

EDMONTON PUBLIC SCHOOLS

May 10, 2005

TO: Board of Trustees

FROM: Planning and Policy Committee

SUBJECT: Board Policy Updates – Staff Qualifications

ORIGINATOR: Bob Holt, Executive Director, Instructional and Curricular Support Services

RESOURCE

STAFF: David Fraser, Veda Lastiwka, Marie Tauber, Stuart Wachowicz

RECOMMENDATION

1. That Board Policy GC.BP Recruitment, Employment, Qualifications, and Deployment of Staff (Appendix I) be approved.
2. That Board Policy HE.BP Organization for Instruction (Appendix II) be approved.

* * * * *

Rationale

Board policy GC.BP is recommended for revision as shown in appendix I. Statements shown in bold italics have been added to recognize that an applicant’s qualifications and an adherence to legal requirements, including collective agreements, play a major role in decisions related to the recruitment, hiring, and deployment of staff. The section to be deleted is shown with strikethrough markings. This statement will be contained within an administrative regulation which is consistent for statements regarding administrative processes.

Board policy HE.BP is recommended for revision as shown in appendix II. The section to be deleted is shown with strikethrough markings. The teacher qualifications for employment as required by law are covered under board policy GCA.BP Qualifications for Employment, shown in appendix III. The staff qualifications targets expected of staff in order to fulfill their role and responsibility will be guided by an administrative regulation.

For reference, the administrative regulations guiding both the staff qualifications targets document and staffing procedures are shown in appendix IV and V. In accordance with GCA.AR Staff Qualifications Targets, the targets for secondary math and English language arts teachers together with targets for other curricular areas will be established and approved by the superintendent. As such, GDA.AR Qualifications for Instruction as shown in Appendix VI will be deleted.

Background

Since the inception of site-based decision making in the district, responsibility for staff development has largely been held by individual staff members who worked with their principals or supervisors in meeting identified needs. Schools and/or the staff members themselves bore the related financial costs.

Staff development, as centrally administered, has for the most part been available through five main sources:

- A Professional Improvement Leave fund, primarily available to teachers and guided by the Teachers' Collective Agreement has been facilitated by Personnel Services. In recent years and in keeping with changes to the Teachers' Collective Agreement, this program was expanded to include provision for leaves and/or tuition.
- Consulting Services has had a long and very successful history of providing professional advice, assistance and support to teachers, school administrators and school support staff. As well, customized professional development sessions for schools, departments and individuals have been available.
- Metro Continuing Education's focus has been on the development of continuing education, computer and English language classes that provide opportunities for professional development and personal growth.
- Student Achievement Services coordinates staff development opportunities, funded through AISI, which directly support the teaching and learning initiative.
- Leadership Services coordinate the Principal Education and Development (PED) and Leadership Education and Development (LED) programs.

Although Personnel Staff Relations and Staff Development provides some support for the last two sources, this report focuses on the first three sources of centrally administered staff development.

While the above approach has served the district well for many years, increasing pressures on the district from both financial and accountability perspectives have begun to emerge. Two of the most notable pressures include an increasing focus on weaving the context of the teaching and learning initiative through all types of training and an escalating demand for highly skilled staff for all work groups. Further, these pressures have been mounting within an environment of financial challenges.

During the 2000-2001 school year, a number of activities signaled a shift in the district's view of staff development.

- In November, 2000, the Custodial Work Committee presented its final report and recommendations which included a number of items related to the training and development of custodial staff and included the recommended establishment of the Custodial Training Advisory Committee. This group has since evolved to become several joint committees that are examining custodial staff development issues including

the Workplace Education and Training Program Committee, the Custodial Occupational Health and Safety Committee and the Custodial Training Committee.

- In January, 2001, the district undertook an initiative in conjunction with the University of Alberta TELUS Centre for Professional Development. Called the Corporate University, this initiative was to become a strategic umbrella for all staff development where learning would be available in a variety of formats from a variety of educational institutions, including internal sources, and would align the individuals' learning with organizational goals. Further, it would be a competency based model and would allow the district to manage its "knowledge" resource.
- Concerns regarding the formal background of secondary mathematics teachers were receiving increased attention while at the same time research was increasingly indicating that student achievement results are higher when teachers are trained in both subject area content and the teaching methodologies of that content. Extensive collaboration was undertaken between the University of Alberta and staff in Curriculum and Programs to identify what would become the suggested training profile for these teachers. Two customized courses were developed in collaboration with the Faculty of Education. It was during the 2000-2001 school year that the first group of university accredited math courses were offered, at no cost, to current secondary mathematics teachers. These courses were handled, to some extent, under the Corporate University vision.

In the fall of 2001, and under the guidance of Curriculum and Programs, *Board Policy HE.BP Organization for Instruction* (Appendix II) and *Administrative Regulation GDA.AR Qualifications for Instruction* (Appendix VI) were amended to formalize the training requirements for secondary English language arts and mathematics. The work under the umbrella of this policy and regulation became known as the Teacher Development Program.

The Regulation created controversy which for the most part focused on the requirement that, by September 1, 2004, secondary mathematics and English language arts teachers were required to have completed a minimum three full University courses or 18 credits (or equivalency). The controversy focused primarily on whether or not the district was able to enforce the requirement and secondly, the potentially significant impact of this requirement on teacher staffing in schools.

Notwithstanding the criticism which the program generated, principals and teachers have also spoken positively about the impact this additional training has had for teachers involved in the program and the achievement of their students. As of August 2004, approximately 175 secondary mathematics teachers have been involved with close to 500 successful course completions. During the same time, approximately 75 secondary English language arts teachers were involved in 109 successful course completions. During the four years, September 2000 to August, 2004, the district expended approximately \$350,000 in tuition costs for the mathematics and English language arts coursework.

Commencing in September 2002, responsibility for Corporate University was transferred to Curricular and Instructional Support Services, under the direction of Lisa Wright. During that year, extensive research, analysis and consultation with focus groups was conducted in

order to refine not only the Teacher Development Program but the overall proposed strategy for staff development in the district.

As a result of that work, eight goals were identified as necessary in building a staff development strategy:

1. To develop profiles, which identify critical competencies for different positions within the district (across all staff groups).
2. To enhance the district's commitment to continuous improvement by developing or brokering professional development that will assist staff in gaining new competencies.
3. To coordinate access to professional development opportunities (including district-level programs such as the *Professional Improvement Program*, *Teacher Development Program*)
4. To coordinate access to professional development opportunities related to organizational health, safety and wellness (including *Employee Induction Programs*, *Occupational Health and Safety* training, etc.).
5. To maintain and track information regarding staff qualifications and professional development (provide data to senior administration as required).
6. To monitor and measure programs to ensure that they are effective, dynamic and flexible for meeting the educational needs of staff.
7. To research and implement new technologies and other opportunities to increase accessibility and quality of professional development.
8. To be responsive to the changing educational needs of the organization and to changes in the global educational environment.

Commencing in September 2003 and recognizing the close ties of staff development to the work in Personnel Services, the continued responsibility for this work was moved to Personnel Staff Relations and Staff Development. Since that time, a number of initiatives, collaborations and projects have been undertaken in the on-going examination, assessment, and development of plans related to the eight goals listed above.

Present and Future Direction Related to the Eight Goals

1. *To develop profiles, which identify critical competencies for different positions within the district (across all staff groups).*

To provide a district philosophy in this work, changes to the Board Policy are described below.

Board policy *GC.BP Recruitment, Employment, and Deployment of Staff* as shown in appendix I articulates the philosophy that the recruitment, employment and deployment of staff will take into consideration whether or not the individual meets the district minimum qualifications targets as required by the respective position. In the case of non-teaching staff these qualification targets will be integrated and related to specific requirements in legislation, position descriptions and staff performance documentation. In support of the policy, an administrative regulation, as outlined in Appendix IV stipulates that the superintendent of schools will, with input from staff and staff groups,

review and approve on an annual basis, a document which outlines the targets for qualifications. A key element of this regulation is that it allows the district to respond in a timely manner to the evolving needs of staff, including needs for non-teaching staff, without the necessity of changing policy. These needs could arise from a number of factors such as curriculum changes, technological advancements, evolving workplace practices, and collective agreements.

A second administrative regulation, as outlined in Appendix V stipulates that the Staffing Procedures document will be developed each year and communicated to staff. Staffing Procedures governs the deployment of staff for an ensuing school year, and the requirement to annually develop and communicate the document to staff is currently included in board policy *GC.BP*. Moving this requirement to an administrative regulation will align with the proposed revision to *GC.BP Recruitment, Employment, and Deployment of Staff* and the proposed new administrative regulation, *Staff Qualifications Targets*.

Appendix VII provides, as examples, the draft Staff Qualifications statements for secondary mathematics, social studies, and English language arts teachers, and for Second Language teachers. A template for non-teaching staff (e.g., Head Custodians) is included for reference. Work is currently underway developing qualification statements for secondary science teachers and for Administrative Assistants. The development of these qualification statements assists teachers by identifying the key content topics which support their respective curricular assignments. The joint staff development committee with CUPE 474 will finalize the qualification statements for Head Custodians and other custodial staff position profiles. A joint staff development committee with CUPE 3550 will be established before the end of the school year to begin development of qualification/competency profiles for the Head Secretary in elementary and junior high schools (Administrative Assistants) and Teacher Assistants.

In the preparation of the proposed updates to policies and regulations and in the development of the target qualification statements, discussions were held during the past year and input was received from teachers, principals, Superintendent's Council and the various staff groups.

The benefits to the district of this framework for staff development include:

- Aligns with current research which supports that an effective teacher clearly understands the subject content and is prepared to teach it in ways that meet the needs of diverse learners. Highly skilled teachers understand subject pedagogy, content knowledge, learner needs and curricular knowledge.
- Supports current staff with an assurance that, even in an environment of change, they will be able to obtain minimum qualifications in order to do their work
- Acknowledges the fact that jobs are changing and provides the district with a mechanism to ensure that, at district expense, staff meet the minimum requirements to fulfill their current role and responsibilities

- Provides a complement to Consulting Services and Metro Continuing Education by identifying the most appropriate sources of training, including those available in the district, and facilitating and monitoring staff access to this training.
2. *To enhance the district's commitment to continuous improvement by developing or brokering professional development that will assist staff in gaining new competencies.*

Work has progressed on several fronts for teaching staff and in collaboration with Curriculum and Programs, meetings have been held with the various faculties and departments at the University to establish three-year rotating course offerings for secondary teachers and for teachers of second language programs.

A three-year rotation of courses has commenced with Mathematics courses, and will commence for Science courses in the Winter term, 2006.

With significant changes to the social studies curriculum being implemented commencing September, 2006, arrangements have been made with the History Department, Faculty of Arts to offer one history course for junior high teachers and one history course for high school teachers which are aligned directly with the new curriculum. As well, arrangements have been made with Secondary Education in the Faculty of Education to offer a methods course of specific interest to junior high teachers and a second course for high school teachers. The junior high courses will be available in sequence commencing in September while it is planned that the high school focus courses will be available commencing in January, 2006. Initial meetings with Junior High and Senior High department heads and lead teachers indicate a very high level of support for these courses.

In anticipation of the Second Languages Initiative being implemented in September, 2006, work has been ongoing for the last 18 months. A number of meetings have been held with both the Modern Languages Department, Faculty of Arts at the University of Alberta and Faculté Saint-Jean regarding possible course offerings for second language teachers. Courses of specific interest to teachers have been identified, and, as a pilot project, a number of teachers were supported in courses during the past 12 months. Additional courses are scheduled for this spring and summer. Planning is continuing with respect to future offerings.

There is early indication that similar work may need to be done in the areas of ESL, Daily Physical Activity and Inclusion.

On the custodial front, two key initiatives are underway. One is a project proposal to the Federal Government regarding ESL and Basic Skills Literacy (BSL). If the grant proposal is approved, Metro Continuing Education will receive funding to clarify custodial position profiles and develop curriculum in the area of ESL and BSL, focusing primarily on communication skills. The district should receive notice if this proposal is approved by late May 2005. The second initiative involves collaborative work between Personnel Services, Consulting Services, Facilities Services, Metro Continuing Education, CUPE Local 474 and the Alberta Boiler Safety Association

(ABSA) to develop and implement an Edmonton Public Schools Building Operator Certificate and revamp the courses for 5th and 4th Level Power Engineering Certificates. Information on this initiative and how it will relate to new collective agreement requirements will be forwarded to principals before the end of the school year.

3. *To coordinate access to professional development opportunities (including district-level programs such as the Professional Improvement Program, Teacher Development Program).*

With both the Professional Improvement Program and the Teacher Development Program being coordinated by the Personnel Staff Relations and Staff Development unit, there is some early evidence that staff are carefully considering and using both of these programs as mechanisms to achieve their professional development goals. Coordination of programs for other staff groups, including custodial, support and exempt, will be undertaken by the same unit in Personnel Services when the programs become ready for implementation.

4. *To coordinate access to professional development opportunities related to organizational health, safety and wellness (including Employee Induction Programs, Occupational Health and Safety training, etc.).*

Work in this area is proceeding on two fronts. Under organizational health, the joint pilot project with the Alberta Teachers' Association, *Healthy Interactions*, was started in eleven schools and has been expanded to several other schools this year. The district is also working with ASEBP, our insurance carrier, on several wellness initiatives. Regarding Occupational Health and Safety, plans are proceeding to coordinate access and fund centrally, training for those certificates required by legislation (e.g., 5th and 4th Class Power Engineering, WHMIS, TDG, First Aid) or collective agreements (e.g., the new Edmonton Public Schools Building Operator Certificate).

5. *To maintain and track information regarding staff qualifications and professional development (provide data to senior administration as required).*

Personnel Services has completed loading course completion information on the district's Personnel/Payroll System for teachers assigned to teach courses in secondary mathematics, English, Social Studies, Sciences and for teachers of Second Languages. This allows the district to track staff qualifications and to utilize this information as appropriate during staffing decisions and as background information in reviewing requests for tuition support. Reports on course completion for secondary mathematics, social studies, sciences and English language arts teachers have been forwarded to principals and reports to principals for second language teachers K-12, which include information regarding the teachers' language proficiency assessment, are forthcoming.

Course completion information will be included in reports to principals on teachers applying for secondary mathematics, science, social studies and English career opportunities this Spring. During Spring, 2004, Personnel was able to provide this information to principals with respect to secondary mathematics and English language

arts competitions with resulting evidence that in the vast majority of cases, the successful candidates did, in fact, meet the district's target for qualifications.

A similar project is underway for the tracking of required certificates (e.g., 5th and 4th Class Power Engineering, WHMIS, TDG, First Aid) for all staff.

6. *To monitor and measure programs to ensure that they are effective, dynamic and flexible for meeting the educational needs of staff.*

Input and feedback regarding the Professional Improvement Program is solicited on an annual basis. Formal work on this goal with respect to the Teacher Development Program will commence during 2005-06; anecdotal evidence indicates a high level of staff support for these initiatives.

7. *To research and implement new technologies and other opportunities to increase accessibility and quality of professional development.*

Work on this area has commenced with several discussions involving NorQuest College, Consulting Services and Centre High related to Custodial and Support staff development initiatives. Personnel Services will continue to work collaboratively with District Technology, Consulting Services and Metro Continuing Education.

8. *To be responsive to the changing educational needs of the organization and to changes in the global educational environment.*

During the past year, staff development work in this area has centred on providing support to the district committee studying the role and responsibilities of the Assistant Principal. As a result of that work, Personnel Staff Relations and Staff Development developed the Leadership Indicators/Reflections document which was piloted last spring in the application process for the LED and PED programs and is being used this spring by principals and their leadership staff as a resource document in making one-year term assistant principal reappointment decisions.

A second project this year involved looking for a self-reflection tool to replace the Gallup Principal Perceiver which was offered for many years to participants in the PED Program. A pilot project was undertaken with both the Principal Program participants and the Principal Committee supporting Personnel Services Staff Relations and Staff Development. It is planned that a recommendation will be made by the end of June with respect to the pilot.

Additionally, the unit continues to provide data to the Superintendent's Office with respect to succession planning for staff in the district, especially in leadership positions in central services and schools. This data again confirms that in the next few years there will be significant pressures within our organization to ensure qualified staff are available to move into these leadership positions, and to support the success of key positions such as that of the principalship. Staff development for these groups is a necessary investment in our future leadership capacity.

Planned Next Steps

1. Recommendation of proposed changes in policy and regulations to all trustees at public board on May 10, 2005.
2. Superintendent of Schools review and approval of Staff Qualification Targets completed to date in May/June 2005.
3. Communication to all staff in June 2005.

MMT:jw

- APPENDIX I – GC.BP Recruitment, Employment, Qualifications, and Deployment of Staff (Page 10)
- APPENDIX II – HE.BP Organization for Instruction (Page 11-12)
- APPENDIX III – GCA.BP Qualifications for Employment (Page 13)
- APPENDIX IV – GCA.AR Staff Qualifications Targets (Page 14)
- APPENDIX V – GCB.AR Staffing Procedures Document (Page 15)
- APPENDIX VI – GDA.AR Qualifications for Instruction (Pages 16-17)
- APPENDIX VII – Draft Staff Qualifications Manual with Sample Employee Group Targets (Pages 18-27)

Edmonton Public Schools Board Policies and Regulations

CODE: GC.BP

TOPIC: Recruitment, Employment,
Qualifications, and Deployment of Staff

EFFECTIVE DATE: 08-05-2001

ISSUE DATE: 09-05-2001

REVIEW DATE: 05-2006

The Board recognizes the need to recruit and hire the very best individuals available for positions, *based on their qualifications*, and to effect this while maintaining a focus on student achievement and success. Recruitment and hiring practices shall consider *legal requirements including collective agreements*, district needs, fiscal responsibility, and market conditions.

While maintaining a focus on student achievement and success and adhering to collective agreement requirements, the deployment of district staff shall recognize the need to select the very best candidates for positions *by giving preference to those candidates that best meet district qualifications targets*.

~~A staffing procedures document shall be developed for each school year and communicated to district staff. The document will be developed with input from staff and staff groups.~~

Reference(s):

GCA.AR – Staff Qualifications Targets

GCB.AR – Staffing Procedures Document

HE.BP – Organization for Instruction

Edmonton Public Schools

Board Policies and Regulations

CODE: HE.BP
TOPIC: Organization for Instruction

EFFECTIVE DATE: 30-01-2001
ISSUE DATE: 01-02-2001
REVIEW DATE: 02-2006

A. ORGANIZATION FOR INSTRUCTION

The Board approves the concept that the needs of individual students must remain the primary consideration when developing school organization patterns for instruction *and that the curricular assignment of teachers acknowledges that effective teachers who have strong knowledge of pedagogy and subject content knowledge, make a significant difference to student learning and achievement.*

B. SEMESTER CHANGEOVER SENIOR HIGH SCHOOLS

The Board approves a maximum of fourteen (14) days for Senior High Schools to be used for examination, testing, and/or semester changeover purposes, subject to the approval of the Superintendent of Schools.

C. NUMBER OF REGISTRANTS – SEQUENTIAL COURSES

1. The Board wishes to ensure that students entering the first year of a sequential course have reasonable assurance that they will be able to complete the program. Consequently, in each school the number of registrants in the first year of a sequential course must be sufficient to sustain enrolments in subsequent years.
2. The number of registrants required to implement and/or maintain a course shall be determined by each school in consultation with the Administration.

~~D. QUALIFICATIONS FOR TEACHING ASSIGNMENTS:~~

- ~~1. The Board believes that teachers of secondary students must have a substantial knowledge of the subject(s) they are assigned to teach.~~
- ~~2. Administrative regulation GDA.AR – Qualifications for Instruction, provides the qualifications for teaching assignments and hiring criteria.~~

Reference(s):

~~GDA.AR – Qualifications for Instruction Deleted~~
HEA.AR - Semester Changeover - Senior High Schools
HEE.AR - Decision Authority for Programs and Curriculum
GC.BP - Recruitment, Employment, Qualifications, and Deployment of Staff
GCA.AR - Staff Qualification Targets

**PROPOSED AMENDMENT
BOARD POLICY**

Edmonton Public Schools Board Policies and Regulations

CODE: GCA.BP
TOPIC: Qualifications for Employment

EFFECTIVE DATE: 08-05-2001
ISSUE DATE: 09-05-2001
REVIEW DATE: 05-2006

TEACHER QUALIFICATIONS

A teacher must hold an Alberta professional teaching certificate to be eligible for a continuing contract.

Notwithstanding the above and in exceptional circumstances, where a teacher holds Alberta teacher certification, but does not meet the requirements for a professional certificate, the superintendent of schools may issue a continuing contract limited to a specific assignment.

Reference(s):

School Act Section 92



**FOR REFERENCE ONLY
BOARD POLICY**

Edmonton Public Schools Board Policies and Regulations

CODE: GCA.AR
TOPIC: Staff Qualifications Targets

EFFECTIVE DATE:
ISSUE DATE:
REVIEW DATE:

The superintendent will establish, approve and review annually, with input from staff and staff groups, a document which outlines the targets for qualifications/competencies expected of staff in order to fulfill their role and responsibilities. Recognizing that staff may not possess all of the qualifications/competencies, the district will assist these individuals by providing targeted professional development and district-mandated education.

Reference(s):

GC.BP – Recruitment, Employment, *Qualifications*, and Deployment of Staff



**FOR REFERENCE ONLY
PROPOSED ADMINISTRATIVE REGULATION**

Edmonton Public Schools Board Policies and Regulations

CODE: GCB.AR
TOPIC: Staffing Procedures Document

EFFECTIVE DATE:
ISSUE DATE:
REVIEW DATE:

A staffing procedures document shall be developed for each school year and communicated to district staff. The document will be developed with input from staff and staff groups.

Reference(s):

GC.BP – Recruitment, Employment, *Qualifications*, and Deployment of Staff



**FOR REFERENCE ONLY
PROPOSED ADMINISTRATIVE REGULATION**

Edmonton Public Schools

Board Policies and Regulations

CODE: GDA.AR
 TOPIC: Qualifications for Instruction

EFFECTIVE DATE: 11-12-2001
 ISSUE DATE: 11-01-2002
 REVIEW DATE: 12-2006

A. Language Arts Instruction

1. At the secondary level (junior and senior high school), language arts or English teaching assignments shall not be given to teachers who have less than three full university courses in English, language arts, reading methodology or school librarianship. Teachers without this preparation, and who are presently assigned language arts instruction, may continue to teach language arts but will be required to upgrade their qualifications to at least the above minimum by September 1, 2004. Under exceptional circumstances the Superintendent of Schools may permit exemption from these qualifications.
2. Prior to course commencement, students and parents must be made aware of the writing expectations in any secondary language arts course, with regard to both frequency and quantity.
3. The services of reading resource teachers will be made available for diagnosis and program development at all grade levels. There is a particular need for such services in junior and senior high schools. At the senior high level, these resource teachers could also offer instruction in credit reading courses.
4. By September 1, 2004 applicants considered for positions as secondary language arts teachers shall have successfully completed at least three full courses in language arts, English, reading methodology or school librarianship, with preference given to those who have:
 - acquired a B.A. or higher in English
 - demonstrated a commitment to further pursuing his/her English or English literature education
 - a willingness to contribute, through collaboration with colleagues, to making language arts learning within the school more effective, and being willing to share without reservation techniques, resources and exams
 - high expectations for student learning and view the mandated curriculum as the minimum that is to be taught
 - an understanding that "how" English language arts is taught, and at what rate, is dependent on the composition and circumstances of the class, and is not bound by any existing philosophy, theory of student learning or suggested approaches embedded in curriculum documents.

B. Mathematics Instruction

1. At the secondary level (junior and senior high) mathematics teaching assignments shall not be given to teachers who have less than eighteen credits university level mathematics. For the purposes of this regulation three credits may be from a mathematical methods course and up to six credits may come from EdSE 400 and EdSE 401 (The Elements of Secondary Mathematics). Remaining credits must come from courses offered by a university department of mathematical science. Teachers without this preparation, and who are presently assigned mathematics instruction, may continue to teach mathematics but will be required to upgrade their qualifications to at least the above minimum by September 1, 2004. Under exceptional circumstances the Superintendent of Schools may permit exemption from these qualifications. Mathematics courses to which the above restrictions will apply are as follows:

- Mathematics 7/8/9
- Math 10 Prep
- Pure Mathematics 10/20/30
- Mathematics 31
- Applied Mathematics 10/20/30
- Mathematics 14/24

2. By September 1, 2004 applicants considered for positions as secondary mathematics teachers shall have successfully completed at least three full courses in mathematics or mathematical science, with preference given to those who have:

- acquired a B.A. or B.Sc. in mathematics
- demonstrated a commitment to further pursuing his/her mathematics education
- a willingness to contribute, through collaboration with colleagues, to making mathematics learning within the school more effective, and being willing to share without reservation techniques, resources and exams
- high expectations for student learning and view the mandated curriculum as the minimum that is to be taught
- an understanding that "how" mathematics is explained, and at what rate, is dependent on the composition and circumstances of the class, and is not bound by any existing philosophy, theory of student learning or suggested approaches embedded in curriculum documents.

Reference(s): [HE.BP](#) - Organization for Instruction



STAFF QUALIFICATION TARGETS MANUAL

Reviewed and Approved Annually
by the Superintendent of Schools

March 2005

Introduction

(To Be Developed)

Table of Contents

Teacher Staff Qualifications Targets

- Secondary English Language Arts.....
- Secondary Mathematics.....
- Secondary Social Studies.....
- Second Languages
-
-
-

Support Staff

-
-
-

Custodial Staff

- Head Custodian.....
-
-
-

Maintenance Staff

-
-
-

Exempt Staff

-
-
-

STAFF QUALIFICATIONS TARGETS FOR TEACHERS - DRAFT

| IDENTIFIED STAFF GROUP | ASSIGNMENT OR RESPONSIBILITY | MINIMUM TARGET | RECOMMENDED COURSES TO MEET TARGETS* |
|---|--|---|--|
| TEACHER OF JUNIOR HIGH ENGLISH LANGUAGE ARTS | Language Arts 7, 8, 9 | Equivalent of 12 credits total including at least one course in secondary language arts methods from a Faculty of Education | Pre-Twentieth/Twentieth Century Literature Shakespeare Writing/Essay/Grammar Poetry, novel or drama Canadian Literature Short Story Aboriginal Literature Film Studies Reading Process School Librarianship |
| TEACHER OF HIGH SCHOOL ENGLISH LANGUAGE ARTS | English 10, 20, 30 English 13, 23, 33 English 10-1, 20-1, 30-1 English 10-2, 20-2, 30-2 | Equivalent of 18 credits total including at least one course in secondary language arts methods from a Faculty of Education | Pre-Twentieth/Twentieth Century Literature Shakespeare Writing/Essay/Grammar Poetry, novel or drama Canadian Literature Short Story Aboriginal Literature Film Studies Reading Process School Librarianship |

*Please refer to Teacher Development Program Handbook http://intranet/datafiles/pers/TDP_Handbook_04_05.doc for further information.

STAFF QUALIFICATIONS TARGETS FOR TEACHERS - DRAFT

| IDENTIFIED STAFF GROUP | ASSIGNMENT OR RESPONSIBILITY | MINIMUM TARGET | RECOMMENDED COURSES TO MEET TARGETS* |
|---|--|---|--|
| TEACHER OF JUNIOR HIGH MATHEMATICS | Mathematics 7, 8, or 9 | Equivalent of 12 credits total including at least one course in secondary mathematics methods from a Faculty of Education | Graph Theory Basic Linear Algebra Higher Arithmetic Geometry Number Theory Statistics |
| TEACHER OF HIGH SCHOOL MATHEMATICS | Pure Mathematics 10, 20, or 30 Applied Mathematics 10, 20, or 30 Math 10 Prep Math 14 or 24 Mathematics 31 LDC – Statistics AP35 LDC – Calculus AP35 | Equivalent of 18 credits total including at least one course in secondary mathematics methods from a Faculty of Education | Graph Theory Basic Linear Algebra Higher Arithmetic Geometry Number Theory Statistics Elementary/Intermediate Calculus Differential Equations Higher Algebra Introduction to Discrete Mathematics Symbolic Logic |

*Please refer to Teacher Development Program Handbook http://intranet/datafiles/pers/TDP_Handbook_04_05.doc for further information.

STAFF QUALIFICATIONS TARGETS FOR TEACHERS - DRAFT

| IDENTIFIED STAFF GROUP | ASSIGNMENT OR RESPONSIBILITY | MINIMUM TARGET | RECOMMENDED COURSES TO MEET TARGETS* |
|--|--|--|--|
| TEACHER OF JUNIOR HIGH SOCIAL STUDIES | Social Studies 7, 8, or 9 | Equivalent of 12 credits total including at least 6 credits in World, European or Canadian history and one course in secondary social studies methods from a Faculty of Education | Canadian History European History World History Native (Aboriginal) History East Asian History Economics Political Science |
| TEACHER OF HIGH SCHOOL SOCIAL STUDIES | Social Studies 10-1, 20-1, 30-1 Social Studies 10-2, 20-2, 30-2 Social Studies 16-26 | Equivalent of 18 credits total including at least 12 credits in World, European or Canadian history and one course in secondary social studies methods from a Faculty of Education | Canadian History European History World History Native (Aboriginal) History Economics Political Science |

*Please refer to Teacher Development Program Handbook http://intranet/datafiles/pers/TDP_Handbook_04_05.doc for further information.

STAFF QUALIFICATIONS TARGETS FOR TEACHERS - DRAFT

| IDENTIFIED STAFF GROUP | ASSIGNMENT OR RESPONSIBILITY | MINIMUM TARGET | RECOMMENDED COURSES TO MEET TARGETS |
|--|--|--|---|
| TEACHER OF ELEMENTARY SECOND LANGUAGE COURSES | Kindergarten or Grade 1, 2, 3, 4, 5, or 6: <ul style="list-style-type: none"> • American Sign Language or • Arabic or • Cree or • Chinese (Mandarin) or • French or • German or • Hebrew or • Japanese or • Punjabi (under consideration) or • Spanish or • Ukrainian | *Intermediate level of proficiency in the second language as measured by Edmonton Public Schools' Language Assessment, Public Service Commission of Canada, or equivalent | Language development or linguistics coursework, including reading, writing, and speaking, to meet target proficiency level |
| | | Equivalent of one 3-credit course in each of: the specific language culture in Canada and in other countries in the world; and in second language acquisition and pedagogy from a Faculty of Education | Coursework in study of : <ul style="list-style-type: none"> • Literature of the respective language • Culture of the respective language • Language learning theory • Methodology • Student and program assessment • Curriculum and resources • Related issues |

*A superior level of language proficiency would be ideal.

*Please refer to Teacher Development Program Handbook http://intranet/datafiles/pers/TDP_Handbook_04_05.doc for further information.

STAFF QUALIFICATIONS TARGETS FOR TEACHERS – DRAFT

| IDENTIFIED STAFF GROUP | ASSIGNMENT OR RESPONSIBILITY | MINIMUM TARGET | RECOMMENDED COURSES TO MEET TARGETS |
|---|---|---|---|
| TEACHER OF JUNIOR HIGH BILINGUAL INTERNATIONAL LANGUAGE PROGRAMS | Grade 7, 8 or 9: <ul style="list-style-type: none"> • American Sign Language • Arabic • Chinese (Mandarin) • German • Hebrew • Spanish • Ukrainian | Proficiency in English as measured by Personnel Services Superior level of proficiency in the Bilingual Program Language as measured by Edmonton Public Schools' Language Assessment, or equivalent | Language development or linguistics coursework, including reading, writing, and speaking, to meet target proficiency level |
| | | Equivalent of one 3-credit course in each of: the program language culture in Canada and in other countries in the world; and in second language acquisition and pedagogy from a Faculty of Education Equivalent of 12 credits total in each assigned subject content area (e.g. Math), including one methodology course from a Faculty of Education for each content area | Coursework in study of : <ul style="list-style-type: none"> • Literature of respective language • Culture of respective language • Language learning theory • Methodology • Student and program assessment • Curriculum and resources • Related issues Note: For recommended courses related to a subject content area, e.g. Math, please refer to the Staff Qualifications Targets for Mathematics teachers. For those curricular areas where the Targets have not yet been developed, please refer to recommended coursework as identified by a Faculty of Education guide. |

*Please refer to Teacher Development Program Handbook http://intranet/datafiles/pers/TDP_Handbook_04_05.doc for further information.

STAFF QUALIFICATIONS TARGETS FOR TEACHERS - DRAFT

| IDENTIFIED STAFF GROUP | ASSIGNMENT OR RESPONSIBILITY | MINIMUM TARGET | RECOMMENDED COURSES TO MEET TARGETS |
|--|------------------------------|--|--|
| TEACHER OF HIGH SCHOOL FRENCH IMMERSION | Grades 10, 11 or 12 | <p>Proficiency in English as determined by Personnel Services</p> <p>Superior level of proficiency in French as measured by Edmonton Public School's Language Assessment, Public Service Commission of Canada, or equivalent</p> | <p>Language development or linguistics coursework, including reading, writing, and speaking, to meet target proficiency level</p> |
| | | <p>Equivalent of one 3-credit course in each of: francophone cultures in Canada and in other countries in the world; second language acquisition; and pedagogy from a Faculty of Education</p> <p>Equivalent of 18 credits total in each assigned subject content area, including one methodology course from a Faculty of Education for each content area</p> | <p>Coursework in study of:</p> <ul style="list-style-type: none"> • French literature • Francophone culture in Canada and other countries • Language learning theory • Methodology • Student and program assessment • Curriculum and resources • Related issues <p>Note: For recommended courses related to a subject content area, e.g. Math, please refer to the Staff Qualifications Targets for Mathematics teachers. For those curricular areas where the Targets have not yet been developed, please refer to recommended coursework as identified by a Faculty of Education guide.</p> |

*Please refer to Teacher Development Program Handbook http://intranet/datafiles/pers/TDP_Handbook_04_05.doc for further information.

STAFF QUALIFICATIONS/COMPETENCIES TARGETS FOR CUSTODIANS – DRAFT SAMPLE

| IDENTIFIED STAFF GROUP | ASSIGNMENT OR RESPONSIBILITY | QUALIFICATION OR COMPETENCY TARGET | REQUIRED TRAINING | DESIRABLE TRAINING | RECOMMENDED COURSES TO MEET QUALIFICATION TARGET |
|------------------------|---|--|-------------------|--------------------|--|
| HEAD CUSTODIAN | | High School Certificate | | X | High School courses required for certificate completion, or equivalent |
| | Ensure the building and immediate grounds are clean, sanitary and safe for staff, students and the public | Carpet Care | | X | BOS Course (MCC) |
| | | Floor Maintenance | | X | BOS Course (MCC) |
| | | Washroom Care | | X | BOS Course (MCC) |
| | | 5 th or 4 th Class Power Engineering Certificate | X | | Tutorial (CS) Power Engineering – Fifth or Fourth Class (MCC) |
| | Supervise and train custodial staff | Supervision and Leadership | | X | Supervision (CS) and BOS Courses |
| | Maintain the security of the building | Working Alone | X | | Personal Safety (FS) |
| | Assist with coordination of the school's Health and Safety program | Health and Safety Program Development | | X | BOS Course |
| | | First Aid Certificate | X | | Emergency First Aid and Recertification (2 yrs.) |
| | | Transportation of Dangerous Goods Certificate | X | | BOS Course and Recertification (3 yrs.) |

| IDENTIFIED STAFF GROUP | ASSIGNMENT OR RESPONSIBILITY | QUALIFICATION OR COMPETENCY TARGET | REQUIRED TRAINING | DESIRABLE TRAINING | RECOMMENDED COURSES TO MEET QUALIFICATION TARGET |
|------------------------|---|--|-------------------|--------------------|--|
| HEAD CUSTODIAN | Assist with coordination of the school's Health and Safety program (continued) | Workplace Hazardous Materials Information System (WHMIS) Certificate | X | | BOS Generic WHMIS Course and Site-Specific Training (CS) |
| | | Fire Safety | X | | BOS Course |
| | | Workplace Inspection | | X | BOS Course |
| | | Blood Borne Pathogens | | X | BOS Course |
| | | Confined Space Entry | X | | |
| | Assist building tenants, parents and members of the community and accommodate school functions and community use of the school, including Metro Community College classes | | | | |
| | Perform administrative duties | Computer Skills | | X | BOS Courses |
| | Communicate effectively with a variety of individuals and groups | Basic and Advanced Communication Skills | | X | BOS Courses |