

EDMONTON PUBLIC SCHOOLS

September 14, 2004

TO: Board of Trustees

FROM: A. McBeath, Superintendent of Schools

SUBJECT: Central Services' Role in Supporting Teaching and Learning

ORIGINATOR: B. Holt, Executive Director, Instructional and Curricular Support Services
A. Habinski, Executive Director, School and District Services

RESOURCE

STAFF: Dana Antaya-Moore, Karen Bardy, Jenise Bidulock, Brian Fedor, David Fraser, Glenn Johnson, Karen Linden, Robert Mazzotta, Kathy McCabe, Barb Morgan-McDermid, Edgar Schmidt, Bonnie Steiner, Ken Tranter, Corrie Ziegler

INFORMATION

The purpose of this report and accompanying presentation is to share information with trustees regarding the roles central services staff are carrying out in supporting schools in their work to achieve *Superb Results from All Students*.

The resource staff identified above were members of the Central Services Leadership Team (CLT) for 2003-2004. Over the past year, the team provided direction, coordination, training and support to leadership teams throughout Central Services in support of teaching and learning.

Using the same approach as the eight expectations and indicators developed for principals and schools, central services staff developed a set of expectations and indicators in 2002-2003 that reflected the ways in which they could provide support to schools to achieve *Superb Results from All Students*. In 2003-2004 the central leadership team made revisions to the expectations and indicators and the following are the four expectations that guided decision units in central services:

1. Words, Actions, Deeds Support Teaching and Learning
2. Collaboration with Schools and Other DU's to Support Teaching and Learning
3. Align Resources to Support Teaching and Learning
4. Development of SMARTe Targets to Support Teaching and Learning

Throughout the year, staff from central services participated in several professional development activities and school visits to gain a deeper awareness and understanding of the work being carried out in schools related to improved student achievement. As well, central services staff identified connections on how they could align their work in support of teaching and learning.

Prior to the end of June 2004, all central services decision units conducted an interim measure of their progress on the four expectations and indicators. The process for conducting the interim measure was facilitated by members of the CLT. The results of the interim measure will be shared with trustees during the presentation.

For 2004-2005, the central leadership team has identified the next steps that will assist in moving central services support for teaching and learning from the awareness and understanding stage:

1. The four central services expectations and associated indicators will be reviewed and modified. The language needs to reflect current standards (i.e., support for teaching and learning) and the indicators need to be condensed, outcome-based and relevant to all central services decision units.
2. A fifth central services expectation related to leadership will be developed. This expectation will be similar to the eighth expectation for schools, *The Principal as Instructional Leader*.
3. The 2004-2005 schedule for central services training and school visits needs to be flexible and differentiated, while at the same time providing minimal disruption to schools and principals.
4. The work on supporting teaching and learning needs to be more aligned and integrated with existing processes (e.g., budget planning, results review).

BF/DMF/dmf