

**AI IN ACTION:
SUPPORTING ALL LEARNERS IN
FOOTHILLS SCHOOL DIVISION**



**Friday, November 7, 2025, 8:00 a.m. - 9:15 a.m
Fall CASS Conference 2025**

Leadership Quality Standards and Superintendent Quality Standards



Visionary Leadership

SLQS 3



Leading Learning

SLQS 4



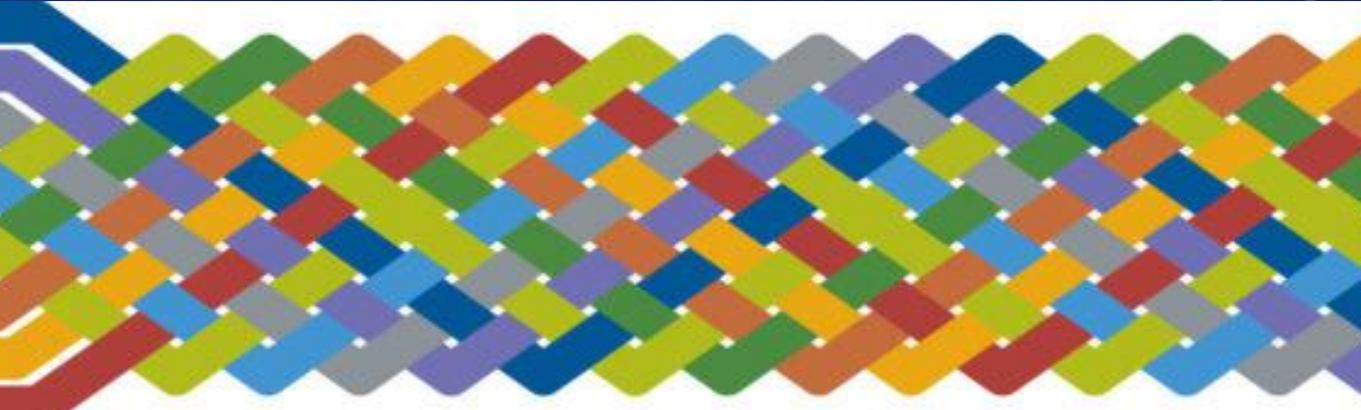
Embodying Visionary Leadership

LQS 3



Leading a Learning Community

LQS 4



- ✓ Fostering Effective Relationships
- ✓ Modeling Commitment to Professional Learning
- ✓ Embodying Visionary Leadership
- ✓ Leading a Learning Community
- ✓ Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit
- ✓ Providing Instructional Leadership
- ✓ Developing Leadership Capacity
- ✓ Managing School Operations and Resources
- ✓ Understanding and Responding to the Larger Societal Context



Foothills School Division

Foothills School Division is located on the City of Calgary's southern border within the Municipal District of Foothills, the Division encompasses the Towns of Okotoks, High River, Diamond Valley as well as the communities served by our Blackie, Cayley, Heritage Heights (DeWinton), Longview, Millarville and Red Deer Lake (south Calgary) schools with about 8 000 students.

Learning Services

Charity Tegler

Director of Indigenous Learning & Equity

Doug Stevens

Director Student Learning (7-12) & Assurance Data

Sally Smith

Director of Technology Services – Corporate Services

Chase Ellis

Director of Professional Learning & Education Partner Relations

Caroline Roberts

Assistant Superintendent Learning Services

Cora-Leah Schmitt

Director of Inclusive Learning, Wellness & Well-Being

Dinah VanDonzel

Director of Student Learning (JK-6) & Staff Development



LAND ACKNOWLEDGEMENT

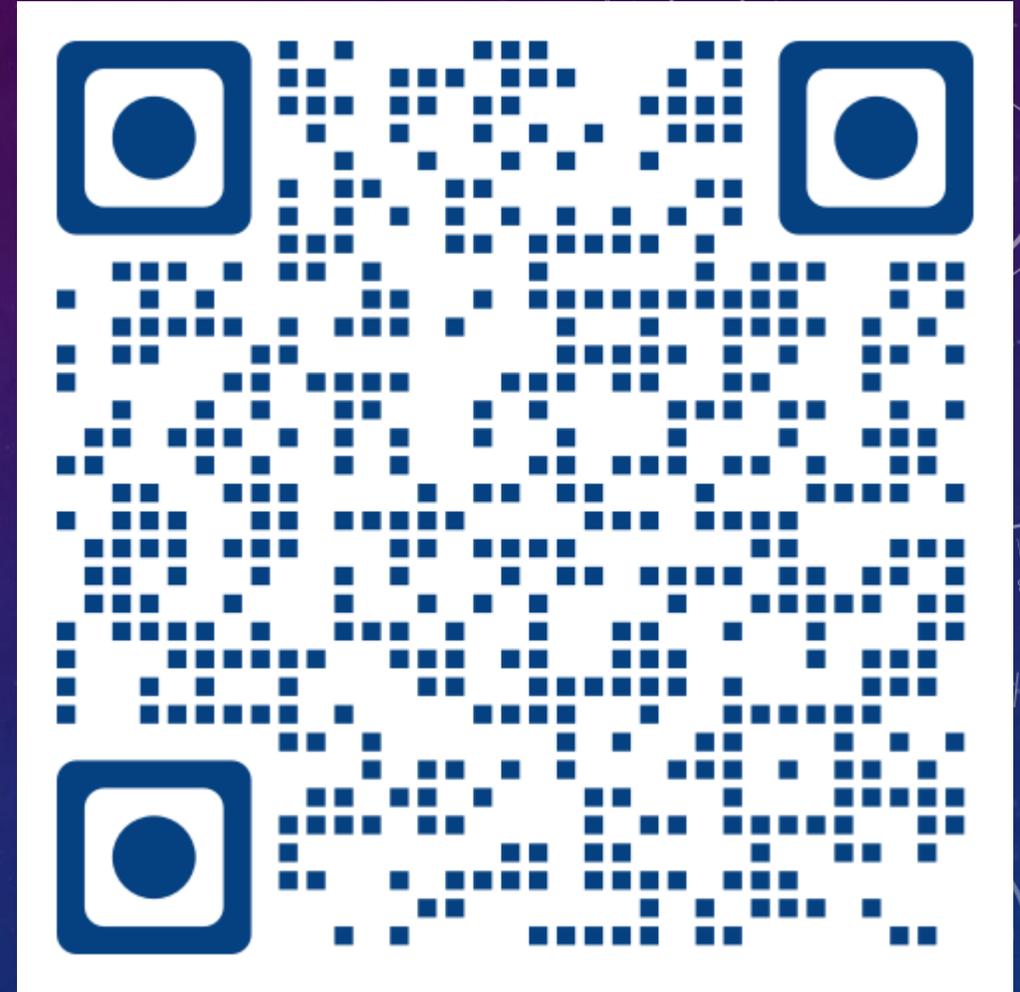
We acknowledge the spirit, life and lessons this land and its ancestors teach us. We acknowledge the traditional territories of the Siksika, Piikani, Kainai, Tsut'ina, Îyârhe Nakoda and the Homeland of the Métis.

We honour and promote our responsibility to stewardship of the land, from the prairie grasslands that fold into the rolling foothills, to the Big Rock, “oh koto'ksko” and the buffalo jumps; through the cottonwood trees that grow along the Highwood and Sheep Rivers, “ispitsi”, to the eastern slopes of the mountains. We acknowledge the land as an act of reconciliation that honors the truths of the Indigenous Peoples.

In our commitment to placing education at the center of a flourishing community, the Board of Trustees continues to advance educational opportunities that support reconciliation.

AI Thoughtbook for Educational Leaders

- Supporting the Application of Foundational Knowledge
- Understanding and Responding to the Larger Societal Context
- Visionary Leadership
- Instructional Leadership
- Leading Learning



<https://bit.ly/cassai2025>

SUPPORTING THE APPLICATION OF FOUNDATIONAL KNOWLEDGE

Thoughtbook Reflections

How will you ensure AI supports, rather than replaces, Indigenous knowledges?

What questions should leaders ask to safeguard cultural integrity?

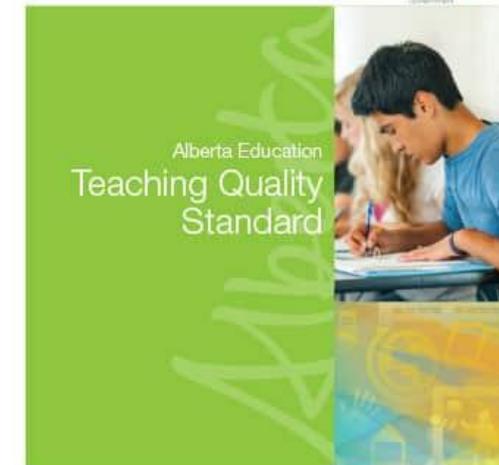
How can AI help remove barriers and support diverse learners?



SUPPORTING THE APPLICATION OF FOUNDATIONAL KNOWLEDGE



- Two-eyed Seeing
- History & Stories
- Reciprocal Relationships



A NEW ETHICAL IMPERATIVE

Within the context of decolonization and calls such as Canada's Truth and Reconciliation Commission's recommendations, a new ethical imperative is now placed upon teachers to interrogate their classroom technologies and ask:

How is this technology serving or hindering my attempts to support the "learning experiences of all students by using resources that accurately reflect and demonstrate the strength of First Nations, Metis and Inuit?" (Alberta Education TQS 5)

Groten, Sean, et al. "Ai, reconciliation, and settler teachers' mediated morality." *The International Review of Information Ethics*, vol. 34, no. 1, 20 Oct. 2024, <https://doi.org/10.29173/irie532>.



UNDERSTANDING AND RESPONDING TO THE LARGER SOCIETAL CONTEXT

The background features a dark blue gradient with faint, light blue technical diagrams. On the right side, there are two prominent gear icons, one above the other, set against a circular scale with numerical markings. Below the gears, there are dashed lines and arrows forming circular paths, suggesting a process or cycle. The overall aesthetic is clean and modern, with a focus on engineering or systems thinking.

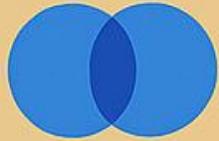
Thoughtbook Reflections

How will you build a coalition of early adopters and champions?

What collaborative structures will support sustainable change?

How can you engage your learning community in critical conversations about AI?

THE PROMISE OF AI



Gemini



Copilot

MagicSchool



Brisk



School.ai EduAide





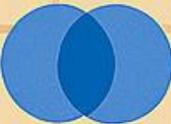
REFRAMING THE QUESTION

- How do we keep students from cheating with AI?
- How do we protect students from AI?
- **Knowing that AI is here to stay, how do we create safe opportunities to build competencies and deep, transferrable learning?**

INTENTIONALITY AND SYSTEMNESS



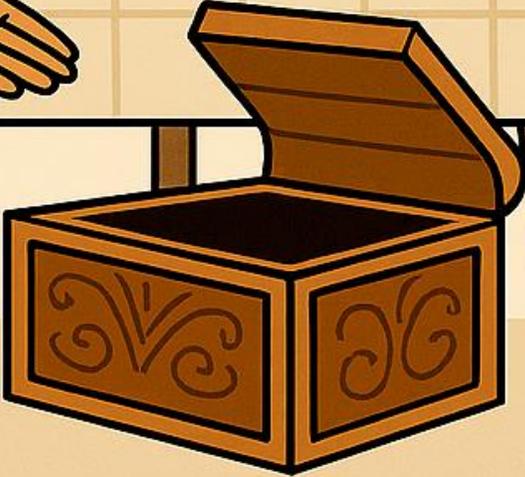


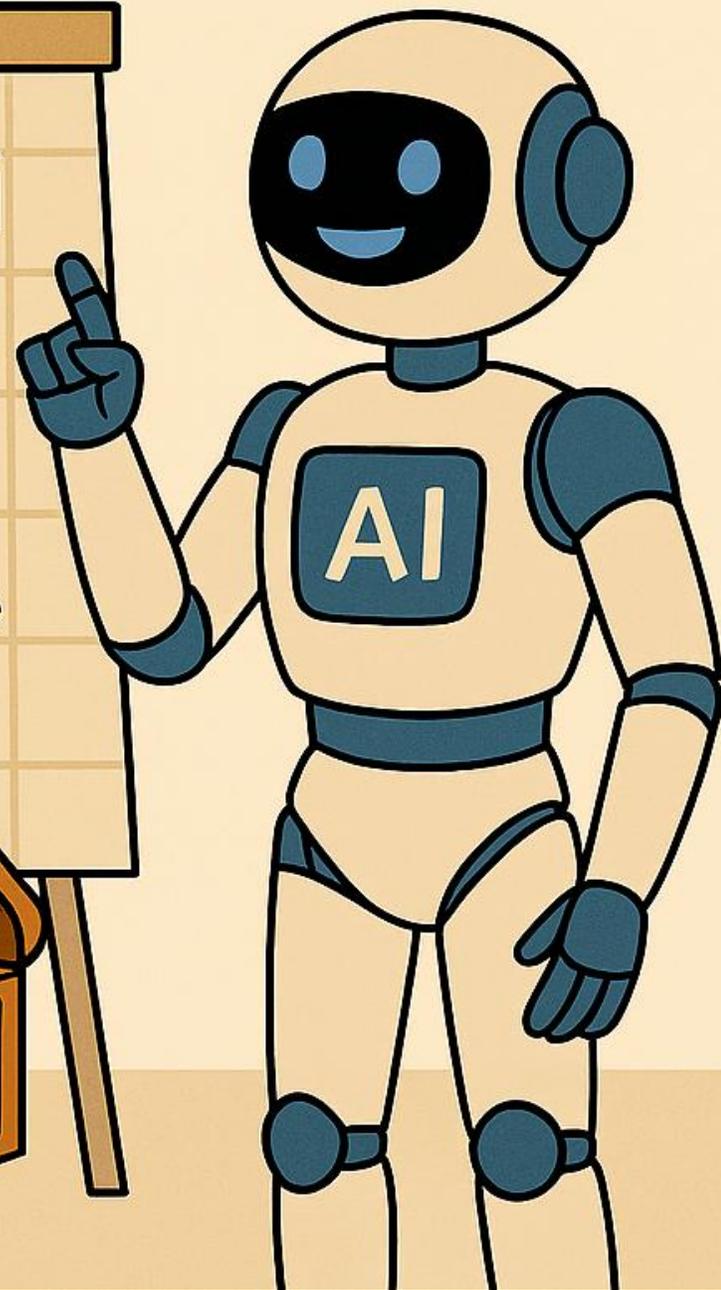
 Gemini

 Copilot

 Brisk 

 School.ai EduAide





Details



Name

Grandpa's Chemistry Coa

Description

An Alberta Chemistry 30 teacher, pa
encouragement, fostering a sense of
key competencies, supportive teach
perspective.

Orchestration

Use generative AI to determine ho

Agent's model

GPT-4o (default)



Magic Tools

Teacher Tools

My Collections

Output History

Resource Library

Raina (Chatbot)

MagicStudent

MagicSchool Labs

Teacher Tools



Hi Doug Stevens, you're magic.

Search all tools

We recommend getting started with these tools

Instructional Materials
Academic Content

Instructional Materials
Rubric Generator

Instructional Materials
YouTube Video Questions

Filter by

Categories

Favorites

Custom

Create collection



Raina

Have a question or request? Ask Raina, our trusted AI chatbot for educators.



Worksheet Generator

Generate a worksheet based on any topic or text.



Multiple Choice Quiz / Assessment

Generate a multiple choice assessment, quiz, or test based on any topic, standard(s), or criteria.



Tool Recommendations

Discover the best MagicSchool tools to use based on your specific needs!



Text Rewriter

Take any text and rewrite it with custom criteria.



Lesson Plan

Generate a lesson plan based on a standard, topic, or objective.



Image Ge
Generate



Writing Fe
Generate
criteria or



Acaden
Genp
Yo

MagicSchool Free

Upgrade



 **Sally Smith**
Jan 21

This is pretty darn cool. Worth a watch for m

This builds on the other three AI accelerator
Speaker Progress, and Search Progress. All in
<https://youtu.be/G-ch415AzzU>



Is 'learn to code' still good advice? 8 executives weigh in.

Seen by 143  ...

Interesting article quoting industry leaders and experts about the impact of Ai on Learn to
Code initiatives:

Some standouts that caught my eye:

Autodesk CEO Andrew Anagnost: Learning to code used to be an entry point into STEM
careers. Today, the real differentiator is "systems-level thinking...understanding how
technologies, processes, and people connect to solve real-world problems. The most
successful workers aren't just writing ... see more



Is 'learn to code' still good advice? 8 executives weigh in.

While some executives still preach the importance of learning the basics,
others say there are more valuable skills to know in the AI era.

www.msn.com

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Write a comment

 Like  Comment  Share ▾



AI Explorers

Join AI Explorers H

Conversations

CONVERSATIONS

Join AI Explorers H

AI Explorers

CHANGING THE GAME— COPILOT STUDIO AND AGENTS

Agents

 Join us for the Power Platform Community Conference - Oct 28-30 in Las

 New agent

Import agent

Name



Design for Depth and Transfer Coach



French Reading Coach



CTF Challenge Idea Generator



Online design tool



CaRT



Administrative procedure manual

FOR ADMINISTRATORS

6:39

Foothills
FOOTHILLS DISTRICT SCHOOLS

Teacher Observations

This is a place for School Admin to record Teacher observations to review later

Hi Sally Smith, when you submit this form, the owner will see your name and email address smiths@fsd38.ab.ca

Teacher *

Enter a name or email address

Summary of observation

Enter value here

Attachments

Add any pictures or documents related to the observation

Add attachments

Observation

Enter value here

fsd365.sharepoint.com

CRITICAL THINKING

PROBLEM SOLVING

MANAGING INFORMATION

CREATIVITY AND INNOVATION

THE IMPORTANCE OF
HUMAN OVERSIGHT



Home > Alberta's Curriculum

Alberta's Curriculum

View Alberta's Kindergarten to Grade 12 curriculum.

Browse Core Curriculum



Fine Arts



Language Arts



Language Arts - French
version



Mathematics



Social Studies

CHALLENGE → OPPORTUNITY

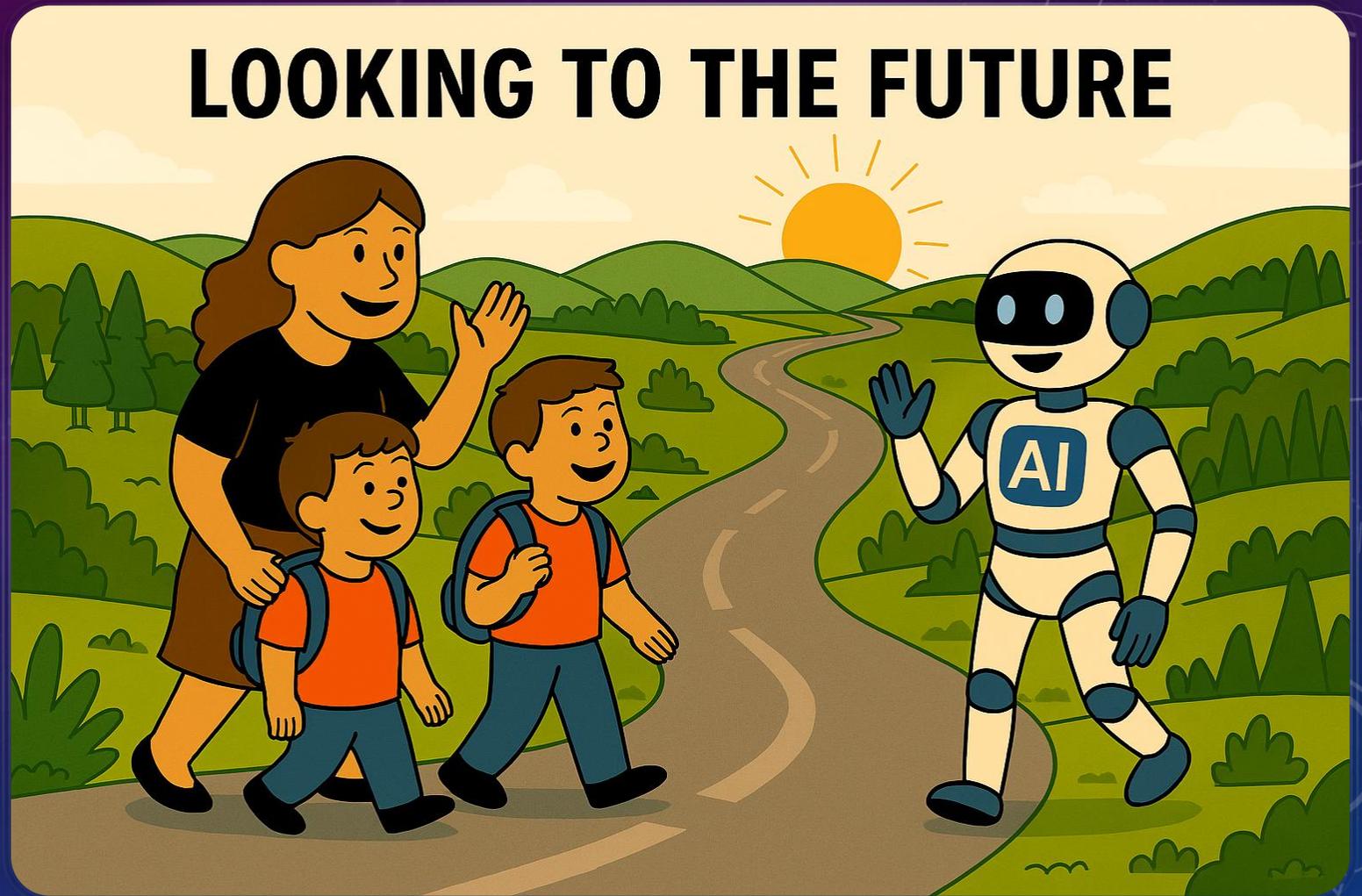
A close-up photograph of an aircraft instrument panel. On the left is a large analog tachometer with a scale from 0 to 80, labeled 'RPM HUNDREDS' and 'Auto Meter'. To its right is a smaller analog gauge. Further right is a digital display showing '18145.0'. The background is dark and slightly blurred, showing parts of the cockpit.

MOVING THE NEEDLE

- Custom Co-pilot agents
- Modelling at the system level
- Promoting effective classroom uses
- Staff AI learning FSD System of reporting

NEXT STEPS

- Systemic AI Framework
- Continued staff learning
- Intentional use in system work
- Parent/student learning



VISIONARY LEADERSHIP

Thoughtbook Reflections

How does AI align with your school authority's vision for student learning and system improvement?

What opportunities does AI present for visionary leadership in your context?

What assumptions about AI need to be challenged?



NEWS & ANNOUNCEMENTS

ANNOUNCEMENTS

[See all](#)



GOOD READS & RESOURCES



TOP LINKS

- [Activity Consent](#)
- [All Employee Documents](#)
- [Calendars](#)
- [Careers](#)
- [Collective Bargaining Updates](#)
- [Courier Schedule](#)
- [Curriculum Corner](#)



Alberta Ed is now using Vretta to administer PAT and Diploma Exams

LEARN MORE AND DOWNLOAD THE CONFIG FILE →



Order transcripts or look at your DAR through MyPass

Foothills School Division

edsembli

User name*

SIGN IN

If you are a student of the Hub program, please click here.



Moodle



MyBluePrint

Welcome Back



Google Classroom



Teams Classroom



AI Resources



Home

Employee Services News

> Payroll and Absences

Guest Teacher Information

Atrieve/ADS Resources

> Group Benefits & Wellness

> Staffing & Recruitment

Learning & Development

End of Employment Infor...

Documents

Immersive reader

Share

Your Personalized Status



Photo Consent

At FSD we collect consent for using your photograph for display internally in Outlook and Office365, for use in corporate communications, and for event use such as Milestones. Your current consent state is listed below. If you wish to change this consent, please complete the form below.

Consent for Outlook - Yes
Consent for Communications - Yes
Consent for Events - Yes

Respect Program Status

All employees are required to complete Respect in the Workplace. All school-based employees are additionally required to hold Respect in Sport or Respect in School. (School-based employees require the workplace, and one school-based certification.) Your current expiry for each is listed below.

School Expiry - 11/24/2022
Workplace Expiry - 11/2/2023
Sport Expiry - 4/24/2029

Criminal Record Check

Teachers are required to have a criminal record check every five years. The expiration we have on file for you is below.

Expiration Date - 10/11/2028

NVCI Certification

NVCI 2 Day Expiry - 12/3/2027
NVCI Expiry -

CSTAG Completion

Level 1 -
Level 2 -

First Aid Certification

Basic -
Intermediate -
Advanced - 5/1/2023
Wilderness -

Certificate Files

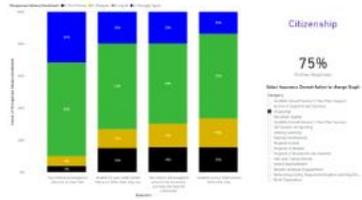
 [Click to view Certificates](#)

You may upload new certifications by completing the form below.

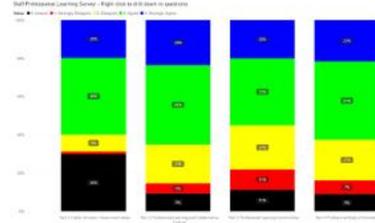
Updating Instructions

- View your personalized status in the blue chart to the left
- Complete the Microsoft form at the bottom of the page which applies to your update
- The first time you view the application, you may be required to do the following:
 - Click any links that states: **Fix connection**
 - Click the **Allow** button

Engagement



3 Year Age	Measure Evaluation		
	Achievement	Improvement	Overall
2.0	n/a	n/a	n/a
3.1	High	Declined Significantly	Issue
1.1	Very High	Maintained	Excellent
3.6	Very High	Improved	Excellent
3.8	n/a	n/a	n/a
3.0	n/a	n/a	n/a
3.6	n/a	n/a	n/a
1.0	n/a	n/a	n/a
3.3	High	Declined Significantly	Issue
2.0	n/a	n/a	n/a
2.0	n/a	n/a	n/a
1.5	Intermediate	Decreased	Issue



FSD Assurance Survey 2024

Includes parent responses to FSD questions around Program of Studies, Work Preparation, Citizenship, etc.

Alberta Education Assurance Measures

Includes parent, student and staff responses to Ministry around Program of Studies, Work Preparation, Citizenship, etc.

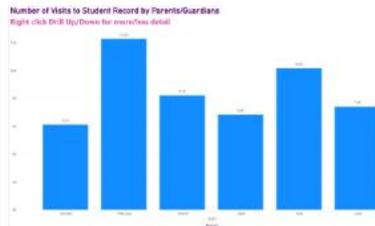
Staff Professional Learning Survey

Includes staff perceptions of Professional Learning and Collaborative Cultures.

FSD Assurance 2023

SD Assurance Survey 2022

FSD PL Survey Prior to 2024



Edsemble Parent Access

Guarding Minds At Work

School Reports

- *Contingency Planning
- FAA Learning Documents
- O&M Meetings
- AERR and Ed Plans
- Professional Learning Plans
- AEAM/Assurance Reports
- Data Dashboard
- FAA HR documents
- Staff Attendance Dashbo...
- FSD 3 Year Strategic Plans
- Leading and Learning
- Practicum Students
- Superintendent and E Tea...
- Documents from Teams
- FAA Financials
- Business and Operations ...
- Application for FDS as Pa...
- Recycle bin
- Edit

- Home
- Create
- Templates
- Learn
- My flows
- Approvals
- Solutions
- Process mining
- AI hub
- Automation center
- Desktop flow activity
- More
- Power Platform
- Ask a chatbot

+ New flow ← Import

Search

	ES - Update Employee Certificate	1 yr ago	Automated
	ES - Update Respect and Other CertvValid	1 yr ago	Scheduled
	ES - Staff Excellence Send for Approval On Change	1 yr ago	Automated
	ES - Send Staff Excellence EMail and Prep for Appr...	1 yr ago	Automated
	CIM - Visitor Log	1 yr ago	Automated
	ES - Create New Employee Tasks and Consent	2 yr ago	Automated
	ES - Update Employee Data in Staff Consent	2 yr ago	Scheduled
	Weekly Update	2 yr ago	Automated
	ES - Staff Onboarding - Create Demographic Informa...	2 yr ago	Automated
	Staff Onboarding - Create from New Hire Form All For...	2 yr ago	Automated

TRANSCRIBING VOICEMAIL



FSDVoicemail

To: Sally Smith



Reply

Reply all

Forward



Wed 4/30/2025 2:30 PM



VoiceMessage.wav

385 KB



Call Summary: David left a **voicemail** for Sally discussing the need for additional Chromebooks. He is considering purchasing two sets of 30 Chromebooks along with a Chromecart and is inquiring about the cost and time frame for this order. David mentions that the timeline is tight, as he needs the Chromecarts by June 10th to prepare for 16 classes scheduled to use Vretta on June 13th. He notes that borrowing Chromebooks from other schools is not an option in June due to PATs. He asks Sally to provide the requested information.

Full Transcript: "Hey Sally, it's David here. I just have Kerry with me. We're talking about Chromebooks. Wondering the possibility of getting, like, two more sets of 30 with a Chromecart, like, cost and time frame. Just looking at my two days, plus next year as well, and it's going to be really tight for Chromebooks. And I know we can't really borrow from other schools in June because PATs and that are going on too, but just wondering if we bought some, what the cost and the time frame would look like for that. I would need the Chromecarts by the 10th of June so that they could be set up and ready to go. Because on the 13th I need, I have 16 classes writing using Vretta. So if you let me know that, that'd be awesome. Thanks. Bye. Thanks, Sally."

*This email is powered by non-generative AI within the FSD domain and any information received is **not** retained. Please double-check any and all information for accuracy.*



Reply



Forward



WHY MICROSOFT?

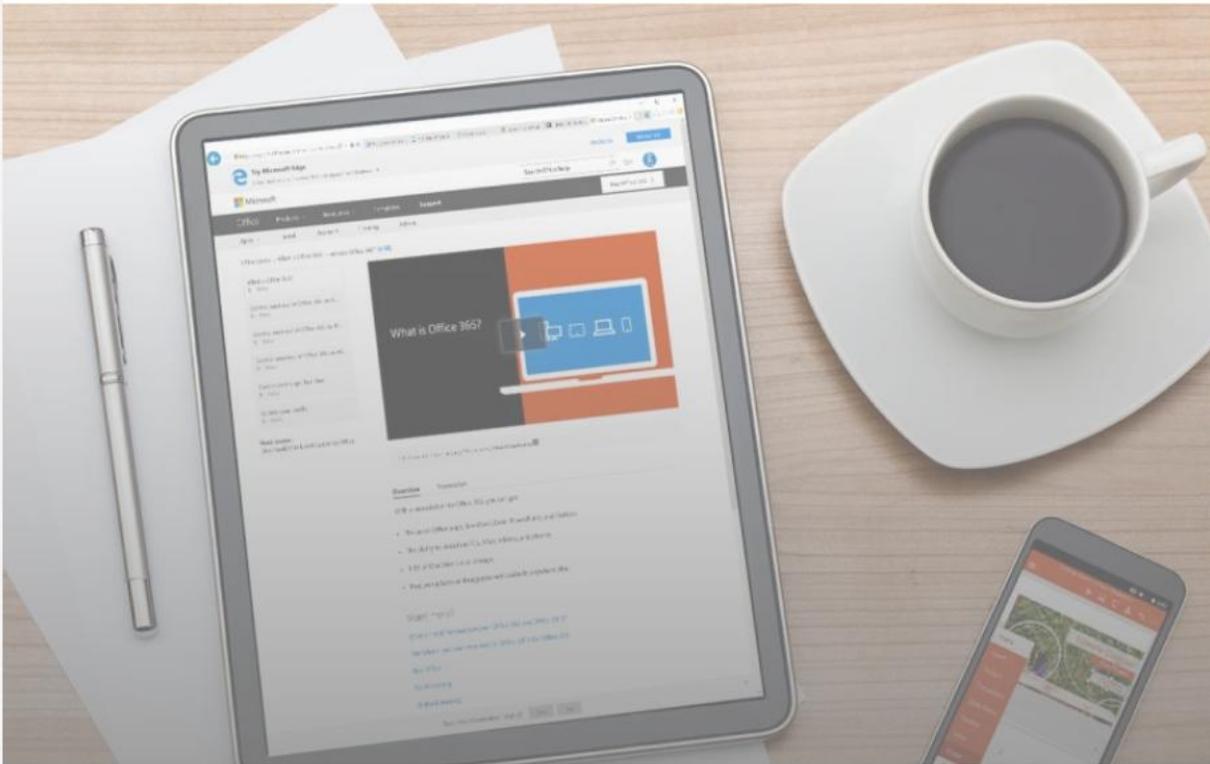
- TRUST
- THEY HAVE OUR DATA
- DATA IN CANADA
- APPLICATIONS INCLUDED IN A3
- SCALABILITY

MICROSOFT OPERATIONAL



EVERYTHING ELSE EDUCATIONAL





Page Analytics

Page viewers Last 7 30 **90** days **Page views** Last 7 30 **90** days

The 90 day figure isn't available for this metric. Learn more. **283** **42** 791



Average time spent per user Last 7 30 **90** days

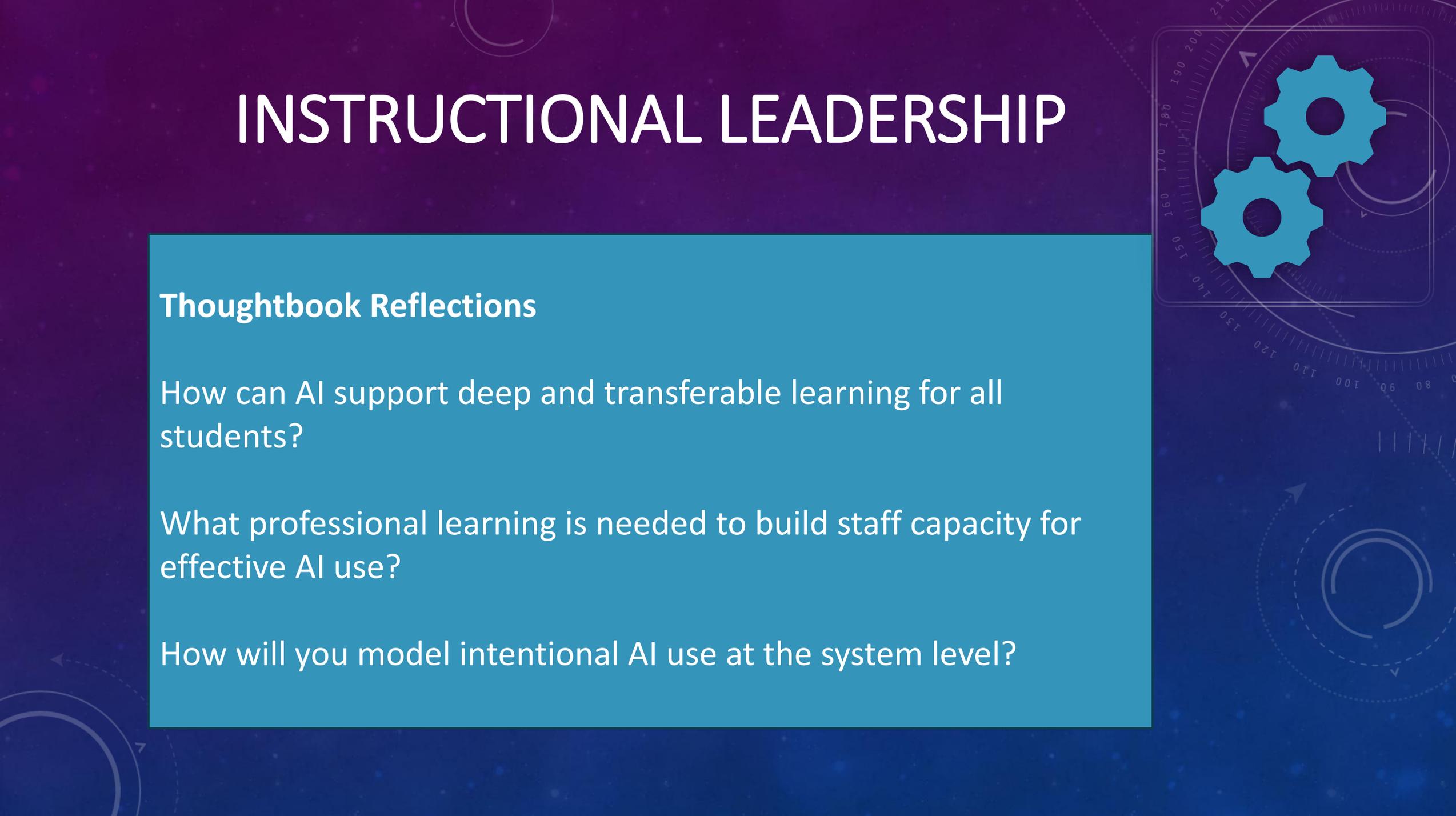
The 90 day figure isn't available for this metric. Learn more.



Page traffic by time Last 7 30 **90** days

Do you like using page analytics?

INSTRUCTIONAL LEADERSHIP



Thoughtbook Reflections

How can AI support deep and transferable learning for all students?

What professional learning is needed to build staff capacity for effective AI use?

How will you model intentional AI use at the system level?

Artificial Intelligence In Design

New Curriculum Design

- New curriculum implementation
- Using the tools to create efficiencies to carve out time to do the human work
- Segue into application of foundational knowledge – essential for
- Growing professional practice – Making life better for teachers and students, not just better.

Design for Deep and Transferable Learning

- Conceptual Understanding, Student Agency and Living with Complex problems over time
- Adaptive learning platforms adjust content based on student need
- AI can reduce administrative burdens on educators, freeing up time for more meaningful interactions with students.
- Automating designing and assessment allows teachers to focus on mentorship.
- AI-driven insights can help teachers understand student progress and challenges more deeply.
 - Learning cycles
 - Design for depth and transfer agent as well as CTF Challenge Designer

CURRICULUM DESIGN PROCESS

New Social Curriculum

How might we leverage this change in curriculum to make learning more effective for students?

How might we leverage this change in curriculum to make planning for learning more efficient for teachers?





Home



Copilot



Create



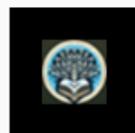
OneDrive



Pages



Apps



Design for Depth and Transfer

Designing Learning

How can I design a learning experience that is deep and transferrable?

Cross-Curricular Designs

Can you help me create a cross-curricular learning design?

Concept-Based Learning

How do I create a concept-based learning design?

Student Agency

How can I provide students with more choice and agency in their learning?

Complex Problems

What are some strategies for having students work with complex problems over time?

Learning Cycle

How do I structure my learning design based on the 'learning cycle'?

Message Copilot

Add content



Copilot

Agents

Design for Depth and Transfer

Visual Creator

Learning Coach

Career Coach

[See more](#)

Get agents

Create an agent

Chats

Today

How can I design a learning exp...

Sample CaRT Prompt for Studen...

How can I design a learning exp...

Yesterday

why would I want to take social ...



CRITICAL CHALLENGES

Grade 6 Year Plan		ELAL	Math	Science	SS
Learning Cycle/Unit 1: Difference Maker (4 weeks)	Conceptual Lens: Value Critical Question: What are the most effective character traits or qualities that people need to inspire change?	Organizing Ideas/Learning Outcomes			
	Critical Challenge: Create a historical minute that captures traits/qualities of active and responsible citizens in your community.	Reading <ul style="list-style-type: none"> Thesaurus and Dictionary Text Features Genres Word origins Reading stamina (yearlong focus) Writing <ul style="list-style-type: none"> Placing paragraphs Quotes Vocabulary, word study, spelling, conventions, etc. (yearlong focus) Revising, editing, writing process (yearlong focus) 	Numbers <ul style="list-style-type: none"> Positive and negative numbers Magnitude Compare and order numbers Additive inverses Set of integers Sum of numbers Sum of integers Subtracting a number, adding its additive inverse Standard algorithms Procedures for addition and subtraction Coordinate Geometry <ul style="list-style-type: none"> Cartesian plane Coordinates (x, y) 	Energy <ul style="list-style-type: none"> Forces: Internal & External Friction, Tension, Elastic Compression, Shear, Torsion Plasticity & Elasticity Action & Reaction Newton's Third Law Computer Science and Scientific Method (yearlong focus)	Citizenship LO: Students examine the Canadian Charter of Rights and Freedoms <ul style="list-style-type: none"> Purpose of the Canadian Charter of Rights and Freedoms is to reflect democratic values and Canada's diverse heritage, and applies to everyone in Canada (not just citizens) Types of rights and freedoms (fundamental freedoms, individual rights and collective rights) Charter can be used to challenge unjust laws

How can I design learning experiences that is designed to be flexible?

Phase 1: Acquire

Knowledge and Skills:

- Intro
- Oper
- Prime
- Rates

UDL Integration:

Representation:

- Use visual aids like fraction bars, pie charts, and number lines to represent fractions.
- Provide audio explanations and interactive digital tools to explore fractions.

Phase 2 Action & Expression:

Cross-D

- Scien
- Social
- Physi

- Allow students to demonstrate their understanding through varied formats such as videos, written reports, and presentations.
- Encourage students to create models or drawings to represent fraction problems.

Engagement:

- Foster relevance by connecting fractions to students' interests and real-life scenarios.
- Promote autonomy by allowing students to choose projects and methods of demonstrating their learning.

Phase 3

Authent

- Proje
- Real-
- Critic

Assessment and Feedback:

Formative Assessments:

- **Quizzes:** Regular short quizzes to check understanding of fraction operations.
- **Peer Reviews:** Students review each other's work and provide constructive feedback.

Summative Assessments:

- **Final Project:** Students present their community garden plan or recipe book, demonstrating their ability to apply fractions in real-world contexts.
- **Performance Tasks:** Solve complex problems involving fractions, ratios, and proportions.



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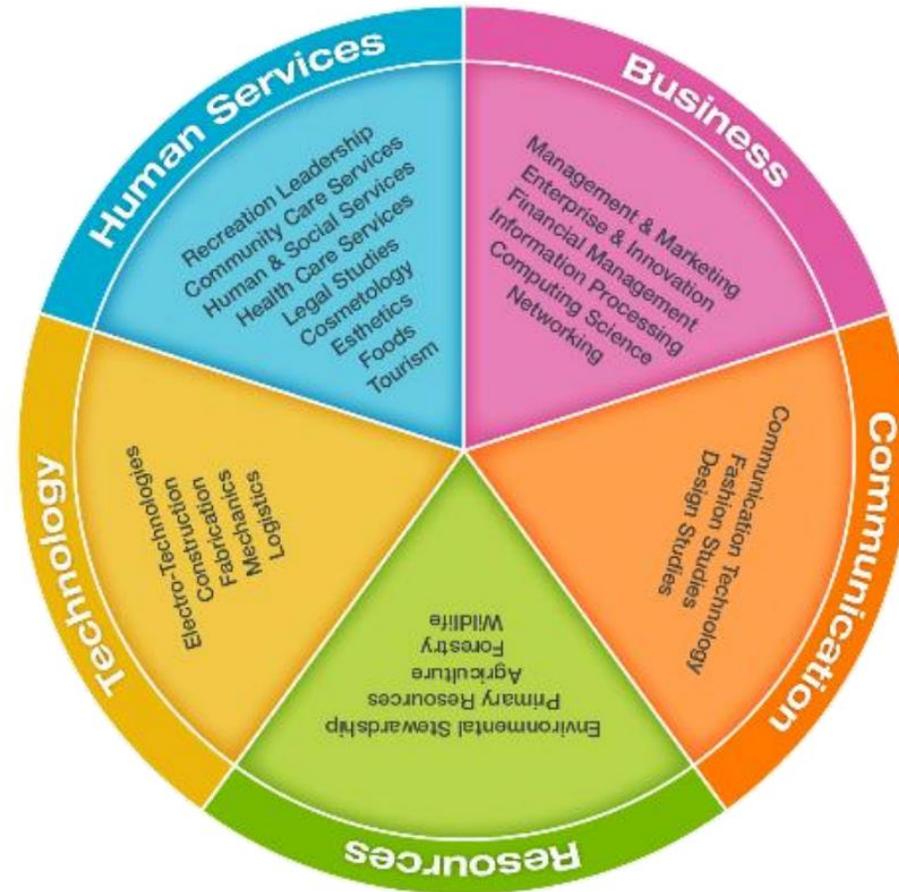
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Pha

UDL Inp



CTF Clusters and Occupational Areas

Design a CTF challenge that uses the concepts of addition and subtraction of fractions to a building project connected to the occupational areas of business and construction. The target is grade 6 and this challenge must tie to at least one more subject.

CTF Challenge: Building Project with

Challenge Title: Building Project with

Objective:

Students will engage in a building project that involves the addition and subtraction of fractions to the occupational areas of Business and Construction.

Learning Launch/Hook

- Introduce the project by showing a video of a building project and discussing the measurements in construction.
- Explain how fractions are used in construction.

Occupational Areas

- **Business:** Students will explore project management, budgeting, and resource allocation.
- **Construction:** Students will learn about the use of tools, materials, and construction techniques.

Interdisciplinary Connections

- **Mathematics:** Focus on the addition and subtraction of fractions.
- **Art:** Incorporate design elements into the building project.

Steps to Complete the Challenge:

1. Planning:

- Students will brainstorm and design the building project, including the measurements.
- They will create a project plan, including a budget and a timeline.

2. Creating:

- Using their blueprints, students will measure and cut the materials, using fractions to get the correct dimensions.
- They will assemble their model structure, ensuring that the measurements are accurate.

3. Appraising:

- Students will evaluate their models, checking for accuracy and structural integrity.
- They will reflect on the challenges faced during the project and discuss solutions.

4. Communicating:

- Students will present their models to the class, explaining the measurements in construction.
- They will discuss how they applied mathematics and business concepts to their project.

Skills, Knowledge, and Technologies

- **Mathematics:** Addition and subtraction of fractions.
- **Construction:** Use of tools, materials, and construction techniques.
- **Business:** Project management, budgeting, and resource allocation.

Safety and Environmental Considerations

- Ensure students follow safety guidelines when using tools and materials.
- Discuss the importance of recycling and proper disposal of materials.

Skills, Knowledge, and Technologies:

- **Mathematics:** Addition and subtraction of fractions, measurement, and scaling.
- **Construction:** Use of tools, materials, and construction techniques.
- **Business:** Project management, budgeting, and resource allocation.

Safety and Environmental Concerns:

- Ensure students follow safety guidelines when using tools and materials.
- Discuss the importance of recycling and proper disposal of materials.

Facility Type:

- A classroom with space for group work and construction activities.
- Access to tools and materials for building models.

Equipment and Consumables:

- Rulers, measuring tapes, and protractors.
- Construction materials such as cardboard, wood, glue, and paint.
- Safety equipment like goggles and gloves.

Assessment:

- Formative assessments through ongoing feedback during the project.
- Summative assessments based on the final model, presentation, and reflection.

add science and social studies

Create a rubric

CTF Challenge: Building Project with Fractions for Grade 6 Students

Challenge Title: Building a Fractional Model

Objective:

Students will engage in a building project where they will design and construct a small model structure. This project will involve the addition and subtraction of fractions to calculate measurements and materials needed. The challenge will connect to the occupational areas of **Business** and **Construction**, and will also tie into **Mathematics**, **Science**, and **Social Studies**.

Learning Launch/Hook:

- Introduce the project by showing examples of model structures and discussing the importance of precise measurements in construction.
- Explain how fractions are used in real-world construction projects to ensure accuracy and efficiency.

Occupational Areas:

- **Business:** Students will explore aspects of project management, budgeting, and resource allocation.
- **Construction:** Students will learn about the tools and materials used in construction, and the importance of accurate measurements.

Interdisciplinary Connections:

- **Mathematics:** Focus on the addition and subtraction of fractions to calculate dimensions and quantities of materials.
- **Science:** Investigate the properties of materials used in construction and analyze energy resources used in the construction process.
- **Social Studies:** Explore the historical and cultural significance of different building styles and materials, and understand the geographical context of construction.

Steps to Complete the Challenge:

1. Planning:

- **Identify Learning Outcomes:**
 - **Science:** Investigate how particles of matter behave when heated or cooled and analyze effects on solids, liquids, and gases. Understand energy resources and their use.
 - **Social Studies:** Explore the dynamic relationships between people, place, and time. Understand the significance of places within communities and the diverse physical regions of Canada.

CTF Challenge Idea Generator | AI generated | 1:20 PM

Rubric for CTF Challenge: Building Project with Fractions

Criteria

1. Planning and Design

- **Research and Idea Generation**
 - Demonstrates thorough research and idea generation.
 - Uses multiple sources to inform the project.
- **Blueprints and Architectural Drawings**
 - Creates detailed blueprints and architectural drawings.
 - Clearly communicates design ideas.

2. Construction Skills

- **Use of Tools and Materials**
 - Safely and effectively uses tools and materials.
 - Transforms common wood materials into useful products.
- **Project Management**
 - Prepares a comprehensive materials list, project timeline, cost estimate, and work schedule.
 - Manages the project efficiently.

3. Mathematical Application

- **Fractions**
 - Accurately applies fractions in measurements and calculations.
 - Demonstrates understanding of adding, subtracting, multiplying, and dividing fractions.
- **Coordinate Geometry**
 - Uses Cartesian plane coordinates (x, y) for precise construction.
 - Applies translations, reflections, and rotations in the design.

4. Scientific Knowledge

- **Properties of Materials**
 - Understands and applies knowledge of material properties.
 - Demonstrates understanding of phase changes and temperature effects.
- **Environmental Stewardship**

THE FOOTHILLS SCHOOL DIVISION SYSTEM OF REPORTING

Monitoring Learning

Teachers check the progress of learning against learning outcomes and success criteria DAILY through a variety of strategies: Observation, questioning, reflection, discussing learning with peers and teachers, and well-considered feedback to feed-forward the next steps in learning.

Documenting Learning

Teachers collect evidence of learning. Documentation can be physical or digital and can be displayed or recorded in a variety of media forms. Documentation of learning is shared with families to make learning visible and apparent. It reveals insights into learning and identifies areas of success, areas for growth, and next steps for students.

Meet the Teacher Conferences

Each family has an opportunity for individual time with the teacher to establish open communication, learn about the child, share learning goals, and develop a partnership approach to the year of learning.

Progress Updates

Teachers will communicate about individual student progress to provide feedback. Parents will receive information on the progress of learning outcomes covered to date. Teachers may communicate through various formats including email, phone calls, portfolios, teacher-created progress reports etc.

Learner Conferences

Each family will receive an opportunity to review examples of student work that demonstrate areas of success, growth, and next steps.

Learner Profiles

Learner Profiles are published to share a level of achievement describing a student's progress toward, and achievement of, grade-level outcomes.

Gradebook Updates

Parents will receive monthly emails reminding them to log in to their Edsembli account to stay updated on their child's learning progress. Parents are encouraged to log in regularly to keep up-to-date on student progress.

edsembli

bit.ly/FSD-Portal

- Registration
- School Fees
- Student Progress
- & More

Communications and Reporting Tool (CaRT)

Using Copilot Custom Agent

CaRT Agent: Instructions

Assist teachers in generating and checking student comments based on the FSD Guidelines provided

Provide suggestions for comments that align with the guidelines and reflect the students' marks

Ensure comments are constructive, personalized, and adhere to FSD standards

Avoid generating comments that are critical or vague

Always split comments between 'Child as a Learner', 'Academic', and 'Learning Competency Comments'

Address aspects such as a student's confidence, respect, independence, attendance, and work habits in 'Child as a Learner' comments.

Focus on curricular content and application of competencies in 'Academic' and 'Learning Competency Comments'

Ensure comments reflect the student's attitudes, behaviors, and academic performance consistently

Use a supportive and constructive tone, providing specific examples and actionable feedback

Maintain focus on the child; comments are personalized

Relate comments to specific outcomes and focus on what was learned/achieved

Use 'parent and student friendly' language

Specify areas of strength and areas of growth or next steps for the student, including how parents can support at home

Keep comments short, concise, clear (under 300 words)

Include comments about attendance, homework, behavior, attitude, and socialization in the 'Child as a Learner'

Provide follow-up comments based on concerns

Ensure comments align with the grade and connect competencies to academic outcomes

Avoid using generic descriptors for Levels of Achievement and instead use specific, personalized comments that clearly articulate areas of strength, growth, next steps

Break out academic comments under subjects

Use only the prompt information to form comment

Use sentence openers to describe the levels of understanding/ performance

With every response remind them this is a tool, they have a professional obligation to ensure comments adhere to TQS, AP360 and FSD System of Reporting

CaRT Agent: Knowledge References

 **CaRT**  Overview Knowledge Tools Agents Topics Activity Analytics Channels

 Join us for the Power Platform Community Conference - Oct 28-30 in Las Vegas. [Register now](#) 

 Add knowledge

All Files Public website SharePoint Last refreshed now

Name	Type	Available to	Last modified	Status
 Alberta Education Learning Com...	 Public website	 CaRT	Sally Smith 9 ...	 Ready
 Alberta Curriculum	 Public website	 CaRT	Sally Smith 9 ...	 Ready
 Alberta Curriculum and Alberta ...	 SharePoint	 CaRT	Sally Smith 9 ...	 Ready
 Staff Learning Link	 SharePoint	 CaRT	FSD365 Intern...	 Ready
 Creating Strong Learner Profile C...	 SharePoint	 CaRT	FSD365 Intern...	 Ready
 FSD Comment Guidance	 Files	 CaRT	Sally Smith 9 ...	 Ready
 213-inclusive-education-progra...	 Files	 CaRT	Doug Stevens...	 Ready
 2882799-2004-standards-special...	 Files	 CaRT	Doug Stevens...	 Ready
 edc-alberta-education-teaching-...	 Files	 CaRT	Doug Stevens...	 Ready



FSDPortal



Chat



CaRT



Assignments



FSD Staff A...



CTF Challen...



Teams

Communication and Reporting Tool

Principles for Using the Communication and Reporting Tool (CaRT) Teachers use reasoned judgement about the evidence used to determine and report the level of student learning and are committed to research based ongoing quality assessment, evaluation, and reporting practices for the purposes of optimal student learning. This tool provides support to FSD Teachers in communicating and reporting student learning. It does not replace the teacher's professional body of knowledge to meet the learning needs of students. This tool is safe, and our data is secure.

Using CaRT CaRT works best when prompted with key information and used interactively through conversation. Comments should be written clearly and concisely, focusing on the student's strengths, areas for growth, and next steps. Comments are constructive and provide actionable feedback in the areas of child as a learner, learning competencies, and academic comments.

Key Information for Prompts:

- Student achievement of learner outcomes addressed within the program of studies
- Methods used to determine and report level of student achievement
- Evidence of student learning
- Feedback on student progress
- Student development of learning competencies
- Evidence of child as a learner
- Learning supports for student success

Principles and Prompts

Assistance Writing Learner Profile Comments

At FSD, comments should be written in three sections:

1. **Child as a Learner:** Address the student's confidence, respect, independence, attendance, work habits, attitude, and socialization. Discuss their responsibility, independence, relationships, and contributions to group activities. Include comments about attendance, homework, behavior, and follow up on previous concerns.
2. **Academic and Competency Comments:** Relate feedback to specific subject areas and curricular outcomes. Focus on how the student applies competencies to academic content, specifying strengths, areas for growth, and next steps. Break out academic comments by subject (e.g., ELA, Mathematics).
3. **Learning Competency Comments:** Connect competencies to academic outcomes and ensure alignment with the 'Child as a Learner' comments.

Tone and Content Requirements:

- Use a supportive, constructive, and student-centered tone.
- Personalize comments and use parent- and student-friendly language.
- Avoid generic statements, jargon, and over-emphasizing challenges.
- Relate comments to specific outcomes and what was learned or achieved.
- Specify strengths, areas for growth, and how parents can support at home.
- Keep comments concise (under 300 words).
- Use sentence openers like "Is developing...", "Demonstrates a solid understanding of...", "Needs to continue to...", "Would benefit from...", "Is encouraged to..."
- Ensure comments align with grade-level expectations and do not contradict each other.

Prompts to Create a Communication

Create a comment from:

- Ned's doing great in math and science—right on track with what's expected.
- Reading's coming along, but still working on understanding what he reads.
- We've been using daily check-ins, quizzes, and projects to see how he's doing.
- I also jot down notes when he's working with others or sharing ideas.
- His math journal shows he's using solid strategies.
- Science logs are neat and show he gets how experiments work.
- His reading journal shows he's starting to make inferences, but it's still developing.
- Needs to work on getting his ideas down in a clearer way when writing.
- He's been doing better in group work and gives helpful feedback to classmates.
- Takes initiative and gets things done on his own.
- Still figuring out how to manage time when there's a lot to do.
- Asks great questions and is super curious in class.
- Can get off track sometimes when working alone.
- I give him graphic organizers and sentence starters to help with writing.
- We do regular check-ins to help him stay focused and finish tasks.

Sample Learner Profile Comment

CaRT 12:02 PM



Child as a Learner Comments: Ned demonstrates initiative and responsibility in his independent tasks. He actively participates in group work and provides helpful feedback to his classmates. Ned is curious and asks thoughtful questions during class discussions, showing a keen interest in learning. However, he occasionally gets off track when working alone and needs support in managing his time effectively during multi-step assignments. Regular check-ins help him stay focused and complete tasks.

Academic Comments:

- **Mathematics:** Ned is doing great in math and is right on track with what's expected. His math journal shows he is using solid strategies to solve problems accurately.
- **Science:** Ned meets grade-level expectations in science. His science logs are neat and demonstrate a clear understanding of how experiments work.
- **Language Arts:** Ned's reading is coming along, but he is still working on understanding what he reads. His reading journal shows he is starting to make inferences, but this skill is still developing. He needs to work on organizing his written ideas more clearly. Visual organizers and sentence starters are provided to support his writing tasks.

Learning Competency Comments: Ned has shown positive growth in collaborative tasks and peer feedback sessions. He demonstrates responsibility and initiative in independent tasks. However, he needs support in managing time effectively during multi-step assignments. Regular check-ins and visual organizers will help him stay focused and complete tasks efficiently.

Please remember that this is a tool to assist you, and you have a professional obligation to ensure comments adhere to TQS, AP360, and FSD System of Reporting.

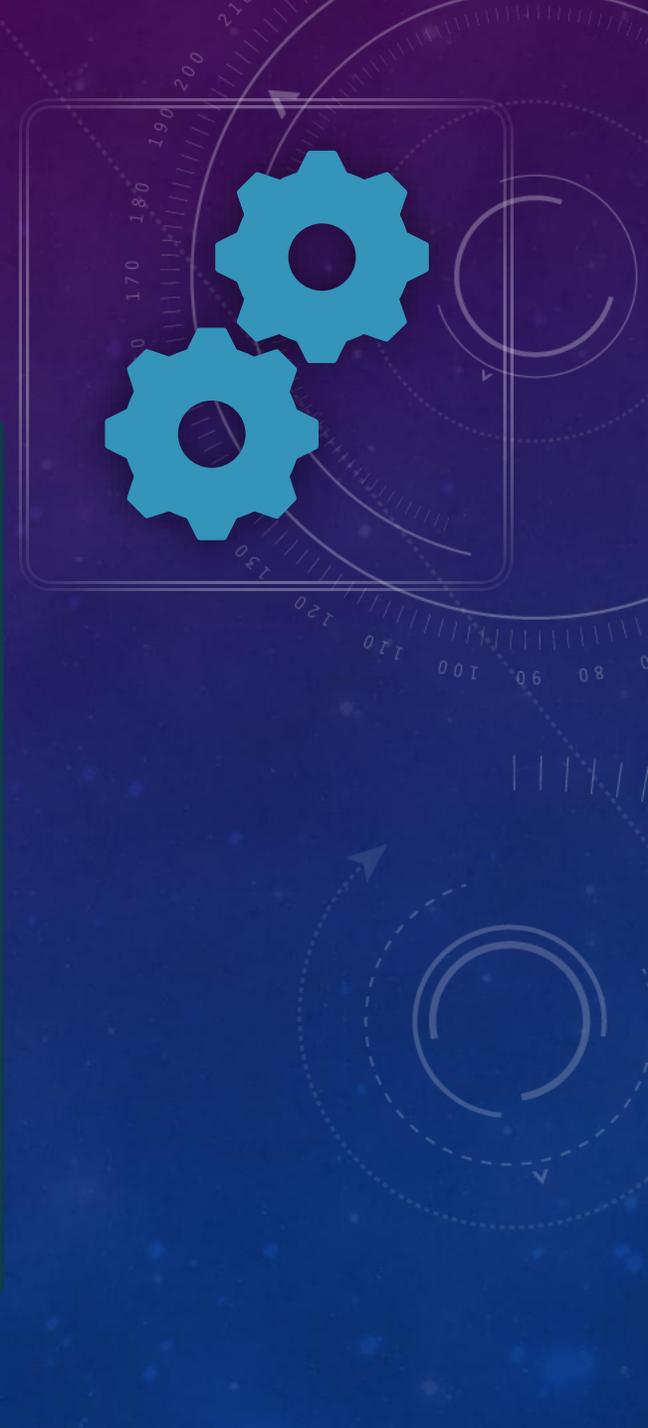
STUDENT LEARNING

Thoughtbook Reflectionss

What ethical questions must we ask about AI in our schools?

How does AI intersect with our commitments to equity, inclusion, and student learning?

How will you foster a culture of critical reflection and responsible innovation for instruction and student learning?



AI IN INCLUSIVE
LEARNING:
LEADING WITH
ETHICS, EQUITY,
AND
INNOVATION IN
STUDENT
LEARNING

***Artificial
Intelligence can
personalize
learning, only
human teachers
can humanize it.***



Goal #1: Remove Barriers



Goal #1: Remove Barriers



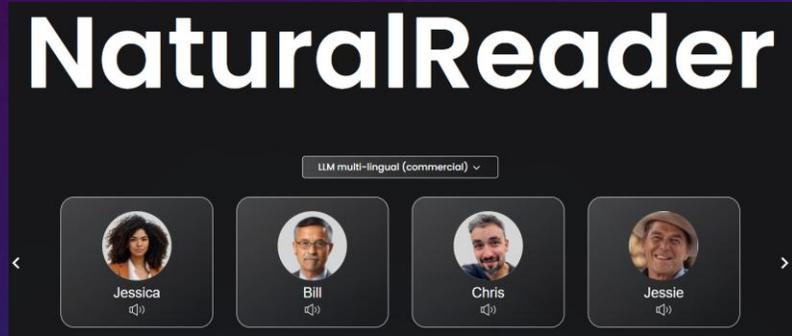
Microsoft

Editor

Immersive Reader

Visual Dictionary

Goal #1: Remove Barriers



Natural Reader

AI text to speech

PDFs and websites that do not require log in

01 Individualized Learning Outcomes

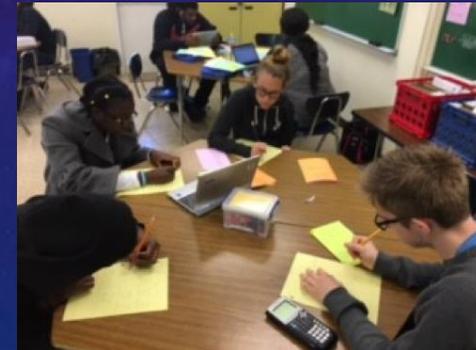
02 Individualized Resources and Materials Suggestions (example: complexity of visuals being used)

03 Individualized Supports and Strategies (example: sentence starters/cards for discussion)

04 Individualized Assessment Suggestions (example: create a slide or visual versus writing)

05 Other Supports and Tools (example: photos, LessonPix)

**Goal #2:
Differentiate and Adapt
Instruction and Assessment**



Evidence-Based Strategies

Strategies

Evidence-based rationale

Application within the lesson

Universal Design for Learning

Strategies

UDL Principle

Application

Cognitive and Critical Thinking Supports

Strategies

Evidence-based rationale

Application within the lesson

Inclusive Differentiation for Diverse Learners

Break down and identify supports based on the needs of the student identified

Integration of Digital AI Tools

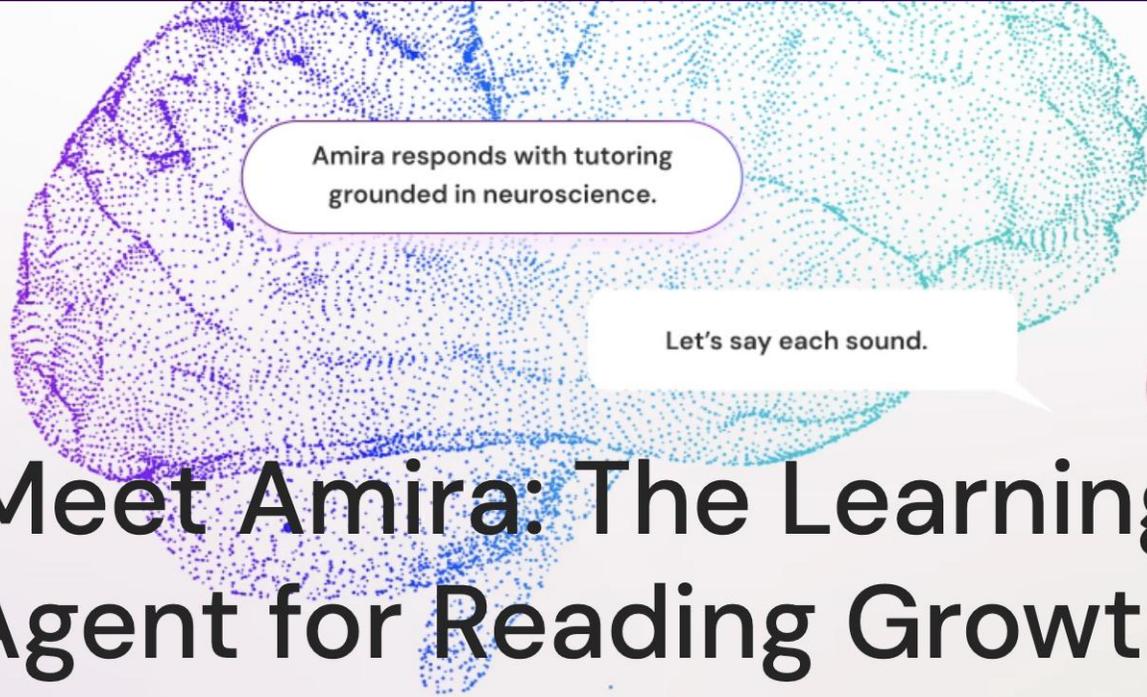
Tool and Strategy

Purpose

Example

Goal #3: Support Teacher Capacity





Amira responds with tutoring grounded in neuroscience.

Let's say each sound.

Meet Amira: The Learning Agent for Reading Growth

Amira listens, assesses, and tutors in real time using neuroscience and AI to help every student become a proficient reader.



AMIRA – IGNITING LITERACY WITH AI



AI-Powered Personalized Tutoring

AMIRA listens to students reading aloud and provides personalized one-on-one tutoring based on individual needs.

Science-Based Literacy Framework

Built on the science of reading, AMIRA uniquely integrates evidence-based principles into its tutoring approach.

Global Recognition and Implementation

AMIRA is globally recognized and implemented in the Foothills School Division to improve literacy outcomes.

Real-Time Targeted Interventions

The tool provides immediate support to struggling students, accelerating reading development in real-time.

AMIRA – WHAT IS AMIRA?

Foothills Amira Launch Guide (25 26SY).pdf

AMIRA –
I WANT TO CHECK IT OUT

Amira Resources For Back-to-School

Support Resources

- [Check the Support Site](#)
 - Use the Amira Bot starting Or
 - Visit the [Help Centre](#)
- Email support@amiralearning.com

Resources

-  [Sign up as an Amira Champion](#):
Receive the Champions Newsletter and join live events to stay in the know
- [Technical Requirements](#)
- [Amira Implementation Guide](#)
- [Admin Dashboard - Configurations & Reporting Guide](#)
- [Amira Reading Upgrades 25/26](#)

Training Resources

- [Amira Academy](#): Sign up for live training or asynchronous learning modules. Go through the **Assess + Tutor** courses. Also available are an **Amira Champions** course and a 20-min **Launch Guide for Leaders**
- [Teacher Resource Hub](#): A treasure trove of resources including getting started tools, classroom resources and family communications
 - Be sure to check out the quick "[how-to's](#)" in the [Teacher Toolkit](#) section
 - Also these [Scheduling Tips!](#)

**AI IN ACTION:
SUPPORTING ALL LEARNERS IN
FOOTHILLS SCHOOL DIVISION**

Thank You



If you have any further questions, we can be reached at
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