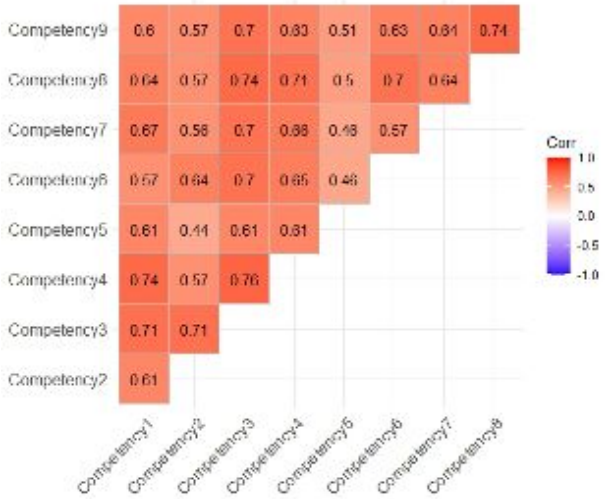
All competencies in each of the Standards are positively correlated.

Correlation Coefficient	Correlation Strength
0.7 to 1.0	Very strong
0.5 – 0.7	Strong
0.3 – 0.5	Moderate

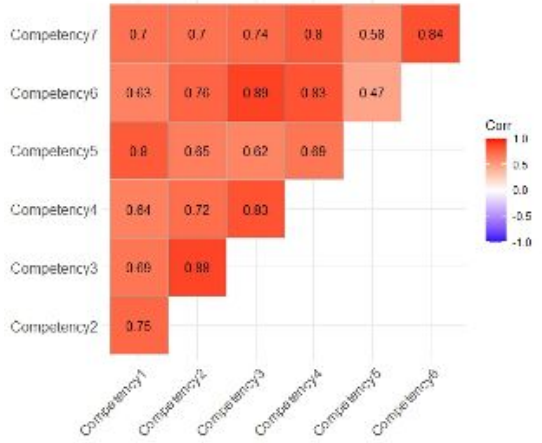
TQS



LQS



SLQS



Selected Findings:

- ~half teachers indicate school-based professional learning is having a positive impact on their practice.
- Steady decline in leaders reporting in a network formed specifically for the purposes of professional learning.

TQS

Form of Professional Learning Accessed (what form of PL did you participate in)	Year One (*n*=2300)	Year Two (*n*=1160)	Year Three (*n*=787)	Year Four (n=1289)
Participation in a network of teachers at the school authority level formed specifically for the professional learning of teachers.	1301 (74%)	540 (73%)	314 (65%)	505 (69%)
Professional learning community within the school formed specifically for the professional learning of teachers.	1392 (79%)	570 (77%)	354 (74%)	570 (78%)
Positive Impact on Teaching (The PL activity that had the greatest positive impact on your teaching during the last 12 months, did it have any of the following characteristics?)				
It took place in my school.	810 (47%)	397 (54%)	272 (58%)	398 (55%)
It involved most colleagues from my school.	784 (45%)	383 (52%)	238 (51%)	349 (48%)
It took place over an extended period of time (e.g. several weeks or longer)	888 (51%)	378 (52%)	271 (58%)	389 (54%)

LQS

Form of Professional Learning Accessed	Year One (*n*=630)	Year Two (*n*=444)	Year Three (*n=387*)	Year Four (*n*=371)
Participation in a network of school or school authority leaders formed specifically for the professional learning of school and school authority leaders.	381 (85%)	231 (78%)	218 (79%)	179 (77.8%)

SLQS

Type of Professional Learning Accessed	Year One (*n*=17)	Year Two (*n*=36)	Year Three (*n*=27)	Year Four (n=28)
Participation in a network of school or school authority leaders formed specifically for the professional learning of school and school authority leaders.	28 (88%)	23 (82%)	20 (91%)	20 (90.9%)

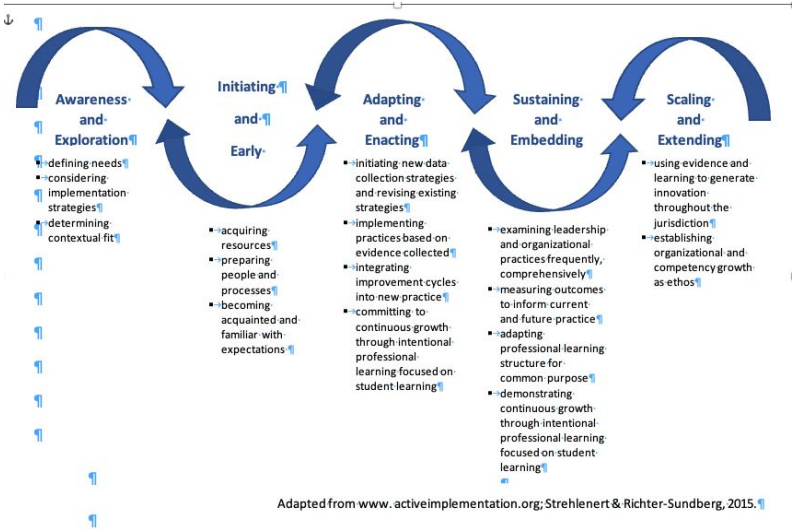
This leads us to conclude that one of the essential conditions required to realize collective efficacy is not being met. Collective efficacy has been shown to have significant impact on improvement in student learning (*d*=1.57) (Donohoo et al., 2018).

Selected Findings:

Teachers, leaders, and superintendent leaders all made gains in implementation advancement in the 4th year.

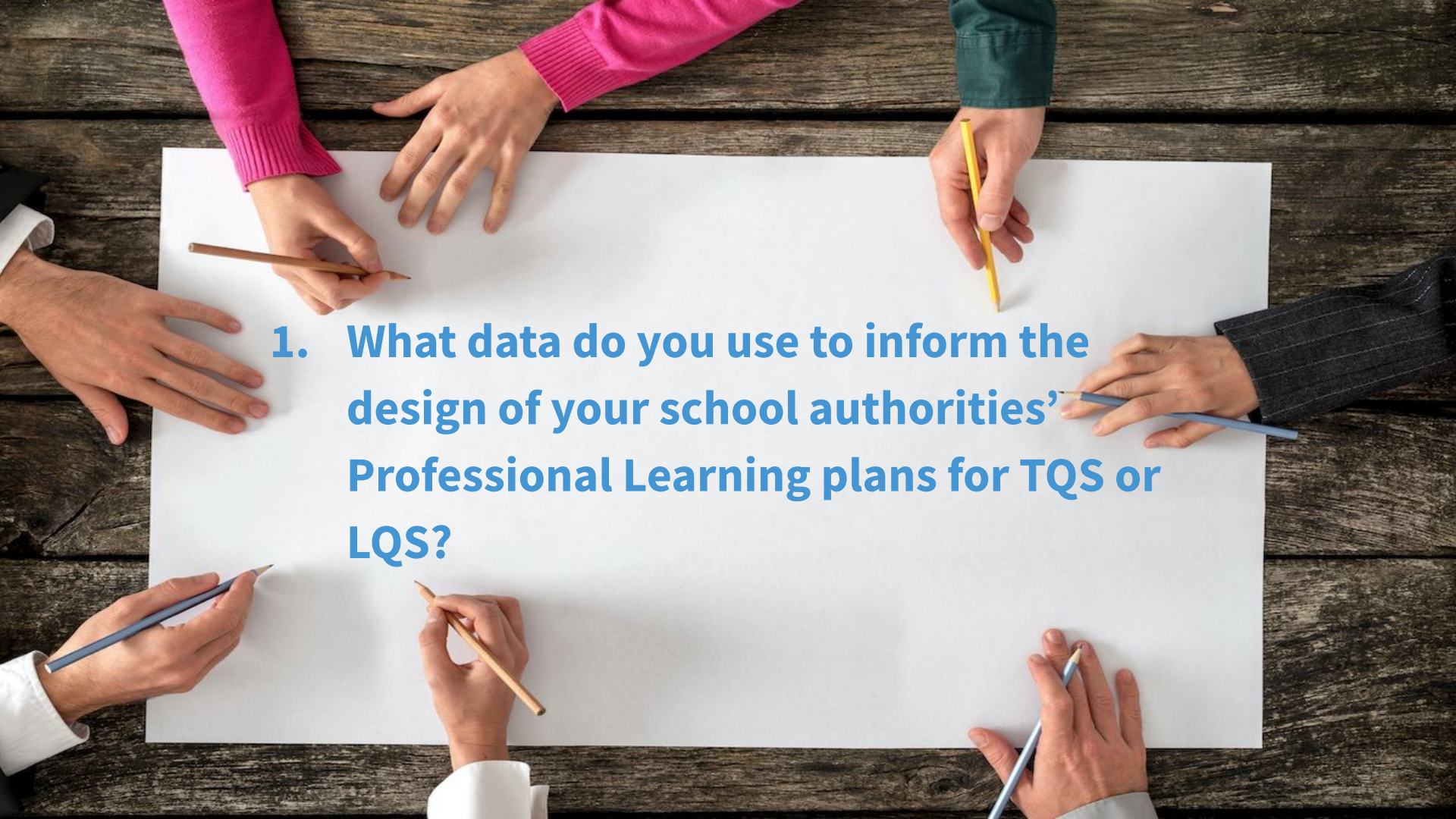
Visible shift from awareness of standards-as-policy to standards-in-action occurred in more than half the school divisions where standards formed the framework for planning professional learning and professional growth for all teachers, leaders, and superintendents.

Leaders in more than half the school authorities continued to enact evidence-based practices known to improve student learning throughout the four years, even through the pandemic years.



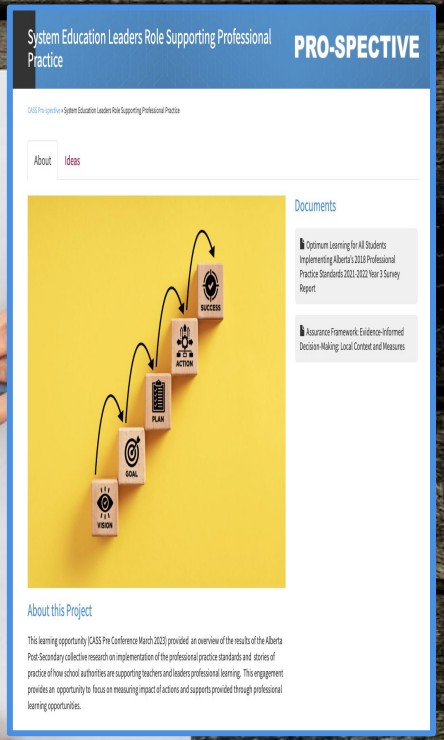
Adapted from www.activeimplementation.org; Strehlenert & Richter-Sundberg, 2015.

CASS Pro-spective

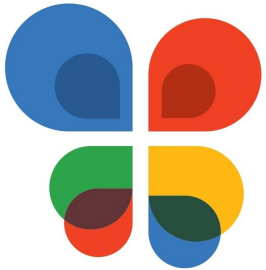

1. What data do you use to inform the design of your school authorities' Professional Learning plans for TQS or LQS?

What data do you use to inform the design of your school authorities' Professional Learning plans for TQS or LQS?

1. Individual on sticky notes
2. Share
3. Themes?
4. Add to paper, label, sign. + CASS ProSpective
5. Discuss coherence with charts and Univ research.



Greater St. Albert Catholic Schools



Focus Questions:

- How are we supporting professional practice?
- How do we know that our efforts are having an impact?

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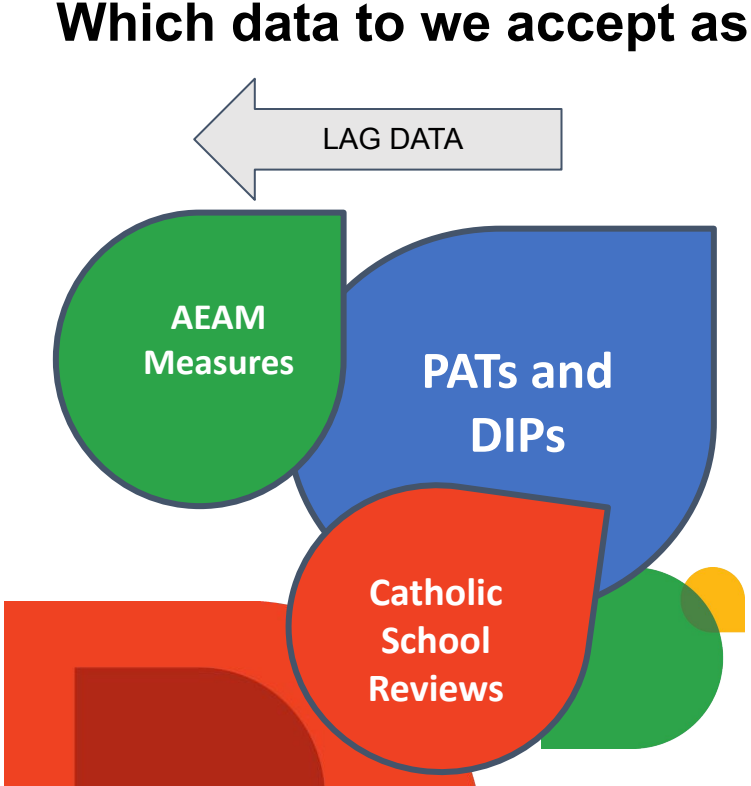
Using Data to Design TQS Professional Learning

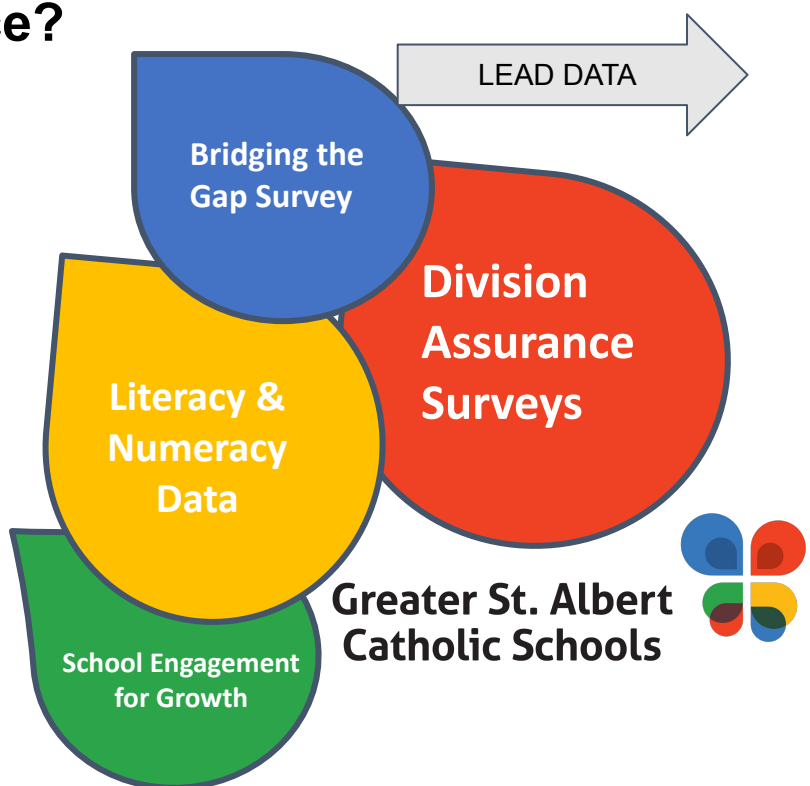
March 2023

Greater St. Albert Catholic Schools

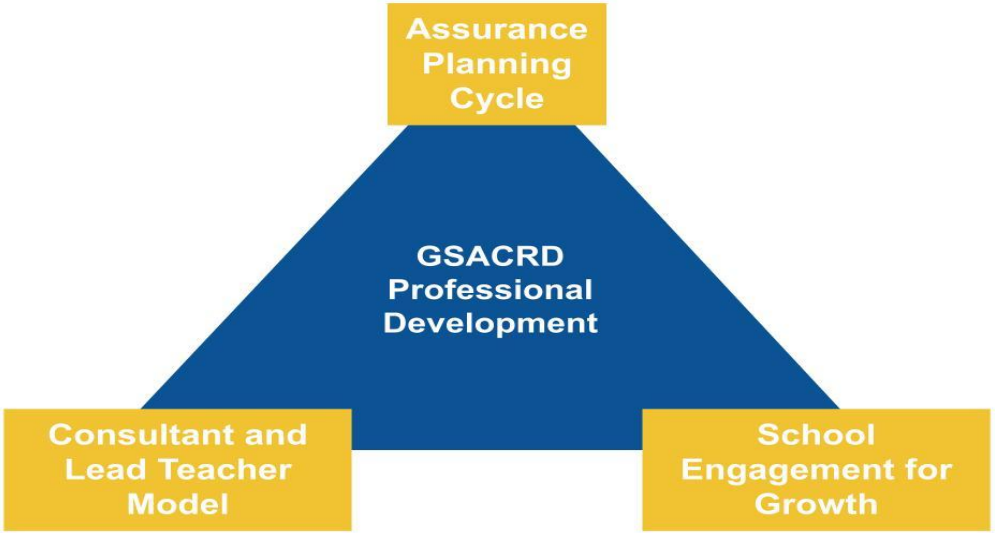
How GSACRD uses Data to drive Effective Professional Development

Which data to we accept as evidence?





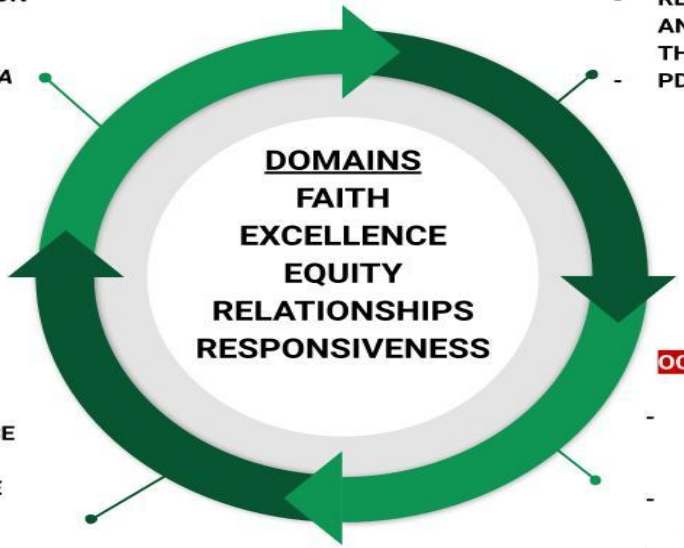
Triangulation for Meaningful Professional Development



Greater St. Albert Catholic Schools

GSACRD ASSURANCE CYCLE

2022-23



MAY 2023

THREE-YEAR EDUCATION ASSURANCE PLAN
- LOCAL DATA
- *PROVINCIAL DATA*

AUGUST-SEPTEMBER 2022

- REVIEW PLAN WITH STAFF AND SOLIDIFY HOW TO ACTION THE PLAN
- PD PLAN FOR 2022-23

JANUARY - APRIL 2023

- DIVISION ASSURANCE SURVEY
- DATA DAY - ANALYZE LOCAL RESULTS
- SCHOOL LIAISON MEETINGS FOR SCHOOL ASSURANCE PLANS

OCTOBER - NOVEMBER 2022

- DATA DAY - ANALYZE NEW DATA FROM ASSURANCE SURVEY & *PATS AND DIPS*
- MAKE NECESSARY ADJUSTMENTS TO PLANS
- SCHOOL AERR ONE-PAGER
- SCHOOL RESULTS REVIEW MEETINGS

Greater St. Albert Catholic Schools

Lead Teacher Professional Learning Model

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School Engagement for Growth

Senior Leadership have ongoing PGP Conversations with School Leaders

School Leaders Review Staff PGP - Use Data for Annual PD Plan

Collaborative Response Team Meetings - Lag and Lead Data inform professional learning needs

Staff Collaboration - monthly opportunity for staff to work together to advance goals.

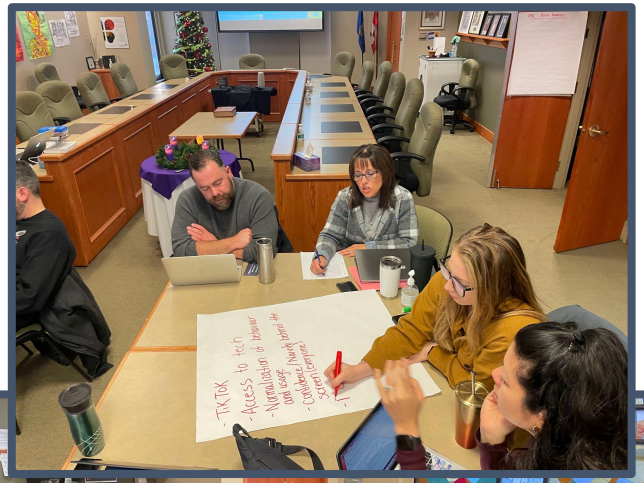
Greater St. Albert Catholic Schools

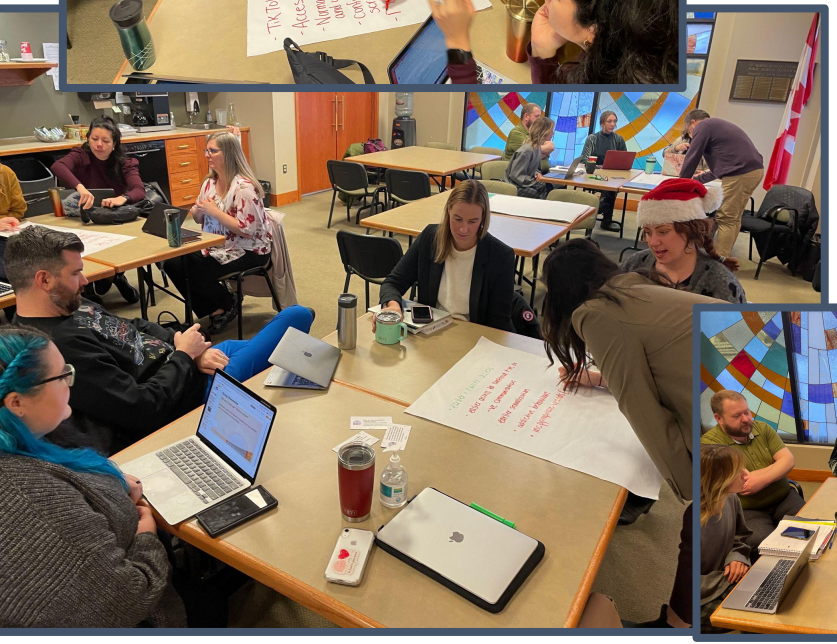
How do we know it is having an impact?

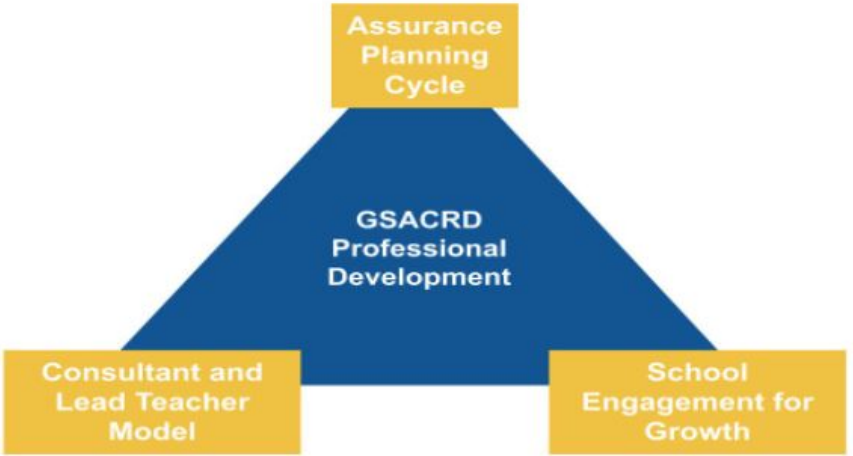
- **Teachers report through AEAM and Division Assurance Surveys very high satisfaction in these three areas, and have been consistent over 5 years.**
  - **Professional learning opportunities are focused on the priorities of the division (97%)**
  - **Professional learning opportunities effectively address professional growth needs (91%)**
  - **Professional learning opportunities significantly contributed to on-going professional growth (92%)**
- **High levels of participation in professional development sessions embedded during the day and those offered outside of working hours.**
- **Targeted areas seeing measurable growth in student learning.**

Greater St. Albert Catholic Schools

Other/Questions







Greater St. Albert Catholic Schools

Break

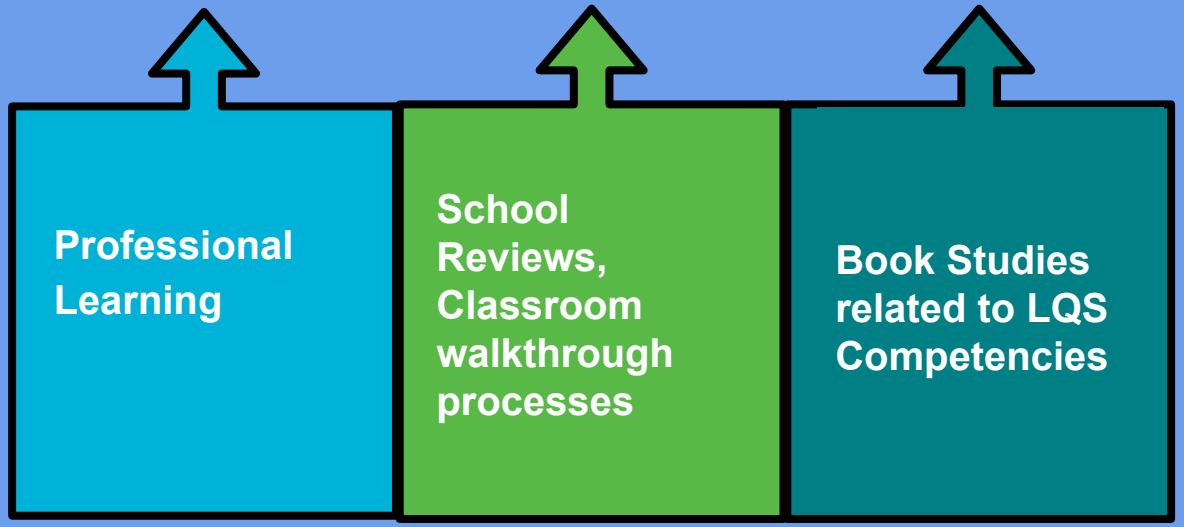
Brenda Herder

bherder@brsd.ab.ca

Focus Questions:

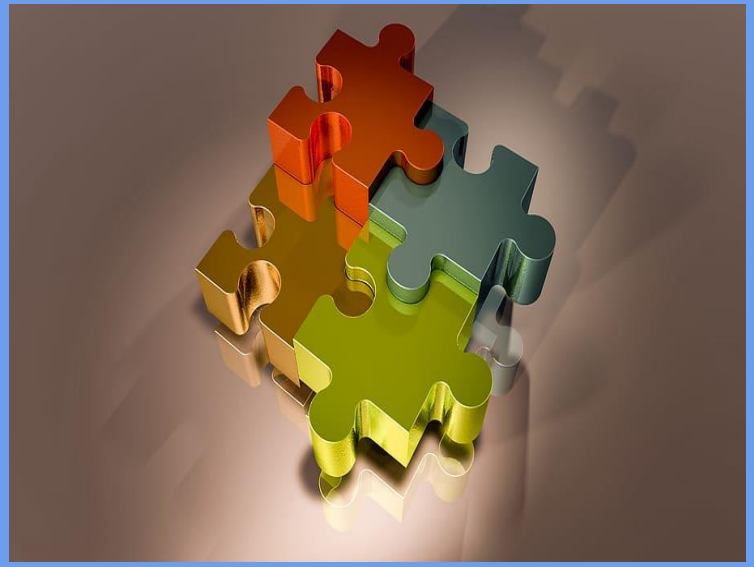
- How are we supporting professional practice?
- How do we know that our efforts are having an impact?

Developing LQS with a Focus on Professional Learning, Practice and Support



Battle River School Division

Gathering evidence to determine needs:



- PGP progress
- School Data Review with Administrators
- School Review meeting CR debriefs
- Classroom Walkthrough Data

Develop leadership skills with targeted support for instructional leadership

What will we accept as evidence of success?

Administrators:

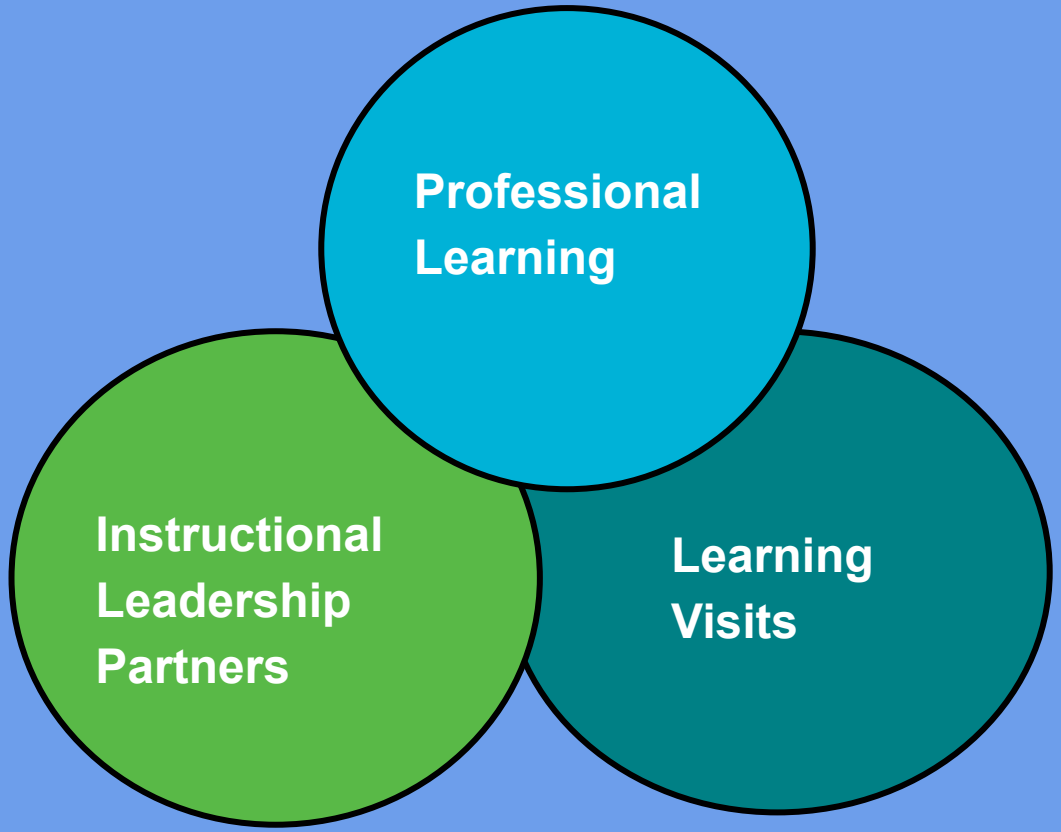
- Transfer professional learning to application
- Develop and implement learning visit plans
- Increase confidence and competence in using evidence-informed data to guide reflective questioning

Teachers:

- Identify learning visits as positively impacting practice

Battle River School Division

Supporting Instructional Leadership Capacity



How do we know that our efforts are having an impact?

- ➔ Active engagement in professional learning and practice sessions
- ➔ Administrator affirmations of success with learning visits
- ➔ Evidence of learning visit plans, templates, reflective feedback
- ➔ Administrators protecting and scheduling time for instructional leadership work
- ➔ Learning visits/debriefs with teachers at all course/grade levels

Providing Instructional Leadership

LQS 6

Battle River School Division

Challenges …

- Time needed to build trusting relationships with staff
- Dedicated time to engage in learning visits and debriefs
- Measuring the impact on teacher practice and student learning
- Supporting the differentiated needs of administrators

Additional Growth data ..

- ➔ **Administrators using a deepened understanding of teacher practice to inform school decision making**
- ➔ **Learning visits shifting to two way conversations**
- ➔ **Increase in teacher efficacy - report “feeling seen and heard”**

St. Paul Education
Learning Together, Growing Together

Modeling Commitment to Professional Learning:

A superintendent engages in **career-long** professional learning and **ongoing critical reflection**, **identifying and acting on research informed opportunities** for enhancing leadership, teaching and learning.

Peter Barron
barrpete@sperd.ca

Modeling Commitment to Professional Learning:

I need:
To be willing to be uncomfortable.
To challenge my assumptions.
To critique my current practices.
To accept the possibility that I could be completely wrong.

To learn is to change

To lead is to change

To lead is to learn

d. seeking and critically reviewing educational research and applying it to decisions and practices, as appropriate;

Challenges

a. How do you access research?
b. How do you evaluate research?

McGregor, S. L. T. (2018). *Understanding and Evaluating Research: A Critical Guide*. SAGE Publications, Inc.

https://doi.org/10.4135/9781071802656

Critiquing a Journal Article

Note that you are **not just criticizing** the article, meaning you are not just trying to find fault with it (for there may indeed be errors).

To **critique** an article, you must *appraise it critically*, meaning you will conduct a detailed **analysis** of its structure and then conduct an assessment of it (**appraise it**).

Analyzing entails examining, in detail, the various elements of the structure of the paper (the main components of a research report: e.g., research question, literature review, and conclusions).

Assessing an article entails striving *to judge its worth* as research that you can confidently use in your practice, scholarly efforts, or both.

So, you are going to

1. Repeatedly **read** *the article* (at the surface and deeper levels)
2. **Identify the elements** used to organize and write it (e.g., method, results, and discussion)
3. **Analyze these elements** individually, passing judgment on **each** element as you read it (i.e., critically appraise it: good, bad, or not sure)
4. **Assess or judge the worth** of the *entire study and the article* (good, bad, or not sure)

The Current Evidence-Practice Gap
Research we see now (14%)
Research we'll see in 17 years if researchers continue to engage in the traditional process

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

St. Paul Education
Learning Together, Growing Together

Business plan: Alberta students are successful. Performance metric: High school completion 5 year rate (2022-23 - 87.1%)

Performance Metrics

1.a **Performance Measure: High school completion rate** (2021-22 data available June 2023)

High school completion is important for entry into the labour force and post-secondary programs. In 2020-21, 87.1 per cent of students completed high school within five years of entering Grade 10.

Targets	**2023-24**	87.3%	**2024-25**	87.5%	**2025-26**	87.7%

At an increase of .2% per year, all children will be completing high school by the year 2087.

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Consequences for not completing high school:

- Individual consequences include low levels of academic skills and an absence of educational credentials, which translate into unfavourable labour market outcomes.

- Economic and social outcomes include forgone national income and tax revenues, increased demand for social services, increased crime, reduced social participation, reduced intergenerational mobility and poorer levels of health.

Uppal, S. (2017). Insights on Canadian Society Young men and women without a high school diploma. Statistics Canada. https://www150.statcan.gc.ca/n1/pub/75-006-x/2017001/article/14824-eng.htm

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Learning Together, Growing Together

Business plan: First Nations, Métis, and Inuit students in Alberta are successful
Performance metric: High school completion 5 year rate (2022-23 - 68%)

Performance Metrics

2.a **Performance Measure: High school completion rate of self-identified First Nations, Métis and Inuit students** (2021-22 data available June 2023)

High school completion is important for entry into the labour force and post-secondary programs. In 2020-21, 68.0 per cent of self-identified students completed high school within five years of entering Grade 10.

Targets	**2023-24**	68.7%	**2024-25**	69.0%	**2025-26**	69.3%

At an increase of .3% per year, all FNMI students will be completing high school by the year 2113.

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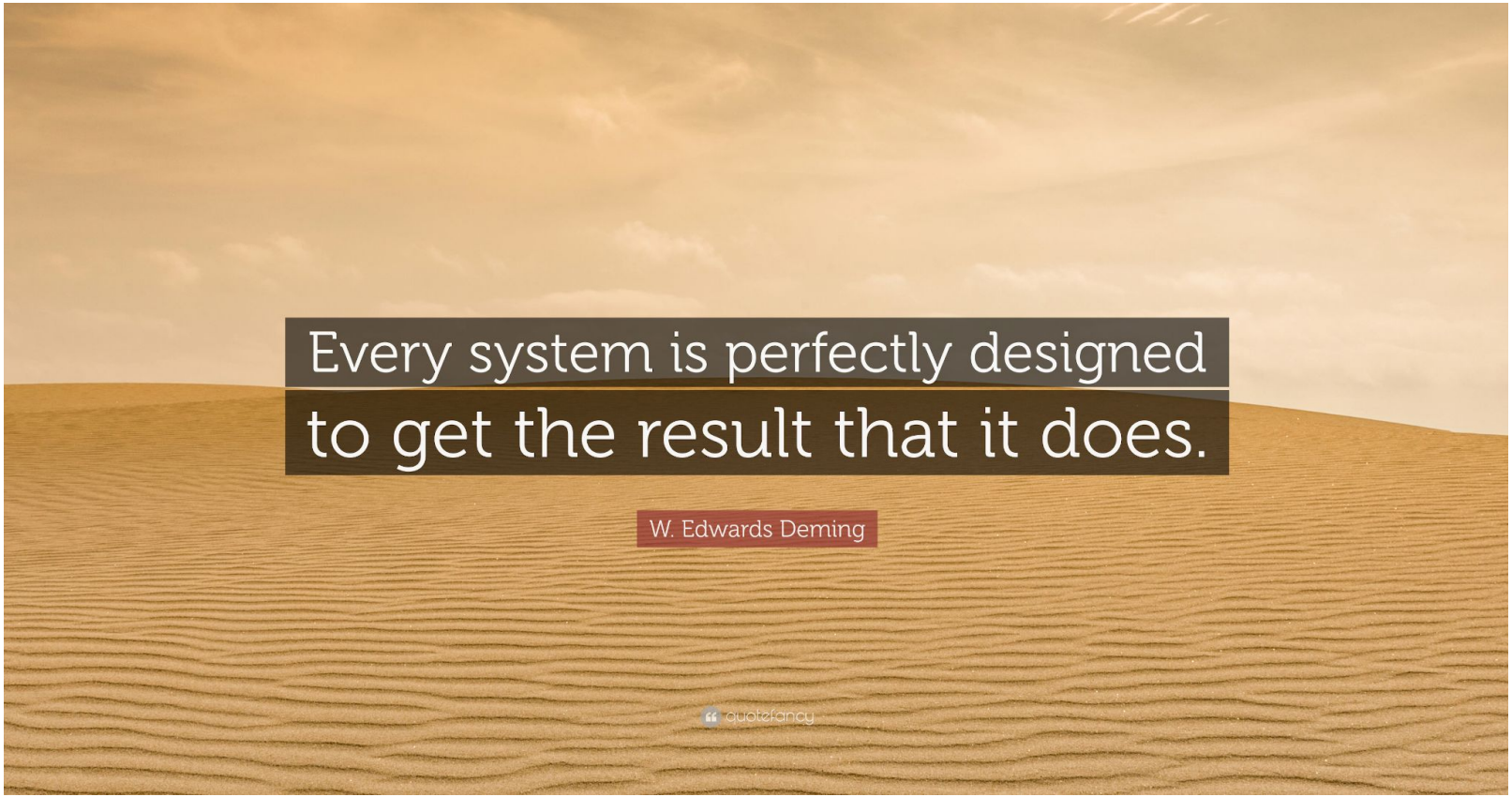
What do I need to learn as a leader to provide optimum learning so that all students in my school division complete high school?

In the end, it is important to remember
that we cannot become what we need to be
by remaining who we are.
Max DePree
WWW.SEVENQUOTES.COM

My learning journey

- Enrolled in Western in their Ed. D. program
- Focus on a problem of practice where I work. (deficit thinking)
- Sharing my learning with my leadership team.
- ARN project


Every system is perfectly designed
to get the result that it does.
W. Edwards Deming
quotefancy

CASS Pro-spective

Summary

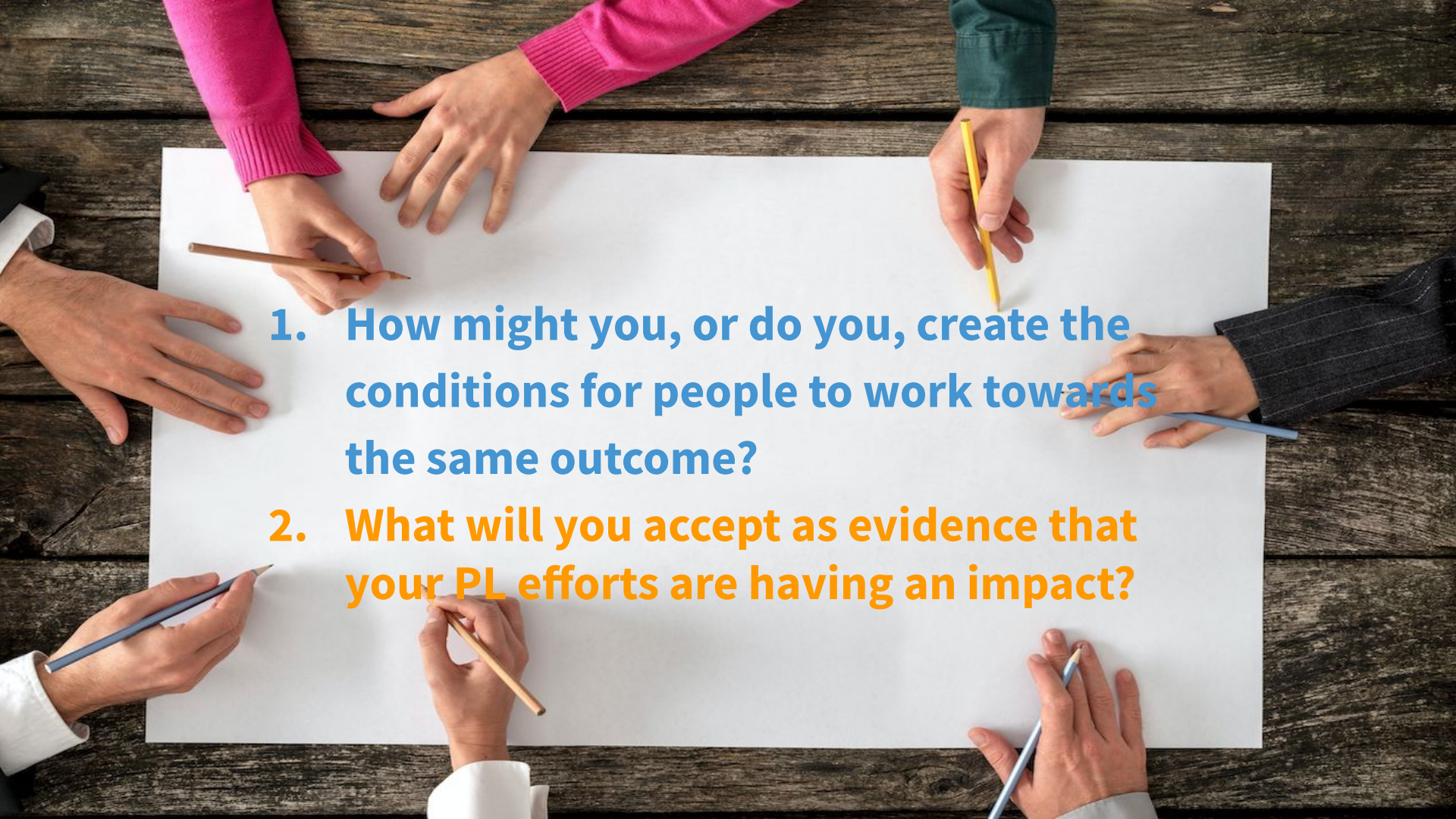
Ideas

Data Collected to Measure the Impact of Professional Learning

What data do you use to inform the design of your school authorities' Professional Learning plans for TQS or LQS? Share individual data sources or , if you were with a table group, the themes generated from your conversations.

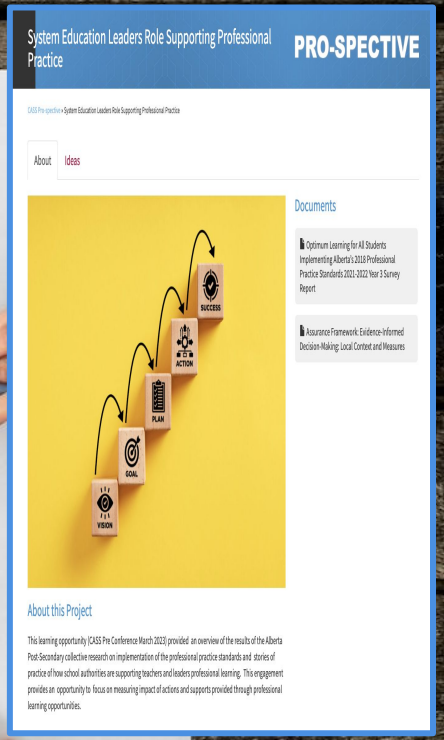
The data sources used to inform the design of professional learning plans for TQS or LQS by school authorities include literacy and numeracy data, PAT and Dip data, writing data, student voice data, teacher input, surveys, tracking of students after graduation, local and provincial achievement results, attendance data, observations, focus groups, and feedback surveys from stakeholders such as parents, students, teachers, and board members. Other factors that influence the professional learning plans include board priorities, provincial directives, and feedback from invested partners. The professional learning plans aim to address local and regional trends and to support the development of teachers' professional knowledge and skills.

chat.openai.com


1. How might you, or do you, create the conditions for people to work towards the same outcome?
2. What will you accept as evidence that your PL efforts are having an impact?

1. How might you, or do you, create the conditions for people to work towards the same outcome?
2. What will you accept as evidence that your efforts are having an impact? (Your local measure)

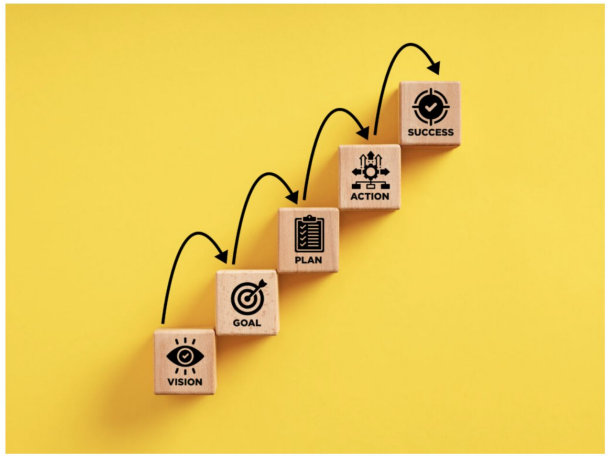
1. Group: # 1 or # 2 Q
2. Individual Time
3. Share
4. Create summary of key points, similarities and differences.
5. Add to CASS ProSpective



CASS Pro-spective

Resources and Sharing

About | Ideas



About this Project

This learning opportunity (CASS Pre Conference March 2023) provided an overview of the results of the Alberta Post-Secondary collective research on implementation of the professional practice standards and stories of practice of how school authorities are supporting teachers and leaders professional learning. This engagement provides an opportunity to focus on measuring impact of actions and supports provided through professional

Documents

- Optimum Learning for All Students Implementing Alberta's 2018 Professional Practice Standards 2022-2023 Year 4 Survey Report
- Optimum Learning for All Students Implementing Alberta's 2018 Professional Practice Standards 2021-2022 Year 3 Survey Report
- Assurance Framework: Evi… Decision-Making: Local Conte…
- How Professional Learning… and Student Outcomes: Exam… Learning Forward Webinar an… 2023
- Greater St. Albert Catholic…
- Fort McMurray Public Schools Collaborative PL Cycle
- Grande Prairie Public School Division Assessing PL

YourPro-spective

learningforward

THE PROFESSIONAL LEARNING ASSOCIATION

How Professional Learning Improves Teacher and Student Outcomes: Examining the Evidence

- **Webinar recording**
- **Slide Deck**
- **Research Overview**

Thank you &
please thank your colleagues for the conversations!