

District Professional Learning Design Plan

School Division: St. Thomas Aquinas Roman Catholic Schools

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 by the Director of Instruction as part of the Staff Development Role in this portfolio, supervised by Assistant Superintendent, Kevin Booth. STAR Catholic endeavors to support teacher collaboration, enhance pedagogical approaches to classroom instructions and provide updated information surrounding curriculum and impending changes.

The work of a Literacy Committee in 2015-2016 identified some specific goals for moving forward the Literacy needs in STAR Catholic beginning in 2016-2017 school year. A subcommittee of this group will be consulted to assist on the planning of the years' work. Literacy remains one of the main focusses for this year.

A professional development committee may be established to further identify needs within the jurisdiction and help set priorities related to the jurisdiction three year plan and teacher needs.

It is hoped that a Numeracy Committee can be formed to have initial consultations on needs and potential areas for growth and understanding. The results of this year's Provincial Exam results will also be a consideration.

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):

The STAR Catholic Board has identified the strategies to assist in meeting their priorities of "Strengthen Student Learning and Wellbeing" as well as "Supporting Staff Efficacy". Some of these strategies are:

- RTI support as it relates to Numeracy and Literacy
- Foster a culture of life-long learning amongst teachers by supporting meaningful professional development, purposeful mentorship and a regular collaborative exchange of ideas and best practices.
- Improve educational outcomes for our First Nations, metis and Inuit (FNMI) students
- Foster a greater appreciation amongst all stakeholders for FNMI culture.

To address these priorities and strategies, STAR Catholic will use a variety of approaches including the continued use of the services provided by Edmonton Regional Learning Consortium (ERLC) in the support of identified areas of need in Literacy and Numeracy as identified by STAR SLT's and PLC's Teams, to support staff development and appreciation for FNMI culture. This will include:

- a) accessing grant funding to bring speakers for District Support Days
- b) accessing funding to support collaborative work for teachers (release time) for District days
- c) accessing grant funding to support smaller collaborative teacher groups to attend sessions offered by ERLC
- d) accessing grant funding for learning leaders in STAR to attend and be trained to support learning within our own jurisdictions priority areas.

The majority of the services sought will centre on Literacy, specifically strategies to assist teachers to move forward once they have collected data and then the subsequent monitoring of student progress. This will assist in moving forward the district effective use of Dibels as a Literacy screen three times per year. Some work will begin on Mathematics and Numeracy and addressing pedagogical approaches to improve student achievement in grades 6 and 9.

In addition, STAR Catholic will continue to support the Advisory Committee work as well as share any in-house Staff Development that may assist other school jurisdictions.

2. Alberta Education priority areas: The above areas of focus for STAR Catholic support the Alberta Education priority areas of:

- First Nations, Metis and Inuit
- Mathematics
- Supporting Literacy and Numeracy in the current curriculum

3. Corresponding Outcomes:

The outcomes addressed by the above Alberta Education Priority areas are:

- increased awareness and understanding of First Nations, Métis and Inuit histories, perspectives, and ways of knowing for the purpose of implementing treaty and residential schools' education and Truth and Reconciliation Commission calls to action for education, and commitments related to the United Nations Declaration on the Rights of Indigenous Peoples.
- continuing to build awareness and understanding of literacy and numeracy.
- building their awareness of literacy and numeracy in existing programs of study.
- build understanding of the Progressions and the ways that they support teachers and students when the Literacy and Numeracy Progressions are release.
- helping students develop higher-order thinking skills, (i.e.: reasoning and problem solving) in mathematics.

4. Staff involved:

All staff will have access to supports and training in increased awareness and understanding of First Nations, Métis and Inuit histories, perspectives, and ways of knowing for the purpose of implementing treaty and residential schools' education and Truth and Reconciliation Commission calls to action for education. All staff members involved in the areas of priority relating to Literacy and Numeracy will have opportunities for involvement and access to attend sessions. School may designate leads for specific areas to use a "Train the Trainer Model" where access to sessions is limited (either limited dollars or distance). Priorities for Literacy will be in Divisions I and II with some strategies to assist Divisions III and IV as part of the Professional Learning plan. Mathematics and understanding of assessment will be the focus for Divisions II – IV.

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 as well as the data from the District Day Survey responses.

STAR Catholic will ask teachers to complete the survey before leaving each session. The results will be used to inform ongoing support and further professional learning sessions.

The following questions are included on a survey after the District Day session(s) in your district by the presenter.

We ask that you highly recommend completion as they will guide your analysis.

1. This learning opportunity deepened my understanding of the focus area.
2. After this learning opportunity, how do you anticipate applying this new learning with staff and/or students?
3. What next steps are required to support your continued professional learning and/or implementation?

Measuring the Impact

Based on post session analysis, what impact was noted and/or shared by the participants?
