

District Professional Learning Design Plan

School Division: Elk Island Public

Professional Learning Plan Management

Briefly explain how the Professional Learning Plan will be managed. Who will oversee the plan? Who will be responsible for the implementation of the plan?

The plan will be managed centrally by the Director of Learning Supports, Deb Barron, with input from administrators and other central office stakeholders. We are currently entering Year 2 of our [3 Year Plan](#). Last year we created the [Elk Island Professional Learning Framework and Guide](#) which sets parameters within a framework for our division. The Guide was created by a committee of EIPS stakeholders and then vetted by divisional leaders.

In addition, we have created a monthly Professional Learning newsletter which is shared with staff in each school at staff meetings by a professional learning rep. We have also created a divisional professional learning calendar in which all EIPS and outside agency PL opportunities are listed.

Brief Description

Provide a general overview of the design plan including the following:

1. Background or context for the plan (e.g., link to Three Year Education Plan and Alberta Education priority areas): [Elk Island's Three Year Plan](#) aligns with Alberta Education's plan. Our three priority areas are:

- Promote growth and success for all students (assessment, literacy and numeracy)
- Enhance high quality learning and working environments
- Enhance public education through effective engagement, partnerships, and communication

2. Alberta Ed priority areas: Literacy, numeracy, engagement, early start to learning

3. Corresponding Outcomes: All of our priority areas align with Alberta Education's priority areas

4. Staff involved:

All staff in all schools are teachers of literacy and numeracy. Having said that, we are targeting teachers who are in their first or second year of teaching elementary language arts and supporting them through a cohort model. Our literacy consultants will lead the cohort through two years of training and professional learning opportunities. We will be booking ERLC consultants to present in March, April, and May of 2017 in the areas of literacy, numeracy, and assessment.

This year we have instituted the STAR Reading benchmarking assessment in grades 1 – 12. The collection of data of this magnitude has been a challenge and we are continuing to learn how to make data informed decisions for our students. Our work this year will be influenced by the results of this assessment.

We will continue to improve our ESL services as the number of ESL students in our district is increasing and the need for support for our teachers is increasing as well.

Our secondary literacy consultant continues to work to bring secondary language arts and English

teachers together to form professional learning communities. To date she has established a number of PLCs that center on reading choice, support for struggling readers, and reader engagement. We are also planning on hosting a Secondary Literacy Day in February 2017. *"When Struggling Readers Thrive: The Importance of Content Literacy in Secondary Schools"* will be the focus of the day. We are currently researching which keynote speaker to bring in to assist us with the day.

Our numeracy consultant continues to work within schools to support professional learning in math and numeracy. She is in contact with ERLC and we hosting the First Steps in Mathematics series. We have instituted a math screener across the division this year (MIPI). Our numeracy consultant has been instrumental in providing an analysis of the data gained from the administration of the instrument. We will continue to be in contact with ERLC to support this work.

We will continue to pilot our new elementary report card. As a result of this focused work on assessment and reporting, numerous and productive conversations and presentations about assessments. As a result of this work, we are now focusing on assessment and reporting at the secondary level, most particularly at the junior high level.

We have an established group of principals who are working with the director of Learning Supports to develop a [Guide to Reporting Student Achievement](#) which is now shared on every school's website. The Guide clearly describes how and when we arrive at our decisions about student achievement.

Analysis of Measures

How do we measure the impact of professional learning on teacher practice in formative and summative ways to inform system decisions to drive continuous improvement? Please refer to Appendix A for guidance.

How has the new learning been shared and/or discussed with colleagues?

- Ongoing meetings with principals and district leaders
- Weekly emails
- Presentations at leadership meetings
- Social media (Twitter)

How has the new learning been applied with staff and/or students?

- With the implementation of our new report card, we have met several times with all teachers to discuss and share best practices in assessment;
- Our cohorts consistently provide feedback (surveys, Mentimeter) which indicates that they find the collaborative days to be of great benefit for their classroom practices
- We have a number of initiatives which are well attended (creative writing contest for secondary students, Battle of the Books, Young Authors' Conference, Elkfest, Words Their Way)