

EDMONTON PUBLIC SCHOOLS

March 23, 2004

TO: Board of Trustees

FROM: A. McBeath, Superintendent of Schools

SUBJECT: District Training Plan for the 2004-2005 School Year

ORIGINATOR: D. Barrett, Assistant to the Superintendent

RESOURCE

STAFF: Audrey Gardiner, Kathy McCabe, Tanni Parker, Ken Tranter, Corrie Ziegler

INFORMATION

The purpose of this report is to share district level professional development plans for supporting teaching and learning for the 2004-2005 school year. These plans have been developed in direct response to feedback and requests from district principals and lead teachers. Principals on Superintendent's Council provided additional insight to refine the plans.

Plans for the 2004-2005 school year will assist participants to develop a deeper understanding of the eight areas of expectation, assessment for learning, and instructional leadership. At the request of schools, sessions will be organized to allow for additional school staff to attend each training event.

The professional development plan for supporting teaching and learning consists of three main areas described below.

Training for Principals, Assistant Principals and Lead Teachers

Monthly training will continue to alternate between instructional walk-throughs at school sites and training sessions at the Centre for Education. All principals, assistant principals and lead teachers will attend these sessions. In response to schools' requests for differentiated training, sessions will be organized into four strands: teacher collaboration, best practices, measuring student progress, and involving families and community. School staff will choose one of these strands as the primary focus of their professional development sessions for the year.

Instructional walk-throughs will provide schools with strategies to monitor and improve instruction. The instructional leadership role will be highlighted and expanded to support the development of a greater awareness of effective instructional practices.

Principal as Instructional Leader

Principals have requested further support in the area of expectation eight, principal as instructional leader. To meet this request, three sessions will be offered throughout the school year. The goal of these sessions is to provide principals with research and strategies to improve their ability to support teaching and learning in the classroom.

Coaching

Training sessions will be held to assist principals in their role as coaches. Through these sessions, principals will learn to facilitate professional conversations with colleagues that will result in improved student achievement.

District wide professional development will support all schools in achieving superb results from all students.

APPENDIX I – Year Three Expectations

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Year Three Expectations

1. Implement a Schoolwide Instructional Focus:

There is obvious evidence that the school is “living” a solid school-wide focus through its words, actions and deeds. There is also evidence of how central services is supporting the instructional focus at the school sites.

2. Develop Professional Collaboration Teams to Improve Teaching and Learning:

Using protocols and strategies, teacher teams meet regularly to talk about student work, teacher assignments and effective instructional practices within the instructional focus. The principal participates in these meetings. These meetings drive improvements in teaching and learning. The Instructional Leadership Team meets regularly and is providing strong leadership around the instructional focus.

3. Identify, Learn and Use Effective Research-Based Teaching Practices:

A narrow list of (3-5) best practices has been identified. Progress is being made at schoolwide implementation of the best practices in each and every classroom for each and every student.

4. Implement A Targeted Professional Development Plan That Builds Expertise in Selected Best Practices:

The School’s Professional Development Plan supports the instructional focus by building teacher expertise and promoting high expectations for all students. As expertise is developed, teachers are held increasingly accountable for implementation of strategies.

5. Realign Resources (People, Time, Talent, Energy and Money) to Support the Instructional Focus:

The school can demonstrate clear evidence that it is making decisions that its resources are aligned with the schoolwide instructional focus.

6. Engage Families and the Community in Supporting the Instructional Focus:

The school can demonstrate clear evidence that it is involving families and the community with the schoolwide instructional focus and with district and school-wide expectations.

7. SMARTe Targets:

The school has set at least two school-wide SMARTe targets. One is around an external measure, such as the Provincial Achievement Tests or the HLATs and one is around a local measure of student achievement. Results are easily available and publicly posted. The data is part of an internal accountability system that is used as a lens for decision-making.

8. Principal as Instructional Leader:

The principal is meeting the goal of spending 50% of the instructional day in classrooms – observing, demonstrating, modeling, promoting and ensuring the use of effective instructional practices.