

DATE: May 8, 2012
TO: Board of Trustees
FROM: Edgar Schmidt, Superintendent of Schools
SUBJECT: Literacy (Reading and Writing) Annual Report
ORIGINATOR: Tanni Parker, Assistant Superintendent
RESOURCE STAFF: Janice Aubry, Carolyn Mathew, Corrie Ziegler
REFERENCE: N/A

ISSUE

In June, 2011 the Board of Trustees requested an annual report on Literacy (Reading and Writing). This is the report for 2011-2012.

BACKGROUND

- District data related to achievement in literacy is gathered through Provincial Achievement Tests (Grades 3, 6 and 9), Provincial Diploma Exams (Grade 12), District Highest Level of Achievement Tests, International language examinations, and through additional school-based assessments (Attachments I, II, III, IV and V).
- Rutherford Scholarship eligibility rates for District students increased in 2011, as compared to 2010.
- The K-12 Literacy Plan for 21st Century Learners (Attachment VI) is in its first year of implementation to support the Literacy Guiding Document (Attachment VII).
- As stated in the Literacy Guiding Document: “Each staff member has the responsibility to create a positive learning environment that ensures effective and consistent literacy instruction for the success of each student.”

CURRENT SITUATION

- A cross-departmental Literacy Steering Committee guides the implementation of the K-12 Literacy Plan for 21st Century Learners.
- District schools have established implementation activities related to Goal 6 of the District Plan, “Implement the K-12 Literacy Plan for 21st Century Learners”, in their 2011-2012 School Plans.
- Supports continue to be provided for literacy development for all learners, including special education students, First Nations, Métis, and Inuit (FNMI) students, and English Language Learners. The English Language Learners Annual Report and the Aboriginal Education Annual Report (presented at the April 10, 2012 meeting) share ideas related to literacy supports for these two groups of students. The Special Education (on graded curriculum and not on non-graded curriculum) report will be presented at the May 8 Board meeting, and will also share additional information related to literacy supports for this group of students.
- Numerous documents related to supporting literacy have been developed for parents, teachers and administrators. Some examples include: The Role of the Principal as a Literacy Leader: A Continuum of Practice (Attachment VIII) and the Spotlight on Literacy series (Attachment IX) for parents.

- Professional learning supports are being delivered by Support for Staff and Students to district staff. These include literacy support for school groups within catchment areas (for principals and lead teachers) as well as to groups of teachers with similar learning needs.
- Intensive teacher professional learning opportunities are provided, such as Balanced Literacy, Reading Recovery, Middle Years Literacy Intervention, Leveled Literacy Intervention, Guided Reading (introductory and advanced) and Literacy for Bilingual and French Immersion, and support through the New Teacher Induction Program. (Attachment X)
- Literacy support training is also provided to educational assistants and supply teachers.
- Two district teachers are involved in the two-year Advancing Adolescent Reading Initiative, provided by the University of Alberta and Alberta Education.
- 1550 international language examinations in five languages were provided to students in 2010-2011 (Attachment XI).
- 135 teacher language proficiency assessments were provided in 10 languages, including English.
- The District provides support to parents in various ways, such as through the provision of information and supporting events, such as the Literacy and Learning Day, 2012.
- The District liaises with various community organizations that support literacy, such as the Centre for Family Literacy and Edmonton Public Libraries.

CHALLENGES

- Grade 12 English and French Language Arts Diploma Examination results continue to be of concern.
- Limited literacy professional learning supports are accessed at the secondary school level, especially for teachers of content areas.
- Although literacy intervention programs are available for elementary and junior high students, limited intervention supports such as the Middle Years Literacy Intervention are currently implemented, especially at the secondary level. Challenges include scheduling, timetabling, credit at the high school level and realigning resources to support intervention work.
- There is a need to provide support for literacy that intentionally integrates learning technologies as well as supports for a broad range of diverse learning needs (such as special needs learners, English language learners, First Nations, Métis and Inuit learners), to support inclusive learning.

NEXT STEPS

- Plans are under development to strengthen literacy professional learning supports for a wider range of teachers, especially for teachers in junior high and high school assignments and those teaching in content areas.
- Re-development of existing literacy professional learning models is in progress, to enable:
 - A broader range of access points for staff.
 - More flexibility for schools.
 - More supports for secondary teachers.
 - Improvements in literacy supports for diverse learners.

- Development of a high school literacy intervention is in progress and will be ready for initial 2012-2013 implementation.
- Supports for creating a Library Learning Commons will be provided to the new Alberta Schools Alternative Procurement (ASAP) schools initially and expanded to all district schools over time.
- Development of a teacher professional learning program for supporting literacy in the content areas at the junior high level entitled the Reading and Viewing in Content Areas, will be launched in September 2012.
- Planned activities for year two of the implementation of the K-12 Literacy Plan for 21st Century Learners will be communicated to schools in late 2012.

KEY POINTS

- The K-12 Literacy Plan for 21st Century Learners is in its first year of implementation and includes extensive implementation activities.
- A high school literacy intervention is under development.
- Teachers continue to receive extensive professional learning from Support for Staff and Students; several of these supports are being revised to further meet the needs of the District's diverse student population and to enable a wider range of teachers to receive training.

ATTACHMENTS & APPENDICES

ATTACHMENT I	District Achievement Results: 2010 Compared to 2011
ATTACHMENT II	District Student Achievement Compared to Provincial Student Achievement 2011
ATTACHMENT III	District Achievement Results: 2007 Compared to 2011
ATTACHMENT IV	2010 and 2011 Highest Level of Achievement Tests (HLAT)
ATTACHMENT V	District Parent Satisfaction Survey Results Question 2, 2007-2011
ATTACHMENT VI	K-12 Literacy Plan for 21 st Century Learners
ATTACHMENT VII	K-12 Literacy Guiding Document
ATTACHMENT VIII	The Role of the Principal as a Literacy Leader: A Continuum of Practice
ATTACHMENT IX	Spotlight on Literacy Series
ATTACHMENT X	Professional Learning from Support for Staff and Students 2011-2012
ATTACHMENT XI	International Language Examinations 2010-2011
ATTACHMENT XII	November 29, 2011 Board Report – Annual Progress Reports to Board (Trustee Request #102)

CZ: ac

District Achievement Results: 2010 Compared to 2011

Test/Measure	Standard	Percentage of Students Meeting Standards (Participation/Rutherford Rates)		
		2010	2011	Difference
GRADE 3 (Cohort)				
Language Arts	Acceptable	79.7	81.7	+2.0
	Excellence	19.4	15.8	-3.6
French Language Arts	Acceptable	80.5	80.2	-0.3
	Excellence	15.5	17.3	+1.8
GRADE 6 (Cohort)				
Language Arts	Acceptable	83.1	83.8	+0.7
	Excellence	19.3	20.6	+1.3
French Language Arts	Acceptable	87.8	92.0	+4.2
	Excellence	19.9	20.1	+0.2
GRADE 9 (Cohort)				
Language Arts	Acceptable	79.7	80.1	+0.4
	Excellence	18.0	18.6	+0.6
French Language Arts	Acceptable	92.5	94.9	+2.4
	Excellence	9.7	13.5	+3.8
GRADE 12 (Exam Mark)				
English 30-1	Acceptable	82.4	81.1	-1.3
	Excellence	10.4	10.3	-0.1
	Participation Rate	63.4	63.8	+0.4
English 30-2	Acceptable	83.3	82.6	-0.7
	Excellence	8.1	7.1	-1.0
	Participation Rate	25.0	25.4	+0.4
French Lang. Arts 30-1	Acceptable	96.2	98.1	+1.9
	Excellence	25.5	8.4	-17.1
	Participation Rate	1.8	1.7	-0.1
Rutherford Eligibility	Revised Rate	57.1	59.7	+2.6

District Achievement Results: 2010 Compared to 2011

Data Analysis:

A comparison of the 2010 and 2011 District results in Provincial Achievement Tests and Diploma Exams is listed below.

Grade 3

- an increase in the percentage of students achieving the Acceptable Standard in English Language Arts
- a decrease in the percentage of students achieving the Acceptable Standard in French Language Arts,
- a decrease in the percentage of students achieving the Standard of Excellence in English Language Arts, and
- an increase in the percentage of students achieving the Standard of Excellence in French Language Arts

Grades 6 and 9

- an increase in the percentage of students achieving the Acceptable Standard in English and French Language Arts, and
- an increase in the percentage of students achieving the Standard of Excellence in English and French Language Arts

Grade 12

- a decrease in the percentage of students achieving the Acceptable Standard in English 30-1 and 30-2,
- a decrease in the percentage of students achieving the Standard of Excellence in English 30-1 and 30-2,
- an increase in the percentage of students achieving the Acceptable Standard in French Language Arts 30-1,
- a decrease in the percentage of students achieving the Standard of Excellence in French Language Arts 30-1,
- an increase in the participation rate for English 30-1 and 30-2, and
- a decrease in the participation rate for French Language Arts 30-1

District Student Achievement Compared to Provincial Student Achievement 2011

Test/Measure	Standard	Percentage of Students Meeting Standards (Participation/Rutherford Rates)		
		Province	EPS	Difference
GRADE 3 (Cohort)				
Language Arts	Acceptable	81.8	81.7	-0.1
	Excellence	17.5	15.8	-1.7
French Language Arts	Acceptable	80.6	80.2	-0.4
	Excellence	15.8	17.3	+1.5
GRADE 6 (Cohort)				
Language Arts	Acceptable	83.0	83.8	+0.8
	Excellence	18.5	20.6	+2.1
French Language Arts	Acceptable	89.4	92.0	+2.6
	Excellence	17.1	20.1	+3.0
GRADE 9 (Cohort)				
Language Arts	Acceptable	79.1	80.1	+1.0
	Excellence	16.3	18.6	+2.3
French Language Arts	Acceptable	88.8	94.9	+6.1
	Excellence	15.0	13.5	-1.5
GRADE 12 (Exam Mark)				
English 30-1	Acceptable	84.4	81.1	-3.3
	Excellence	10.1	10.3	+0.2
	Participation Rate	60.0	63.8	+3.8
English 30-2	Acceptable	88.6	82.6	-6.0
	Excellence	9.1	7.1	-2.0
	Participation Rate	29.2	25.4	-3.8
French Lang. Arts 30-1	Acceptable	95.3	98.1	+2.8
	Excellence	14.3	8.4	-5.9
	Participation Rate	3.0	1.7	-1.3
Rutherford Eligibility	Revised Rate	59.6	59.7	+0.1

District Student Achievement Compared to Provincial Student Achievement 2011

Data Analysis:

An examination of District results compared to provincial results in 2011 is listed below.

Grade 3

- a decrease in the percentage of students achieving the Acceptable Standard in English and French Language Language Arts
- a decrease in the percentage of students achieving the Standard of Excellence in English Language Arts, and
- an increase in the percentage of students achieving the Standard of Excellence in French Language Arts

Grades 6 and 9

- an increase in the percentage of students achieving the Acceptable Standard in English and French Language Arts,
- an increase in the percentage of students achieving the Standard of Excellence in English Language Arts,
- an increase in the percentage of students achieving the Standard of Excellence in grade 6 French Language Arts, and
- a decrease in the percentage of students achieving the Standard of Excellence in grade 9 French Language Arts

Grade 12

- a decrease in the percentage of students achieving the Acceptable Standard in English 30-1 and 30-2,
- an increase in the percentage of students achieving the Standard of Excellence in English 30-1
- a decrease in the percentage of students achieving the Standard of Excellence in English 30-2,
- an increase in the percentage of students achieving the Acceptable Standard in French Language Arts 30-1,
- a decrease in the percentage of students achieving the Standard of Excellence in French Language Arts 30-1,
- an increase in the participation rate for English 30-1, and
- a decrease in the participation rate for English 30-2 and French Language Arts 30-1

District Achievement Results: 2007 Compared to 2011

Test/Measure	Standard	Percentage of Students Meeting Standards (Participation/Rutherford Rates)		
		2007	2011	Difference
GRADE 3 (Cohort)				
Language Arts	Acceptable	78.8	81.7	+2.9
	Excellence	16.2	15.8	-0.4
French Language Arts	Acceptable	n/a	80.2	n/a
	Excellence	n/a	17.3	n/a
GRADE 6 (Cohort)				
Language Arts	Acceptable	77.9	83.8	+5.9
	Excellence	20.7	20.6	-0.1
French Language Arts	Acceptable	88.4	92.0	+3.6
	Excellence	13.8	20.1	+6.3
GRADE 9 (Cohort)				
Language Arts	Acceptable	77.2	80.1	+2.9
	Excellence	18.3	18.6	+0.3
French Language Arts	Acceptable	86.4	94.9	+8.5
	Excellence	19.5	13.5	-6.0
GRADE 12 (Exam Mark)				
English 30-1	Acceptable	86.6	81.1	-5.5
	Excellence	19.7	10.3	-9.4
	Participation Rate	59.7	63.8	+4.1
English 30-2	Acceptable	86.1	82.6	-3.5
	Excellence	9.7	7.1	-2.6
	Participation Rate	24.5	25.4	+0.9
French Lang. Arts 30-1	Acceptable	100.0	98.1	-1.9
	Excellence	33.3	8.4	-24.9
	Participation Rate	1.4	1.7	+0.3
Rutherford Eligibility	Revised Rate	n/a	59.7	n/a

District Achievement Results: 2007 Compared to 2011

Data Analysis:

Comparisons of a five year span of District results, 2007 to 2011, are listed below.

Grade 3, 6 and 9 English Language Arts

- an increase in the percentage of students achieving the Acceptable Standard,
- a decrease in the percentage of students achieving the Standard of Excellence at grade 3 and 6,
- an increase in the percentage of students achieving the Standard of Excellence at grade 9

Grade 3, 6 and 9 French Language Arts

- an increase in the percentage of students achieving the Acceptable Standard and the Standard of Excellence at grade 6,
- an increase in the percentage of students achieving the Acceptable Standard at grade 9, and
- a decrease in the percentage of students achieving the Standard of Excellence at grade 9

Grade 12 English and French Language Arts

- a decrease in the percentage of students achieving the Acceptable Standard and the Standard of Excellence in grade 12 English 30-1, 30-2 and in French Language Arts 30-1, and
- an increase in the participation rate of English 30-1, English 30-2 and French Language Arts 30-1

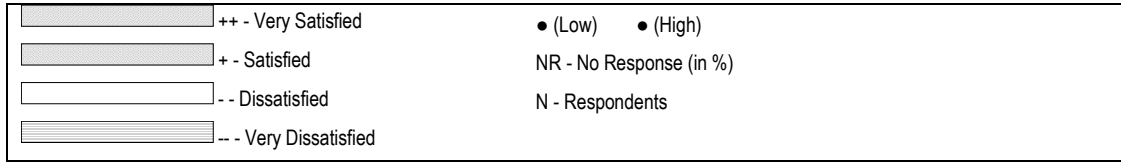
2010 and 2011 Highest Level of Achievement Tests (HLAT)
Percentage of students achieving a grade level of achievement equal to or greater than their enrolment grade

Enrolment Grade	Percentage Of Students At Or Above Grade Level					
	Reading			Writing		
	2010	2011	Difference	2010	2011	Difference
1	90.0	90.4	+0.4	89.5	87.0	-2.5
2	83.8	85.1	+1.3	89.2	89.0	-0.2
3	83.5	83.1	-0.4	87.9	89.1	+1.2
4	83.2	83.2	0.0	86.7	87.0	+0.3
5	82.4	83.2	+0.8	85.0	85.5	+0.5
6	82.5	82.5	0.0	85.4	86.0	+0.6
7	84.0	83.4	-0.6	85.8	86.7	+0.9
8	81.9	81.5	-0.4	85.7	87.0	+1.3
9	82.3	80.7	-1.6	87.6	86.6	-1.0
TOTAL (1-9)	83.7	83.6	-0.1	87.0	87.1	+0.1

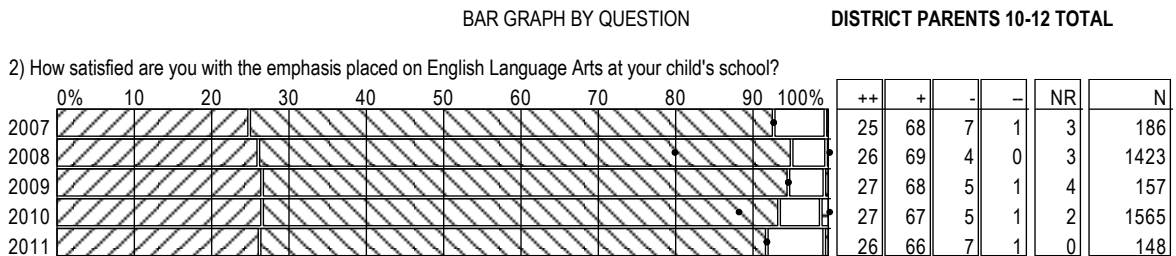
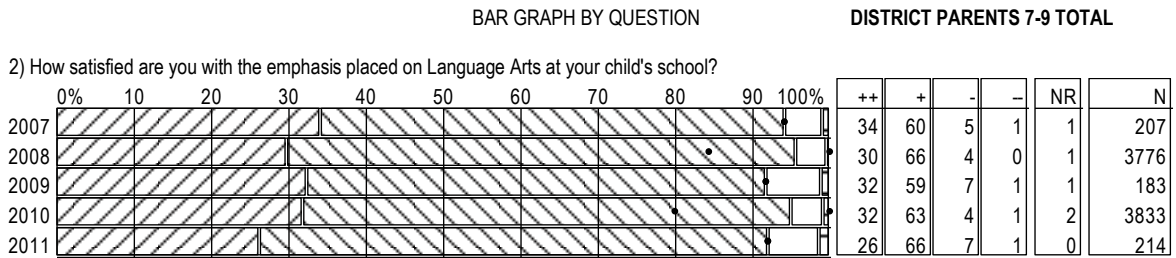
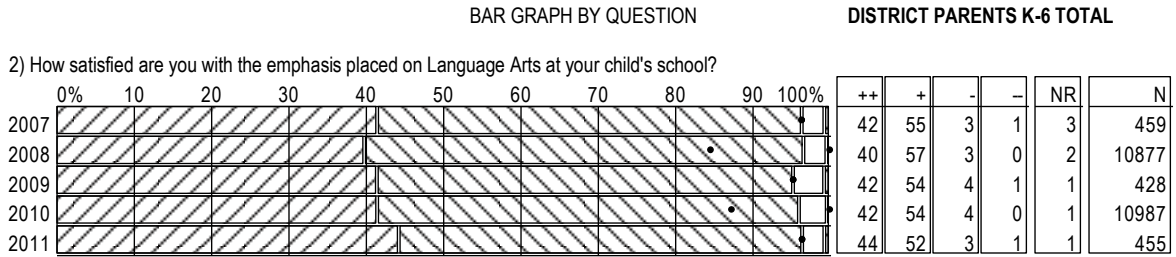
Data Analysis:

- 2011 District Highest Level of Achievement Examination results indicate the percentage of students reading at or above grade level ranged from 80.7 to 90.4
- 2011 District Highest Level of Achievement Examination results indicate the percentage of students writing at or above grade level ranged from 85.5 to 89.1

District Parent Satisfaction Survey Results Question 2, 2007-2011



Note: Graph percentages are based on committed responses



Data Analysis:

- The 2011 District Parent Satisfaction Survey results indicate a high rate of satisfaction regarding the emphasis placed on English Language Arts in the school, with very slight decreases in Grades 7-12 from 2010

EDMONTON PUBLIC SCHOOLS

**3 YEAR
K-12 LITERACY
PLAN
2011-14
FOR 21ST CENTURY LEARNERS**



This plan has been developed to support the K-12 Literacy Guiding Document

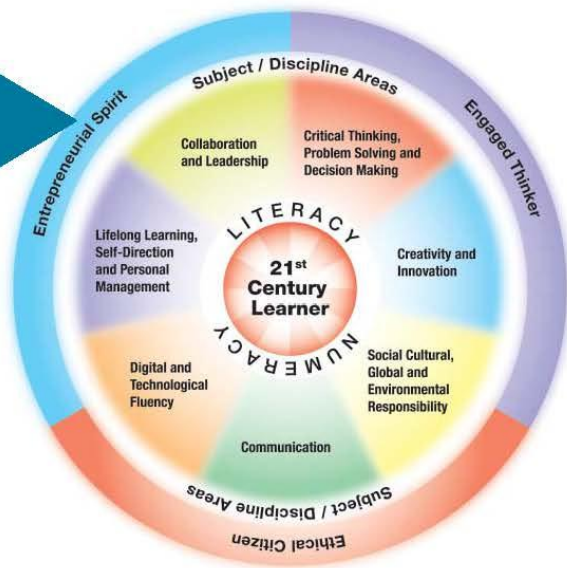
1 2 3 YEAR LITERACY PLAN

INTRODUCTION

The 3 Year K-12 Literacy Plan 2011 – 2014 document outlines key supports and services the District has designed to support schools in realizing the goals outlined in the K-12 Literacy for 21st Century Learners Guiding Document. The 3 Year K-12 Literacy Plan 2011 - 2014 is NOT a plan for schools to follow; it is a plan for how central services will support schools in the implementation of the principles outlined in the Guiding Document. As such, it is a list of services intended to support schools in implementing their plans to support literacy instruction for the 21st century learner. The services listed in this document reflect the most recent literacy supports available to schools. While this is not an exhaustive list it does provide a comprehensive overview of the resources and supports available or in progress. This document is an updated version of the 3 Year K-12 Literacy Plan 2011 - 2014 document shared with schools in the spring, 2011. Key contacts, phone numbers, and links to resources have been included in this document, as well as a more detailed list of success measures.

GOAL

By June, 2014, significant progress will be made towards the goal of all students completing high school with proficiency in the following competencies:




©Alberta Education. Draft Graphic of "Competencies of the 21st Century Learner", Inspiring Action on Education: A Discussion Paper, June 2010, Page 9, <http://engage.education.alberta.ca/uploads/1006/00100621/inspiringaction0934.pdf> (Accessed February 2011)

TO ACHIEVE THIS GOAL

- Each teacher designs authentic learning tasks to engage each student and support growth in literacy competencies
- Each student engages in high quality literacy learning experiences
- Each student who requires reading or writing intervention will receive it

1 2 3 YEAR LITERACY PLAN

I Quality Teaching

2011-12	2012-13	2013-14	SUCCESS MEASURES
A. Teacher education and professional learning/capacity building			
<ul style="list-style-type: none"> • Provide support for the design of authentic learning opportunities, through an action research (inquiry) based approach. Curricular outcomes, core competencies and meeting the needs of diverse learners will be addressed through collaborative processes such as lesson design models. Assessment tools to measure student growth in competencies will be designed and piloted. Literacy Leadership Teams will: • Participate in Harvey Daniels Professional Learning day on August 29 or 30, 2011 (focus was on authentic, inquiry based learning). • Provide half day follow-up <u>sessions/web casts</u> related to authentic, inquiry based learning as outlined in the <u>2011-2012 AISI Plan Update</u> • Support the application of authentic, inquiry based concepts by sharing strategies such as looking at student work, classroom visits, peer coaching, reflecting on video clips of teachers in action, model/demonstration classrooms or by participating in the <u>Literacy Blog</u> on the K-12 Literacy for 21st Century Learners Staffroom page. • Support the application of authentic, inquiry based concepts through school group professional learning for principals and lead teachers, as well as through web casts/digital resources posted on the Support For Staff and Students Online Resources Share Site (<u>add link when it is available</u>). 			<ul style="list-style-type: none"> • K-12 Literacy Plan Evaluation Framework. • Survey feedback regarding web casts. • Analytics from web cast. • Feedback from Student Learning Services Principal Committee. • Analytics from Support for Staff and Students Online Resources Share Site.



I Quality Teaching

2011-12	2012-13	2013-14	SUCCESS MEASURES
<ul style="list-style-type: none"> • Provide district support for Universal Design for Learning. Contact <u>Janice Aubry</u>, 780-498-8777 or Dr. <u>Heather Raymond</u>, 780-429-8625. • Provide Professional Learning to substitute teachers. Contact <u>Debbie Jackson</u>, 780-429-8274. 			<ul style="list-style-type: none"> • Number of sessions offered. • Number of staff attending sessions. • Survey feedback of sessions offered.
<ul style="list-style-type: none"> • Focus on literacy competencies in the New Teacher Induction Program (NTIP). • Provide seminars and job-embedded visits that highlight literacy best practices and make connections to the Teaching Quality Standards (TOS) and the K-12 Literacy for 21st Century Learners Guiding document. • <u>New Teachers Services Site</u> - Contact <u>Lorri Lautt</u>, 780-429-8230. 			<ul style="list-style-type: none"> • Feedback from teachers receiving NTIP support.
<ul style="list-style-type: none"> • Provide professional learning opportunities through Human Resources for Education Assistants in relation to a team approach to support literacy learners. • Provide professional learning opportunities through Human Resources for Substitute Teachers in relation to a team approach to support literacy learners. • Revise Human Resource's paper screening instruments and interview questions to include criteria related to the district's literacy focus. • Revise criteria for granting professional improvement leaves to include criteria related to the District's literacy focus. • Create a "discussion paper" to assist school staff in engaging in dialogue related to the question: <i>As a staff, how do we support the learning needs of each student in the school through appropriate staff assignments?</i> Schools will engage in this dialogue in the spring, as part of the school planning process. 			<ul style="list-style-type: none"> • Number of sessions offered. • Number of staff attending sessions. • Survey feedback of sessions offered.

1 2 3 YEAR LITERACY PLAN

I Quality Teaching

2011-12	2012-13	2013-14	SUCCESS MEASURES
B. Integrate assessment "for," "of" and "as" learning to inform instruction into teacher planning			
<ul style="list-style-type: none"> Offer Leadership & Excellence in Assessment Program (L.E.A.P.) to one staff member from (up to 100) schools (50 staff attend fall training and 50 staff attend spring training). <ul style="list-style-type: none"> Communicate deadlines for the spring L.E.A.P. sessions in a January 2012 Need to Know News (N2KN). Contact Rick Gingras, 780-429-8348 or Colin Woelfle, 780-429-8438. School Assistant Superintendents and Principals will examine assessment practices and issues as part of their ongoing catchment work. Provide support to Kindergarten teachers in relation to the administration of the Early Years Evaluation Teacher Assessment Tool. Contact Dr. Heather Raymond, 780-429-8625. Collect data regarding all self-identified First Nations, Metis Inuit (FNMI) students (2020 student cohort) to determine literacy status and supports. 	<ul style="list-style-type: none"> Offer L.E.A.P. training to staff member from the remaining schools (fall and spring sessions). Teachers who have L.E.A.P. training will attend two refresher sessions during the year. These sessions will support staff in providing assessment leadership to staff in their school. 	<ul style="list-style-type: none"> Offer L.E.A.P. training to schools that do not have a teacher trained in L.E.A.P. 	<ul style="list-style-type: none"> K-12 Literacy Plan Evaluation Framework. Number of staff that successfully complete the L.E.A.P. program. Provincial Achievement Test/HLAT results.



I Quality Teaching

2011-12	2012-13	2013-14	SUCCESS MEASURES
C. Implement research-based effective practices across all content areas in K-12			
<ul style="list-style-type: none"> Provide research based professional learning to teachers in: <ul style="list-style-type: none"> Balanced Literacy K-6 (including the incorporation of Firm Foundations at K level). Use of the Early Years Evaluation Test (used to screen kindergarten students), Contact Inclusive Learning key contact (page 12). Collaboration with English as a Second Language (ESL) consultants and Ethno-Cultural consultants to support schools with high ESL student enrolment. Intake, initial assessment and cultural sensitivity and programming for students who are English language learners (ELLs) and second language learners. Using Provincial K-12 ESL Benchmarks and strategies for programming available through catchment areas. Contact Helen Yee, 780-441-2203. Implement a three year FNMI Literacy Research Project, <i>"Seeing Self" in literature</i>, in three district schools. Contact Eileen Marthiensen, 780-429-8335. Design a project for grades 7-9 teachers related to instruction of literacy across the content areas. Contact Louise Osland, 780-429-8596. 			<ul style="list-style-type: none"> K-12 Literacy Plan Evaluation Framework. Decrease in number of Kindergarten students referred for testing. Instruction of literacy across the content areas project completed by June 2012. <i>"Seeing Self"</i> in literature project has three schools identified, success measures developed and research team formed.
<ul style="list-style-type: none"> Provide access to Aboriginal Learning Resource Centre at Woodcroft to all teachers. To book field trips to the centre or order edukits contact Eileen Marthiensen, 780-429-8335. 			<ul style="list-style-type: none"> Feedback from staff using the Aboriginal Learning Resource Centre.

1 2 3 YEAR LITERACY PLAN

I Quality Teaching


2011-12	2012-13	2013-14	SUCCESS MEASURES
<ul style="list-style-type: none"> • Provide <i>Math 4 All (M4A)</i> professional learning sessions, for numeracy coaches for Kindergarten to Grade 9. Funding available for one supply teacher per school. Contact Cathy Campbell 780-429-8648. • Provide support to all elementary and junior high schools in using <i>Math Assessment & Evaluation Exemplars</i> and <i>Math Assessment & Evaluation Exemplars</i> translated into French. • Develop high school level performance based tasks and corresponding rubrics. Contact John Scammell, 780-970-5226 or Greg McNulty, 780-429-8329. 	→		<ul style="list-style-type: none"> • Provincial Achievement results in Math (3, 6 & 9) • Number of sessions offered. • Number of staff attending sessions. • Survey feedback related to sessions. • Analytics from site. • High school level performance based tasks and rubrics are completed by June 2012.
<ul style="list-style-type: none"> • Access the Aboriginal Collection for recommended literature and resources representing the diversity of Aboriginal cultures. Contact Eileen Marthiensen, 780-429-8335. 	→		<ul style="list-style-type: none"> • Analytics from Site.
<ul style="list-style-type: none"> • Engage District Staff in reviewing Aboriginal resources for FNMI. Contact Eileen Marthiensen, 780-429-8335. • Provide a resource list for FNMI novel studies at the high school level. Contact Eileen Marthiensen, 780-429-8335. 	→		

I Quality Teaching

2011-12	2012-13	2013-14	SUCCESS MEASURES
D. Support appropriate integration of technologies into each classroom			
<ul style="list-style-type: none"> • Access District guidelines for the appropriate use of technologies (Digital Citizenship Template); connect guidelines to the District's work to create safe, caring and respectful learning and working environments. Contact Terry Korte, 780-429-8560. • Access support through School Groups to maximize the use of available technologies. Contact SFSS Supervisors (page 13). • Provide access to Google Apps for Education to all students, both at home and at school. Contact Terry Korte, 780-429-8560. • Access FNMI education wise practices share site to engage in district collaboration and sharing of wise practices. • Provide district wide access to the Technology Playground at the Languages Center at Woodcroft. Contact Janice Aubry, 780-498-8777. • Provide assistive technology support to students including: assessment of need/recommendation, support for learning how to use the appropriate technology and follow up coaching/feedback for the classroom teacher. Contact SFSS Supervisors or Inclusive Learning Supervisor (page 13). 			<ul style="list-style-type: none"> • Analytics from share sites. • K-12 Literacy Plan Evaluation Framework. • Number of staff registered. • Analytics from site.
E. Provide support for Literacy Interventions			
<ul style="list-style-type: none"> • Provide professional learning in: Reading Recovery (Grade 1), Leveled Literacy Intervention (Grades K-3), and Middle Years Literacy Intervention (MYLI) (Grades 3 – 9). Contact Deb Scott, 780-429-8215. • Collaborate with Middle Years Literacy Intervention (MYLI), Leveled Literacy Intervention (LLI), Reading Recovery (RR), and Balanced Literacy consultants to infuse FNMI focus. • Design a project related to a High School Literacy Intervention (HSLI) project. Contact Janice Aubry, 780-498-8777. 	<ul style="list-style-type: none"> • Increase District capacity to provide service. 	<ul style="list-style-type: none"> • HSLI into all high schools. 	<ul style="list-style-type: none"> • K-12 Literacy Plan Evaluation Framework. • HSLI project completed by June 2012.

1 2 3 YEAR LITERACY PLAN

II Literacy Leadership

2011-12	2012-13	2013-14	SUCCESS MEASURES
A. District central leaders actively lead, support and promote leadership and learning			
<ul style="list-style-type: none"> • Provide District job embedded processes through: <ul style="list-style-type: none"> • School groupings within catchment areas • Catchment area meetings led by School Assistant Superintendents • AISI Literacy Leadership sessions (see pg. 3). • Data Days • K-12 Literacy Blog. • Collaborative HLAT collaborative marking (spring). Contact Carolyn Mathew, 780-429-8349. • Authentic Learning Share Fair, May 2012. Contact Debbie Jackson, 780-429-8274 or Louise Osland, 780-429-8596. • Professional learning for principals and lead teachers through school groups. Contact SFSS Supervisors (page 13). 			<ul style="list-style-type: none"> • K-12 Literacy Plan Evaluation Framework. • Analytics from site.
B. Principals act as instructional leaders			
<ul style="list-style-type: none"> • Provide "Continuum of Practice" documents related to Quality Teaching and Literacy Leadership (aligned to Principal Quality Practice Standard (PQPS)) to district staff. The Role of the Principal as Literacy Leader Continuum of Practice is posted on the K-12 Literacy Staffroom page. Leaders interested in more information or in piloting the continuum contact Laurie Beggs, 780-429-8574. 	Principal focus group feedback is incorporated into the document.		<ul style="list-style-type: none"> • K-12 Literacy Plan Evaluation Framework. • Number of schools piloting the continuum. • Feedback related to the use of the continuum. • Analytics from Site.

III Family, Community and Government Partnerships

2011-12	2012-13	2013-14	SUCCESS MEASURES
A. Each district staff member is committed to involving and supporting parents/guardians in contributing to their children's literacy learning for the 21st century and in setting high expectations for learning			
<ul style="list-style-type: none"> • Develop a District framework for partnership through Executive Services. Contact Nancy Petersen, 780-498-8716. 			<ul style="list-style-type: none"> • Framework is developed.
<ul style="list-style-type: none"> • Create a <i>District Literacy Communication Plan</i>. Staff in Communications and Support for Staff and Students will collaborate to produce monthly communication tools. Contact Cory Sinclair 780-429-8289. 			<ul style="list-style-type: none"> • Feedback from district staff, parents and community.
<ul style="list-style-type: none"> • Contact Linda Siu, 780-441-2207 to provide Ethno-cultural support in regards to: <ul style="list-style-type: none"> • Hosting parent sessions at schools. • Conducting parent orientations, and support parent teacher interviews at schools. • Designing homework support programs. • Designing after school recreational opportunities for youth. • Supporting schools from Intercultural/Multilingual staff for school activities. • Facilitate the exchange of information regarding after school supports for diverse students • Provide translation of District Documents related to school, safety and learning environment. 			<ul style="list-style-type: none"> • K-12 Literacy Plan Evaluation Framework.
<ul style="list-style-type: none"> • Aboriginal Education consultants will collaborate with school staff interested in: <ul style="list-style-type: none"> • Developing positive home/school connections. • Maintaining and expanding community connections with External Advisory Committee on FNMI education. • Building knowledge and understanding of Aboriginal cultures. • Maintaining and identifying new school champions to build capacity and supports for FNMI students. • Connecting with the greater First Nation, Metis and Inuit (FNMI) communities. • Facilitate Transitioning FNMI to junior high and high school. 			
<ul style="list-style-type: none"> • Publish student creativity and access Tag, an online magazine showcasing student writing and art with an iPad or iPod App. Contact Rick Stiles-Oldring, 780-429-8243. 			<ul style="list-style-type: none"> • Improved submissions and readership. • Number of apps downloaded.

1 2 3 YEAR LITERACY PLAN

III Family, Community and Government Partnerships

2011-12	2012-13	2013-14	SUCCESS MEASURES
B. Schools involve community and partners in supporting literacy development for 21st century learners			
<ul style="list-style-type: none"> Develop a framework for partnership and the identification of supports for schools will be part of the work. As a result, supports and contacts pertaining to work with literacy and community partners will be developed and included in the Literacy Plan for 2012-13. For the purpose of this document, areas of partnership work in relation to literacy for which supports and contacts potentially will be identified as below. <ul style="list-style-type: none"> Students in general, as well as targeted groups of students (such as FNMI students, ELL students, special needs students, high school students-at-risk, after school and summer programming, etc.) Preschool-aged children Families Teacher and staff professional learning Support provided by The Edmonton Student Health Integrated Partnership (ESHIP) team for students to access learning. Their team includes professionals (e.g. Occupational Therapists, Speech-Language Pathologists, Mental Health Therapists, Home Care). They work closely with the rest of the school learning team to provide services for schools, classrooms, and individual students. Visit www.eshiponline.ca. Work with post-secondary institutions, such as: <ul style="list-style-type: none"> University of Alberta <ul style="list-style-type: none"> Offer New Teacher Induction Program for university credit. University credit can be obtained in spring session 2012. Contact Laurie Beggs, 780-429-8574. Offer L.E.A.P. for University credit. Contact Bick Gingras, 780-429-8348 or Colin Woelfle, 780-429-8438. University of Calgary Language Research Centre. Contact Janice Aubry, 780-498-8777. 			<ul style="list-style-type: none"> K-12 Literacy Plan Evaluation Framework. Number of teachers who apply for university credits.
C. The District collaborates with government, businesses and post secondary institutions to support K-12 Literacy for 21st Century Learners			
<ul style="list-style-type: none"> Collaborate with Alberta Education (AE). 			

CONTACTS

SCHOOL ASSISTANT	SUPPORT FOR STAFF AND STUDENT SUPERVISOR/S	INCLUSIVE LEARNING SUPERVISOR/S
Bruce Coggles	<u>Janice Aubry</u> 780-498-8777	<u>Deborah Brandell</u> 780-472-4450 <u>Nancy Onishi</u> 780-472-4450
Mark Liguori	<u>Louise Osland</u> 780-429-8596	<u>Claudia Wiens-Loranger</u> 780-554-0273 <u>Sharon Wood</u> 780-235-4193
Ron MacNeil	<u>Ros Smith</u> 780-429-8120	<u>Anita Homan</u> 780-431-5482 <u>Brenda Gummer</u> 780-431-5482
Jamie Pallett	<u>Debbie Jackson</u> 780-429-8274	<u>Leona Morrison</u> 780-940-7193 <u>Maureen Roszell</u> 780-995-9765

EDMONTON PUBLIC SCHOOLS K-12 LITERACY FOR 21ST CENTURY LEARNERS



GUIDING DOCUMENT

OUR LITERACY CHALLENGE

Edmonton Public Schools' vision is to create a bright future for each child - a future that includes a prosperous life, happiness, good health and rewarding job opportunities.

"Next week, Edmonton Public Schools welcomes 5000 kindergarten students. Our District's vision for these 5000 students ... is clear, focused and unflinching – every student will complete high school in 2020."

Edgar Schmidt, Superintendent of Edmonton Public Schools
(August 27, 2007)

"Together, we must ensure that every child – particularly those who are at risk or vulnerable – has the support, resources and opportunities they need to fulfill their potential. This is Edmonton Public School's vision for 2020: every student crosses the finish line."

Edgar Schmidt, Superintendent of Edmonton Public Schools
(April 9, 2008)

Fewer than 75 per cent of district students complete high school (read the [high school results](#) and [Alberta Education's definition of high school completion](#)).

Literacy skills are increasingly essential in supporting each child's success. For every student to "cross the finish line," they must have the ability to read, write, create meaning, think critically and communicate, using evolving technologies and tools.

The District strives to ensure that by 2020 each student achieves maximum success within the realities of an increasingly interconnected world and the fast-paced global exchange of ideas, knowledge and information in society. Competency in literacy lays the foundation for each student's future. Our K-12 Literacy for 21st Century Learners Guiding Document, is the core strategy to achieve the District's vision of 2020.

Watch this [video](#) illustrating the challenges of teaching and learning 21st century literacy skills.






OUR DEFINITION OF LITERACY FOR 21ST CENTURY LEARNERS

Literacy for the 21st century learner encompasses a broad set of skills and competencies, integrated across the Kindergarten to Grade 12 programs of study. These skills are manifested when students are engaged in authentic, relevant and meaningful learning contexts. Each student must develop competency in reading, writing, speaking, viewing, listening, representing and numeracy as foundational skills for 21st century learning.

Literacy learning involves effective use of:

- personal and social skills such as collaboration, communication, leadership and self direction.
- digital age literacy that includes cultural competence, global awareness, accessing information from a variety of texts and effective use of technology and tools.
- learning and thinking skills such as inquiry based learning, critical and creative thinking, problem solving, number sense, higher order thinking, meta-cognition and intellectual engagement.

The 21st century learner embraces the pluralism of the contexts in which these skills are applied.



Michael Fullan asserts: "Everything that you would say in society that counts as humanly important – a better life, better health, more cohesion, more individual happiness, greater collective good, more money, economic development at the individual and societal level – the rates of those things go up as the [achievement] gap becomes smaller" (Crowe, 2009, p. 18).

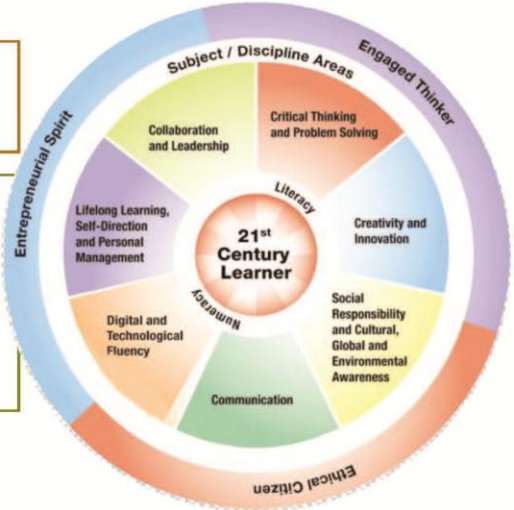
Read this [article](#) "enGauge 21st Century Skills" to learn more about literacy for 21st century learners.

NOTE: Throughout this document, the term literacy encompasses the ideas expressed above.

K-12 LITERACY FOR 21ST CENTURY LEARNERS

GOAL

Each student (K -12) will demonstrate their full potential in literacy for the 21st century learner. Realization of full potential will result in significant yearly growth in literacy.



TO ACHIEVE THIS GOAL

- Each teacher will design authentic learning tasks to ensure growth in literacy competencies.
- Each student will engage in high quality literacy learning experiences.

Watch this [video](#) on "A learning classroom."

"To become fully literate in today's world, students must become proficient in the new literacy of the 21st century technologies. As a result, literacy educators have a responsibility to effectively integrate these new technologies into the curriculum, preparing students for the literacy future they deserve"
(International Reading Association, 2009, p. 2).



SHARED BELIEFS AND UNDERSTANDINGS

District staff engage in ongoing dialogue to build the following shared beliefs and understandings:

- *Student success is dependent upon literacy skills for the 21st century.*
- *Literacy skills for the 21st century must be embedded into the teaching of the programs of study in all subjects.*
- *Each staff member has the responsibility to create a positive learning environment that ensures effective and consistent literacy instruction for the success of each student.*

CORE LITERACY PRINCIPLES

The core literacy principles outlined on the following pages will guide the work of each school. Alberta Initiative for School Improvement (AIS I) work has contributed to the development and integration of these principles. The work within AIS I will continue to support the creation of a district-wide, systematic, coherent and integrated approach. Across the District, each student will demonstrate proficiency in literacy as a result of the implementation of **each** of the following research-based core literacy principles.

“(We) have been using a rear-view mirror to teach. (We) are not looking to the 21st century, but using (a) vision of the 20th/19th.”

- participant at Feb. 3, 2010 Superintendent Leadership Meeting (SLM)

Relationships are important for risk taking and learning. Hear an educator's [story](#).

CORE LITERACY PRINCIPLES



NOTE: These core literacy principles replace the Framework for Teaching and Learning 2009-2012 document.



I Quality Teaching ([link to research](#))

- A. Teacher education and professional learning/capacity building:
 - The District ensures each teacher engages in ongoing literacy learning in collaborative, job-embedded models.
 - Hiring and placement practices support the core work of literacy.
 - Each teacher has a common understanding of clear curriculum standards.
- B. Assessment “for”, “of” and “as” learning to inform instruction:
 - Each teacher aligns assessments to curriculum standards.
 - Each student understands the purpose of assessment as part of learning and is actively engaged in the assessment process.
 - Data is used to monitor progress and inform instruction.
- C. Research-based effective practices to form the basis of instruction across all content areas in K-12:
 - Direct, explicit instruction of literacy skills for 21st century learners that build and scaffold learning as students move through the grades.
 - Oral language development.
 - Use of diverse texts and media.
 - Extended time for literacy development.
 - Collaborative learning.
 - A balanced approach to instruction.
 - Literacy instruction across the curriculum.
- D. Appropriate use of technologies:
 - Effective integration of technologies.
 - Each teacher and student has access to appropriate technologies.
 - Teaching digital citizenship.
- E. Whole school approach to support intervention:
 - Intervene early and at all grades.
 - Provide tiered interventions.
 - Employ a collaborative, case management approach.

“[The Literacy Guiding Document] must reflect the belief that every adult is responsible for every child - we take collective responsibility for student learning.”

- participant at Feb. 3, 2010 Superintendent Leadership Meeting (SLM)

K-12 LITERACY FOR 21ST CENTURY LEARNERS

Whole School Approach to Support Intervention




Intervention is needed at all levels. Hear one educator's [story](#).

II Literacy Leadership ([link to research](#))

- A. District central leaders actively lead, support and promote literacy leadership and learning by:
- collecting, analyzing, reporting and acting on system data to support K-12 Literacy for 21st Century Learners;
 - allocating resources to support implementation of the core literacy principles;
 - providing ongoing professional learning support for school literacy teams;
 - providing district-wide opportunities for sharing progress, reflecting on results, and building mutual accountability;
 - collaborating with external expertise for research and professional learning; and
 - liaising with external agencies (Alberta Education, Post Secondary Institutions etc.) to support effective literacy development.
- B. As instructional leaders each principal:
- has a strong understanding of literacy development for 21st century learners;
 - provides effective supervision to support quality teaching;
 - engages in ongoing, job embedded learning opportunities related to literacy leadership;
 - networks with colleagues around common literacy challenges;
 - establishes membership in a school based literacy leadership team;
 - engages staff in using data to inform all instruction;
 - provides teacher networks opportunities for collaboration and professional learning reflection.
- C. Literacy leaders, including district consultants and school-based lead teachers, actively support instruction:
- literacy leadership teams, including the AISI Leadership Team, work with staff to build capacity in literacy instruction for 21st century learners.

III Family, Community, and Government Partnerships ([link to research](#))

- A. Each district staff member is committed to involving and supporting parents/guardians in contributing to their children's literacy learning for the 21st century and in setting high expectations for learning.
- B. Schools involve community and partners in supporting literacy development for 21st century learners.
- C. The District collaborates with government, businesses and post secondary institutions to support K-12 Literacy for 21st Century Learners.




Collaborative action and shared responsibility among educators, school authorities, parents, community members, business leaders and students on literacy is needed. Literacy development begins at birth. Experiences in the family, in early learning environments, and in school years have important consequences in literacy skills development. (As conveyed in Alberta Education (2008) and Canadian Education Statistics Council (2009)).

Links (for more information)

[assessment “for”, “of” and “as” learning authentic tasks](#)
[balanced approach](#)
[case management approach](#)
[collaborative learning](#)
[direct, explicit instruction](#)
[effective integration of technologies](#)
[digital citizenship](#)
[interventions](#)
[job embedded](#)
[literacy coach](#)
[pluralism](#)

“Why is [21st century literacy] crucial? Jobs have become more complex and integrated. As a society, our only competitive advantage is our people (their knowledge, skills and attitudes).”
- participant at Feb. 3, 2010 Superintendent Leadership Meeting (SLM)

“The best time to plant a tree was 20 years ago. The second best time is today.” - A Chinese Proverb as quoted by a participant at Feb. 3, 2010 Superintendent Leadership Meeting (SLM)



Most literacy challenges can be prevented through an appropriate mix of: systematic and comprehensive instruction designed to help all students succeed; appropriate early learning experiences; systematic assessments that target early identification of children who experience difficulties; and appropriate intervention. (Based on ideas from Alberta Education (2008) and Canadian Education Statistics Council (2009)).

BIBLIOGRAPHY

- Alberta Education**, *Inspiring Action Discussion Paper*.
From: <https://ideas.education.alberta.ca/media/2905/inspiringaction%20eng.pdf>
- Alberta Education**. *Living Literacy: A Literacy Framework for Alberta's Next Generation Economy*.
From: <http://www.advancededucation.gov.ab.ca/media/219400/living%20literacy.pdf>
- Alberta Education**. *Programs of Study*. From: www.education.alberta.ca.
From: <http://education.alberta.ca/teachers/program.aspx>
- Alberta Education (2008)**. *Literacy First: An Action Plan for Literacy K-12*. Edmonton, AB: Author.
From: <http://education.alberta.ca/media/4970645/literacyfirst.pdf>
- Allington, R. & Cunningham, P. (2007)**. *Schools That Work – Where All Children Read and Write*. Boston, MA: Pearson Education.
- Biancarosa, G. (2005)**. After Third Grade, *Educational Leadership*, 63(2), 16 -23.
- Campbell, C., Fullan, M., & Glaze, A. (Ed), (2006)**. *Unlocking Potential for Learning: Effective District-Wide Strategies to Raise Student Achievement in Literacy and Numeracy*. Toronto, ON: Ontario Ministry of Education.
From: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/ProjectReport_full.pdf
- Canadian Education Statistics Council (2009)**. *Key Factors to Support Literacy Success in School-aged Populations: A Literature Review*. Toronto, ON: Council of Ministers of Education, Canada.
From: <http://www.cmec.ca/Publications/Lists/Publications/Attachments/201/key-factors-literacy-school-aged.pdf>
- Canadian Language and Literacy Research Network (2009)**. *National Strategy for Early Literacy Report and Recommendations*. London, ON: Author. From: <http://docs.cllrnet.ca/NSEL/finalReport.pdf>
- Crow, T. (2009)**. Proof Positive: The keys to successful school change are in our grasp. *Journal of Staff Development*, 30(5), 12-18.
- Dorn, L. & Schabert, B. (2008)**. A Comprehensive Intervention Model for Preventing Reading Failure, *Journal of Reading Recovery*, Spring 2008, 29-41.
- Edmonton Public Schools**. *Alberta Initiative for School Improvement (AISI) Website*. Available at: <http://aisi.epsb.ca/>
- Edmonton Public Schools**. *Principles of Literacy Programming*. Edmonton, AB: Author.
- Fullan, M., Hill, P & Crevola, C.A. (2006)**. *Breakthrough*. Thousand Oaks, CA: Corwin Press.
- Hattie, J. (2009)**. *Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement*. New York, NY: Routledge.
- International Reading Association (IRA) (2009)**. *New Literacies and 21st Century Technologies: A Position Statement of the International Reading Association*. Newark, DE: Author.
- Metiri Group (2003)**. *enGauge 21st Century Skills: Literacy in the Digital Age*. Los Angeles, CA: Author.
From: <http://www.metiri.com/21/21%20Century%20Skills%20Final.doc>
- Paterson, J. & Rolheiser, C. (2009)**. *13 Parameters: A Literacy Leadership Toolkit*. Toronto, ON: Pearson Education.
- Partnership for 21st Century Skills (2008)**. *21st Century Skills Map*. Tuscon, AZ: Author.
From: http://www.21stcenturyskills.org/documents/21st_century_skills_english_map.pdf
- Queensland Department of Education and Training (2007)**. *Numeracy: Lifelong Confidence with Mathematics-Framework for Action 2007-2010*. Brisbane, QLD: Author.
From: <http://www.learningplace.com.au/deliver/content.asp?pid=15570>
- Reeves, D. B. (2009)**. *Leading Change in Your School*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Schlechty, P. (2009)**. *Leading for Learning: How to Transform Schools into Learning Organizations*. San Francisco, CA: Jossey-Bass.



EDMONTON PUBLIC SCHOOLS

K-12 LITERACY FOR 21ST CENTURY LEARNERS

Draft: Oct 3, 2011

1



THE ROLE OF THE PRINCIPAL AS LITERACY LEADER: A CONTINUUM OF PRACTICE

TABLE OF CONTENTS

INTRODUCTION	3
CONNECTIONS TO THE K-12 LITERACY GUIDING DOCUMENT	4
CONNECTIONS TO THE PRINCIPAL QUALITY PRACTICE STANDARD DOCUMENT	5
CONTINUUM	6
HOW TO USE THE CONTINUUM	8
FREQUENTLY ASKED QUESTIONS	9
ADDITIONAL REFERENCES	10



INTRODUCTION

This continuum is intended to help principals understand their roles as identified in the K-12 Literacy Guiding Document. The primary purpose of the Continuum is as a prompt for the reflection, conversation and professional learning that is critical to the growth of a literacy leader. It is also an attempt to reflect that growth is not linear but is dynamic over the course of a career. The Continuum also provides a common language amongst Literacy Leaders.

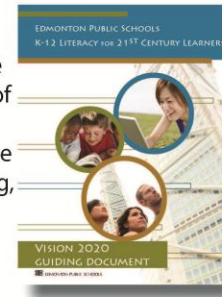
The Continuum was initially developed by the AISI Leadership Team in 2010-2011. Principals and school-based leaders within Edmonton Public Schools provided input and feedback through six focused conversation sessions held as part of larger sessions focused to support the ongoing professional learning around 21st Century Literacies. During 2011-2012 principal feedback relating to the use of the Continuum will be gathered and will inform a future version and leadership professional learning.

The Continuum presents a view of the important role a principal plays as a key literacy leader in a school. The Continuum is organized to describe levels of development around two main themes, Principal as learner and Principal as leader. The themes are interrelated and, as such, work together to provide a more complete picture of effective practices.



CONNECTIONS TO THE K-12 LITERACY FOR 21ST CENTURY LEARNERS GUIDING DOCUMENT

The Literacy Leadership Continuum was developed with explicit links to the K-12 Literacy Guiding Document's section II B Literacy Leadership. The Continuum expands on each descriptor regarding what the principal as an instructional leader is expected to know and be able to do. During the feedback process principals expressed their discomfort with so much of the document revolving around "the principal," as they are a part of a larger leadership team that fulfills the role of "the principal." Despite this reality, the principal plays a crucial role as the head of that administrative body and is ultimately the one who is responsible for the planning, implementing, supporting, advocating, communicating and monitoring of a collaborative culture of learning. The principal is expected to fulfill the crucial role of connecting with district central leaders, as well as literacy leaders, including district consultants and school-based lead teachers, to actively support instruction in their schools and across the district.



CORE PRINCIPLES

1 Quality Teaching

II Literacy Leadership

- B. As instructional leaders each principal:
- has a strong understanding of literacy development for 21st century learners;
 - provides effective supervision to support quality teaching;
 - engages in ongoing, job embedded learning opportunities related to literacy leadership;
 - networks with colleagues around common literacy challenges;
 - establishes membership in a school based literacy leadership team;
 - engages staff in using data to inform all instruction;
 - provides teacher networks opportunities for collaboration and professional learning reflection.

III Family, Community, and Government Partnerships

4

CONNECTIONS TO THE PRINCIPAL QUALITY PRACTICE STANDARD (PQPS)

The Literacy Leadership section of the K-12 Literacy Guiding Document aligns closely with the Principal Quality Practice Standard.

Often the criteria used on this continuum could be considered sample evidence for the sub-headings of the Principal Quality Practice Standard (PQPS).

1. Leadership Dimension - Fostering Effective Relationships

2. Leadership Dimension - Embodying Visionary Leadership

3. Leadership Dimension - Leading a Learning Community

4. Leadership Dimension - Developing and Facilitating Leadership

5. Leadership Dimension - Providing Instructional Leadership

6. Leadership Dimension - Managing School Operations and Resources

7. Leadership Dimension - Understanding and Responding to the Larger Societal Context

5

K-12 LITERACY FOR 21ST CENTURY LEARNERS

CONTINUUM TO SUPPORT:

II Literacy Leadership

B. As instructional leaders each principal (as a learner):

A. Has a strong understanding of literacy development for 21st century learners

The principal develops an understanding of literacy skills across the content areas.	The principal demonstrates a strong understanding of literacy skills across the content areas.	The principal consistently uses expertise to enhance literacy skills across the content areas.
---	---	---

B. Provides effective supervision to support quality teaching

The principal communicates a common set of expectations in a suitable manner.	The principal communicates a common set of expectations in a thoughtful manner.	The principal communicates a common set of expectations in a precise manner.
The principal provides appropriate feedback connected to these common expectations based upon multiple sources of information, including regular classroom visits.	The principal provides focused feedback to support teachers, based upon multiple sources of information, including regular classroom visits.	The principal provides purposeful feedback to challenge and support each teacher to inspire quality teaching, based upon multiple sources of information, including regular classroom visits.

C. Engages in ongoing, job embedded learning opportunities related to literacy leadership

The principal explores ways to increase his/her understanding of research and practice to support learning.	The principal is thoughtful in constructing his/her own action plan to support learning.	The principal is intentional in his/her learning with current literacy research; incorporates learning into practice, and continues to evaluate and generate questions about literacy learning.
The principal's learning is targeted , and he/she considers feedback as a useful tool.	The principal's learning is data focused , and he/she seeks feedback from multiple sources to inform learning.	The principal's learning is comprehensive , and he/she creates specific opportunities to receive feedback from multiple sources with the purpose of evaluating and designing next steps.

D. Networks with colleagues around common literacy challenges

The principal participates in a network that provides opportunities to collaborate around the challenges of being a leader of 21st Century Learners.	The principal is actively engaged in a network that provides opportunities to collaborate around the challenges of being a leader of 21st Century Learners.	The principal is an active contributor who demonstrates leadership within a network that collaboratively addresses common literacy challenges.
The principal engages all staff in guiding and informing ongoing learning in relation to 21 st century literacy challenges.	The principal creates a culture of inquiry to guide and inform ongoing learning in relation to 21 st century literacy challenges.	The principal facilitates a culture of inquiry and reflection to guide and inform ongoing learning in relation to 21 st century literacy challenges.

THE ROLE OF THE PRINCIPAL AS LITERACY LEADER: A CONTINUUM OF PRACTICE

B. As instructional leaders each principal (supports others in their learning):

E. Establishes membership in a school based literacy leadership team

The principal establishes and maintains a Literacy Leadership Team (LLT) to attend LLT sessions.	The principal thoughtfully considers membership of the Literacy Leadership Team, and provides ongoing opportunities to build capacity within the team.	The principal and the Literacy Leadership Team, through shared leadership, create a clear vision and provide ongoing opportunities to build capacity in all staff.
---	---	---

F. Engages staff in using data to inform all instruction

The principal shares data required to be reviewed by the school with the staff members.	The principal consults teachers regarding the kinds of data to be reviewed (combination of external and internal), and establishes structures to collect and respond to it.	The principal intentionally collaborates with teachers in identifying the kinds of data to be reviewed, and supports and monitors the collection of, and the response to, a variety of data throughout the year.
--	--	---

G. Provides teacher networks opportunities for collaboration and professional learning reflection

The principal ensures each teacher is part of a purposeful learning network.	The principal ensures each teacher is a part of a learning network that has an action plan aligned with schools and district goals.	The principal ensures that each teacher has a specific role to play in a network, and the network contributes to the goals of the school plan and is interrelated to the work of the other networks in and beyond the school.
The principal provides some time for collaboration and network learning.	The principal regularly provides time and resources for collaboration and network learning.	The principal consistently seeks innovative ways to provide regular release time for teachers' network learning and collaboration during the work day. Resources are provided as needed.

HOW TO USE THE CONTINUUM

The Continuum provides a common language for setting and discussing goals for professional learning within an environment of collegial support. It is intended to help principals make informed decisions about their ongoing growth as instructional leaders in the area of 21st century literacies. This document provides non-judgmental “benchmarks” that support the idea that growth is dynamic, not linear. The Continuum is not intended to be used as a rubric to define performance standards.

Feedback from principals suggested possible uses of the Continuum:

- Self reflection
- Growth and goal setting
- Identifying work for networking, coaching, mentorship, learning
- Targeting learning within networks
- Intervisitations
- Building leadership capacity



FREQUENTLY ASKED QUESTIONS ABOUT USING THE CONTINUUM

1. Can it be used as a tool for school succession?

Yes, the information in the sections can apply to the culture of the school. Describing the elements of this continuum to the incoming principal will support work within, and build upon, the established culture.

2. Can this be a rubric for principal evaluation?

No, this is a continuum. As such, a continuum is not scored. It is used as a formative assessment tool. The continuum is to be used as a benchmark to facilitate desired change.

3. Is the district planning to collect and chart this as a quantifiable piece of evidence?

No. Professional growth is dynamic, and as such growth and change along the continuum is dynamic and varies as the context(s) change. Movement around the continuum would be expected based on context.

4. Can this be used as a framework for discussion?

Absolutely. This would be a good document to use for defining the skills, roles and responsibilities of an Instructional Leader. These discussions can happen between leaders and peers, coaches, colleagues and supervisors.

5. Can this be used as a self-reflection tool?

Yes. In fact, this would be a good document to use when crafting a professional growth plan.

6. Why are there only three columns in the Continuum?

The descriptors in each row across the column represent a chronological sequence not a developmental sequence. It is acknowledged that Principals come to their role with highly developed sets of knowledge and skills. The far right is an area that can be extended by Principals over time as context, tools, research and experiences change.



ADDITIONAL REFERENCES

Bellanca, James & Brandt, Ron, editors. (2010). *21st Century Skills: Rethinking How Students Learn*. Solution Tree Press, Bloomington, IN.

Brown, F. (2011). Principals play critical role with participation. *The Learning Principal*. Spring 2011.
Retrieved from: <http://www.learningforward.org/news/getDocument.cfm?articleID=2255>.

Ontario Principals' Council and Corwin Press. (2009). *The Principal as Instructional Leader in Literacy*. Thousand Oaks, California.

13 Parameters: A Literacy Leadership Toolkit. (2009). Pearson Education Canada.

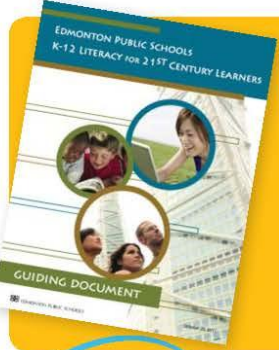
Roy, P. (2008). Job-embedded, collaborative principal learning. *The Learning System*. April 2008.
Retrieved from: <http://www.learningforward.org/news/getDocument.cfm?articleID=1648>.

Spotlight on Literacy

At Edmonton Public Schools, we recognize what it means to be literate in the 21st century. Literacy doesn't *just* take the form of reading and writing anymore. Today, literacy also involves helping students build a wide range of skills and abilities. We're focused on ensuring the knowledge they acquire now creates a foundation for their future success. We live in a dynamic world that offers amazing opportunities to learn, progress, and innovate. We want to see our students make the most of these opportunities.



© Alberta Education. Draft Graphic of "Competencies of the 21st Century Learner", in *Spring Action on Education: A Discussion Paper*, June 2010, Page 9, <http://eengage.education.alberta.ca/uploads/100620100021inspringact160304.pdf> (Accessed February 2011)



Did you know?

Our school district has created a K to 12 Literacy for 21st Century Learners Guiding Document. It helps to outline the big picture – explaining how we're working to support literacy learning for students of all backgrounds and abilities. Talk to your child's teacher or principal to see how a focus on literacy is coming to life in your school.

Next Steps

In the coming months, look for information sheets to learn more about the role you can play in helping your child gain important skills and knowledge, so that they can realize their full potential.

Spotlight on Literacy

AUTHENTIC LEARNING TASKS

Authentic learning tasks are meaningful, engaging, and they cross over and connect subject areas. An authentic task has at its heart, a complex problem that requires students and teachers to do some in-depth thinking and to work together to create solutions. Authentic tasks are about **investigation** and **creation**; they encourage students to put their learning into action. Curiosity, wonder, and persistence are great qualities that are nurtured and developed through authentic task work and support life-long learning.

Teachers craft lessons for students in order to support students to become successful, interested and confident learners. Some authentic tasks lead to extended investigation, some are less complex.

Our work in the classroom

Authentic tasks help students to:

- connect ideas across subject areas or to the world outside the classroom
- think creatively
- apply skills and knowledge in meaningful ways
- work in groups
- make choices and reflect on the choices made
- develop as life-long learners and citizens
- explore topics they are interested in
- solve problems that could have many solutions

Helping at home

Encourage your children to:

- become involved in community projects
- develop varied interests
- explore new places and activities
- visit sites in and around the city using this link: <http://bit.ly/hA9KmK>
- read to discover new things and then talk about them
- ask questions and seek answers

"A sense of curiosity is nature's original school of education."

– Smiley Blanton

Authentic learning in action

Look at what can happen when curiosity and wonder shape our students' learning experience!

- High School students help Haitians
<http://bit.ly/zjN9J1>
- High School students raise fish for food
<http://bit.ly/wj3Jhx>
- Elementary Students explore the nutrition in chocolate milk
<http://bit.ly/paCfRu>



Spotlight on Literacy

WHAT IS DIGITAL LITERACY?

Digital literacy is the ability for all students to use digital tools to effectively communicate, create and share information in the 21st century.

Our work in the classroom

Teachers design lessons to ensure students can explore a variety of technologies to enhance their digital literacy. You might see some of the following in classrooms:

- Instruction and teaching strategies supported by netbooks, SMART Boards, document cameras and laptops (e.g., collaborative writing with Google Docs, or reading, creating and contributing to educational blogs).
- Students using netbooks, e-readers, SMART Boards, student owned devices and assistive software to further their learning and to show what they know (e.g., using Google Docs with their teachers to edit an essay, or delivering a book report presentation through multimedia like a Prezi presentation or a video).
- Students reading and researching information from websites, blogs, podcasts, videos, etc. to develop their critical thinking skills.

Helping at home

There are many ways you can support digital literacy in your home. Here are some things you can try:

- Expose your child to a variety of digital tools, such as desktop computers, laptops, tablets and mobile devices.
- Place your desktop computer in a common area in your home (e.g., family room or den) and explore the Internet as a family.
- Encourage your child to ask questions about what they read and view on the Internet, and help them relate it back to what they're learning in school.
- Look for educational sites, games and apps that support your child's learning needs and assist them in using these tools to strengthen areas of academic challenge (e.g., find an app that helps kids develop their spelling skills or understand mathematical concepts).

Literacy links

For more information, check out these helpful links:

- epl.ca – Edmonton Public Library offers a wide variety of online literacy resources for children and young adults.
- commonsensemedia.org – provides helpful tips on using 21st century digital tools with your kids and suggestions for choosing fun, educational games and apps.
- media-awareness.ca – find a wealth of resources related to online safety and new media issues.



Professional Learning from Support for Staff and Students 2011-2012

Program	Number of teachers	Number of sessions per teacher	Number of coaching visits per teacher
Reading Recovery			
Training	7	22	5 minimum
Continuing Contact	45	9	1 minimum
Middle Years Literacy Intervention			
Training	10	8	3 minimum
Continuing Contact	18	4	2 minimum
Leveled Literacy Intervention			
Training	16	9	5
Continuing Contact	27	4	3
Guided Reading			
Exploring Division 1	22	4	4
Enriching Division 1	22	5	3
Exploring Division 2	17	5	3
Enriching Division 2, 3	42	4	4
Balanced Literacy			
Kindergarten Year 1	19	4 afternoon	5
Kindergarten Year 2	15	3 afternoon	4
Division 1 Year 1	70	2 days + 9 after school	9
Division 1 Year 2	68	7	7
Division 2 Year 1	58	2 days + 9 after school	9
Literacy in French Immersion and Bilingual Programs			
K-6, Year 1	20	3	1 school visitation; no coaching

International Language Examinations 2010-2011

1550 International Language Examinations were provided to students.

- Chinese (YCT and HSK) Examinations: 1140
- French (DELFL and DALFL) Examinations: 330
- German (Sprachdiplom) Examinations: 130
- Japanese Language Proficiency Examination: 17
- Spanish (DELE) Examination: 33

DATE: November 29, 2011
TO: Board of Trustees
FROM: Edgar Schmidt, Superintendent of Schools
SUBJECT: Annual Progress Reports to Board (Trustee Request #102)
ORIGINATOR: Tanni Parker, Assistant Superintendent Student Learning Services
RESOURCE STAFF: Sandy Forster, Heather Raymond, Corrie Ziegler
REFERENCE: June 14, 2011 (Board of Trustees)

ISSUE

The following information was requested: Schedule the delivery of annual progress reports to the Board, at public board, in the following areas:

- Aboriginal education
- Special education
- Diversity and equity (including ELL including children living in poverty)
- Literacy
- Health and wellness

These reports will include data and analysis to identify progress and challenges. These reports will begin in the 2011-2012 school year.

BACKGROUND

N/A

CURRENT SITUATION

Currently measures and data exist either from Alberta Education or from the District for the following areas:

- Aboriginal Education
- English Language Learners/Diverse ethno-cultural populations (English language learners, with the exception of First Nations Métis and Inuit children for whom English is not their first language is comprised of the diverse ethno-cultural populations)
- Literacy
- Special Education for students on the graded curriculum

It is recommended that these reports with data analysis come to Board with updates related to implementation on a yearly basis as per table in Attachment I.

Measures Required

For the areas of equity, health and wellness, students living in poverty and for special education students not on the graded curriculum; measures at the District or Provincial level have not been designed to measure these outcomes. However, some of the current measures can be disaggregated by these categories to provide information to the Board.

For the area of diversity as it relates to ethno-cultural diversity, student performance can be reported by achievement through the disaggregation of English Language Learner data.

Ethnicity is not tracked at either the provincial or the District level as this is less important for programming than the ability of the student to communicate in English.

To meet the request, the following has been assumed in this response:

- Definition of terms (where none existed) has been provided.
- Measures related to levels of perceived satisfaction and the source has been provided.

Health and Wellness

Definition: A state of physical, mental and social well being.

Current Data

- Survey Questions on Accountability Pillar (parents, staff and students in Grades 4, 7, 10)
- District Satisfaction Survey
- Achievement Data
 - Course completion: Physical Education 10

Diversity and Equity Including Students Living in Poverty

Definition: Manitoba Association of School Superintendents in a paper entitled *Equity in Public Education* stated: “One way of defining equity is to identify the inequities we hope to eradicate. Two sources of inequity are evident: those arising from the education system’s structure and practices, and those arising from the student’s ethno-cultural and socioeconomic context.”

To address the two sources of inequity listed above Edmonton Public Schools has created:

1. Equity of resources: Compensatory funding provided for the disadvantaged through the allocation system.
2. Equity in process: The development and implementation of adapted curricular, differentiated education, differentiated programs, Individual Program Plan (IPP), accommodations to meet individual student needs.

Measures:

Equity of resources can be measured through examination of the basis of allocation which has the following categories to provide compensatory funding based on the District Social Vulnerability list. However, linking the increased allocations to student outcomes is difficult in that no control exists to demonstrate how students may have performed without the additional allocations. School performance could be tracked but individual student achievement overtime would require the identification and yearly adjustment of a student cohort. Additionally, the lack of predictable and sustainable funding impacts the percentage of compensatory allocations that are provided and this changes on a yearly basis.

Equity in process could be measured if cohorts of schools were identified. Perceptions and any student outcomes could then be compared to the District as a whole.

Current Data

- Accountability Pillar Survey
- District Satisfaction Survey

Special Education students not on the graded curriculum

Definition: Alberta Education states: “Special education refers to the education of students and Early Childhood Services (ECS) children identified with mild, moderate, or severe disabilities

or as gifted and talented. It is founded on the belief that all children can learn and reach their full potential — given opportunity, effective teaching and appropriate resources.” The majority of district special education students (approximately 80 per cent) receive instruction on the graded curriculum. Twenty per cent receive modified programming not on the graded curriculum.

Measures:

The District does not collect percentage of students who have been successful in their IPP goals. This does not happen because the aggregation of individual attainment of individually developed goals cannot be completed in a manner that creates useful data. Perceptions of the effectiveness of supports and outcomes for special education students not on the graded curriculum can be collected from the following sources:

- Accountability Pillar
- District Satisfaction Survey

However, both surveys are responded to by parents, staff and students who may not deliver or receive programming for students with special education needs.

It is recommended that for the areas of equity, health and wellness, students living in poverty and for special education students not on the graded curriculum, yearly reports come to Board as outlined in Attachment I.

Issues

Proceeding with the request as stated, a number of issues arise.

1. As some students may be part of multiple categories; how do we ensure the data is not reported in multiple locations?
2. How would the District account for the potential multiplying factor if a student is in more than one of the categories? For example, it is expected that many of the students coded English Language Learners (ELL) may also be in schools that receive compensatory funding based on socio-economic status.
3. Both the Accountability Survey and District Staff, Student and Parent Satisfaction Survey completed with the only identifier as being staff, student, and parent and in the case of the district survey community member with or without students in school. Neither the District nor the Province send out specific questions based on language proficiency, ethnicity, or type of programming a student receives.

KEY POINTS

- Measures and data exist for some of the requested areas and annual reports can be provided.
- If new cohorts based socioeconomic factors are requested; FOIP will need to be considered.
- If new measures, the organization of current data into new categories or the creation of more individualized survey questions is requested; additional allocation for the Projects and Research unit will need to be provided.

ATTACHMENTS & APPENDICES

ATTACHMENT I Proposed Annual Board Report Schedule

TP:ja

Proposed Annual Board Report Schedule

Report	Measures	Implementation Report	Date
Aboriginal Education	Accountability Pillar Summary Survey data	Yes	March
English Language Learners (Diversity: Ethno-cultural)	HLAT Survey data	Yes	January
Special Education on graded curriculum	HLAT Survey data	Yes	February
Special Education not on the graded curriculum	Survey data	Yes	February
Literacy	HLAT Accountability Pillar Survey data	No	December
Health and Wellness	Survey data Physical Education 10	No	December
Diversity: Socio-economic	Survey data* HLAT* Accountability Pillar* Social Vulnerability list by school	No	January

* Cohorts would need to be created to track this data.