

## CASS Summer Learning Conference 2021

August 16 and 17, 2021 - 8:30 am – 12:00 am



### CASS Professional Learning Goal – 2020-21


*Deepening the understanding and applying the learning to support implementation of professional practice.*

The **outcomes** for the summer learning opportunity will **focus on**:

- learning and networking with colleagues from your school authority, zone and across the province.
- continuity of learning, workplace wellness, supporting school leadership during this time, and preparations for students' learning in relation to literacy and numeracy.
- correlating all learning to SLQS and LQS in preparation for CASS's regulatory status in 2022.

#### MONDAY, August 16, 2021

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| 8:10 am           | <b>Zoom Room Opens – Online Check In, Bring Me Scavenger Hunt!</b>  |
| 8:30 am – 8:45 am | <b>Welcome, Agenda Overview and Outcomes - CASS President Dr. Wilco Tymensen</b><br><b>O Canada, Acknowledgment of the Land, Gold Sponsors Recognition</b>  |
| 8:45 – 9:30 am    | <b>The College of Alberta School Superintendents Act:</b><br><b>The “CASS ACT”: Aspirations, Collaboration, Technical Requirements</b><br><b>Presented by CASS President Dr. Wilco Tymensen and CASS Executive Director David Keohane</b><br><br>Explore CASS members' engagement related to CASS as a professional organization. There will be an opportunity to highlight the CASS strategic plan for 2021-2022, as well as learn about the legislated requirements for CASS in becoming a professional organization. |
| 9:30 – 9:45 am    | <b>Wellness Break</b>   |
| 9:45 – 11:15 am   | <b>Role-Alike Sessions for CASS Members only</b><br><b>Intent of the CASS Provincial Role-Alike is to offer opportunities for dialogue around research-validated and /or promising practices. Outcomes include:</b> <ol style="list-style-type: none"> <li>1. Learn from and with one another.</li> <li>2. Share voice and perspectives.</li> <li>3. Provide direction to CASS based on members' views.</li> </ol>  |

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| <b>Chief Superintendents</b><br>Facilitated by CASS President Dr. Wilco Tymensen (Horizon School Division) and CASS Executive Director David Keohane | <b>Workplace Wellness</b><br>Facilitated by Paul Corrigan (Elk Island Catholic Schools)   | <b>Curriculum, Assessment &amp; Technology</b><br>Facilitated by Joanne Pitman (Calgary Board of Education) and Shan Jorgensen-Adam (CASS Zone 4 Director) | <b>Human Resources and People Services</b><br>Facilitated by Greg Miller (Grande Prairie & District Catholic Schools; CASS Zone 1 Director) | <b>First Nations, Métis and Inuit</b><br>Facilitated by Annalee Nutter (Fort McMurray Public Schools) | <b>Inclusive Education</b><br>Facilitated by Danica Martin (Wolf Creek Public Schools) and Andrea Holowka (CASS Zone 5 Director) |
| <b>11:15am – 12:00 pm</b>  | Role-Alike facilitators to offer summary of CASS members' sharing and promising practices that "... result in quality school leadership, quality teaching and optimum learning for all students in the school authority." |  |   |   |   |

| <b>TUESDAY, August 17, 2021</b>   |   |   |  |  |
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| <b>8:30 – 8:45 am</b>   | <b>Welcome, Agenda Overview and Outcomes - CASS Executive Director David Keohane</b><br><b>Acknowledgment of the Land, Gold Sponsors Recognition</b>  |   |  |  |
| <b>8:45 – 9:00 am</b>   | <b>Greetings from Alberta Education, Deputy Minister Andre Tremblay</b>   |   |  |  |
| <b>9:00 – 9:15 am</b>   | <b>Wellness Break</b>   |   |  |  |
| <b>9:15 – 10:30 am</b>  | <b>Alberta Stories of Practice</b>  |   |  |  |
| <div data-bbox="109 880 466 938"> <ul style="list-style-type: none"> <li>Building Effective Relationships</li> <li>Visionary Leadership</li> </ul> </div> <p data-bbox="109 1019 466 1230"> <b>Moving towards Racial Justice in Calgary Catholic</b><br/> Presented by Dr. Bryan Szumlas and Holly Schile-Nielson (Calgary Catholic School District) </p> <p data-bbox="109 1279 466 1481"> Calgary Catholic School District has engaged in the journey of addressing and dismantling systemic racism, discrimination and bias. An understanding and </p> | <div data-bbox="487 880 856 938"> <ul style="list-style-type: none"> <li>Building Effective Relationships</li> <li>Modeling Commitment to Professional Learning</li> <li>Visionary Leadership</li> </ul> </div> <p data-bbox="487 1019 856 1253"> <b>Navigating a Continuity of Learning: Lessons Learned in Maintaining Trust and Promoting Learner Wellness and Wellbeing through Effective Communication and Community Engagement</b><br/> Presented by Dr. Christopher Fuzessy and Candace Denison (Foothills School Division) </p> | <div data-bbox="882 880 1251 938"> <ul style="list-style-type: none"> <li>Modeling Commitment to Professional Learning</li> <li>Visionary Leadership</li> <li>Leading Learning</li> </ul> </div> <p data-bbox="882 1019 1251 1214"> <b>Leading Learning Through a Pandemic: It's Not the What, It's the HOW</b><br/> Presented by Mike Paonessa and Cindy Escott (Evergreen Catholic Schools) </p> <p data-bbox="882 1263 1251 1481"> Initiated by the impetus for an upcoming change in our division Student Information System (SIS), Evergreen Catholic Schools used the opportunity to explore </p> | <div data-bbox="1268 880 1638 938"> <ul style="list-style-type: none"> <li>Building Effective Relationships</li> <li>Modeling Commitment to Professional Learning</li> <li>Visionary Leadership</li> <li>Leading Learning</li> </ul> </div> <p data-bbox="1268 1019 1638 1198"> <b>Instructional Walkthrough/Talk Throughs - System Leaders Working Collaboratively to Support Student Learning</b><br/> Presented by Thérèse deChamplain-Good (Elk Island Catholic Schools) and Mary Michailides (Leadership Development Consultant) </p> | <div data-bbox="1654 880 2024 938"> <ul style="list-style-type: none"> <li>Modeling Commitment to Professional Learning</li> <li>Leading Learning</li> </ul> </div> <p data-bbox="1654 1019 2024 1205"> <b>Early Years (K-3) Literacy Interventions</b><br/> School Authorities involved will be determined in the coming weeks. </p> <p data-bbox="1654 1253 2024 1481"> System leaders' model leading learning when they "... establish and sustain a learning culture in the school community that promotes ongoing critical reflection on </p> |

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| <p>recognition of the importance and level of commitment within racial equity work that is required by our school communities and worksites will be discussed using the events that occurred over the past year. Development of the Racial Justice &amp; Equity three-year plan will be shared and discussed as we walk through this topic of providing a sustainable future where every person is loved and respected in alignment with our Catholic Faith. This session focuses on SLQS Building Effective Relationships Competency- A superintendent establishes a welcoming, caring, respectful and safe learning environment by building positive and productive relationships with members of the school community and the local community.</p> <p><b>By attending this session,</b> you will learn about the theoretical framework that CCSD has embraced to help them address and dismantle systemic racism, discrimination and bias. Examples of how CCSD has operationalized the</p> | <p>This session will explore Foothills School Division’s experiences and lessons learned during the pandemic. The focus will be on promoting new understandings of the role that building relationships, leading learning, workplace wellness, and professional learning initiatives play in a continuity of learning. In sharing the FSD story, examples of communication and engagement strategies will be highlighted as essential elements in maintaining and perhaps also building staff team and community trust - throughout the pandemic and moving forward.</p> <p><b>By attending this session,</b> you will gain insight into communication tools and strategies, engagement tools and strategies, wellness, wellbeing and trust building initiatives and how these can be leveraged to support staff team, community, and leadership competency development in their own settings.</p> | <p>ongoing outcomes-based assessment and reporting within our elementary classrooms. As a division leadership team, we formed an Assessment/Reporting Committee, to explore this process. We reached out to other divisions to hear their current stories of practice to guide our thought process. Understanding the Framework for Managing Complex Change and recognizing the impact of a global pandemic on our school community, we deeply considered the process for how leading the continuity of learning for teachers, parents and students could transpire.</p> <p><b>By attending this session,</b> you will learn the “what” of Evergreen’s exploration and implementation of ongoing outcomes-based assessment and reporting; as well as the “how”, which was the driver in the process of moving our learning forward in the midst of a pandemic. The session will concentrate on the development of our Assurance Plan for the upcoming school year and leading learning through the</p> | <p>Elk Island Catholic Schools has been engaged in school leadership formation to build professional capital around the Leadership Quality Standards with a focus on building relationships and a strong school culture empowering school leaders in developing their instructional leadership capacity.</p> <p>As system leaders, in supporting the Assurance Framework process, you will be asked to reflect on the following questions:</p> <ul style="list-style-type: none"> <li>• “Where am I on my leadership journey?”</li> <li>• “What processes do I have in place to support teaching and learning?”</li> <li>• “What evidence am I collecting/accepting?”</li> <li>• “Who will support me through the lens of collaboration?”</li> </ul> <p><b>By attending this session,</b> you will walk away with ideas, tools, resources and processes to support your role as a System Instructional Leader. One resource that will be shared will be “Introduction to</p> | <p>practice, shared responsibility for student success, and continuous improvement.”. Planning based on student learning data and research leads to the identification of interventions that best support student learning for a particular context. This session will highlight Alberta Stories of Practice and how system leaders use data to determine which literacy intervention(s) are effective within the local context.</p> <p><b>By attending this session,</b> you will learn stories of practice that are framed around questions similar to:</p> <ul style="list-style-type: none"> <li>• What literacy intervention practices or programs is your school district using? What evidence informed your decision?</li> <li>• How do you monitor and evaluate student learning progress and/or program/practice implementation?</li> </ul> |
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| <p>framework will be shared through the narrative of story. In this session, participants will have an opportunity to share on the topic of racial equity and justice with guiding questions provided.</p> |  | <p>discernment of our current assessment practices while focusing on workplace wellness.</p> | <p>“Instructional Talk Throughs: Powerful Assessment and Professional Practice” by Linda Inglis, Maria Michailides, and Dean Michailides as well as division created resources.</p> |  |
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| <p><b>10:30 – 10:45 am</b></p> | <p><b>Wellness Break</b></p> |
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| <p><b>10:45 – 12:00</b></p> | <p><b>Alberta Stories of Practice</b></p> |
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| <p> <input checked="" type="checkbox"/> Modeling Commitment to Professional Learning<br/> <input checked="" type="checkbox"/> Leading Learning         </p> <p><b>System Improvements Starting with Literacy and Numeracy Learning</b><br/>Presented by Dr. George Georgiou (University of Alberta) and Dr. Matthew Kierstead (Black Gold School Division)</p> <p>We are often asked what school divisions can do to improve their literacy/numeracy rates. This presentation will walk superintendents through steps to take to address the reading/mathematics gaps in their school division with a special emphasis on the recently released from Alberta Ed reading assessments (CC3 and LeNS). Dr. Georgiou will share his research findings informed by current involvement supporting literacy learning in different school divisions in Alberta.</p> | <p> <input checked="" type="checkbox"/> Visionary Leadership<br/> <input checked="" type="checkbox"/> School Authority Operations and Resources<br/> <input checked="" type="checkbox"/> Supporting Effective Governance         </p> <p><b>Assurance Framework - Alberta Education Update</b><br/>Presented by Anthony Warren (Alberta Education)</p> <p>Alberta Education will share an update in relation to the Assurance Framework implementation including some initial observations about school division education plans posted in May and key considerations for the development of AERRs. CASS members will have an opportunity for dialogue and to pose questions as part of the concurrent session.</p> <p><b>By attending this session,</b> system leaders will enhance their knowledge and understanding of the Assurance Framework and key considerations for developing their AERRs. Participants will be able to make connections with processes and</p> | <p> <input checked="" type="checkbox"/> Visionary Leadership<br/> <input checked="" type="checkbox"/> Leading Learning         </p> <p><b>Education Plan Development from an Appreciative Perspective</b><br/>Presented by Peter Barron and Kristien Holtby (Wetaskiwin Regional Public Schools)</p> <p>This session explores a collaborative inquiry approach to education plan development which focusses on strengths rather than deficits. This approach aligned the goals of Alberta Education and Board priorities as well as reflections on previous data. The entire leadership team created guiding coalitions which developed the strategies and performance measures for the plan to answer our over arching question. "In what ways, and to what extent does our implementation of Professional Learning Communities and Collaborative Response in WRPS address students' learning gaps and</p> | <p> <input checked="" type="checkbox"/> Building Effective Relationships<br/> <input checked="" type="checkbox"/> School Authority Operations and Resources<br/> <input checked="" type="checkbox"/> Supporting Effective Governance         </p> <p><b>Supporting Effective Democratic School Board Governance</b><br/>Presented by Shauna Boyce (Parkland School Division), Kurt Sacher (Chinook's Edge School Division)</p> <p>Good governance does not exist unless a board and superintendent deliberately create it. Generative governance or coherent governance reframes the purpose and function of the board to leadership of the organization, which is more than a fiduciary of assets and more than administration's strategic partner. Effective School Boards have collaboratively established mechanisms for stakeholder involvement in setting the vision for the school district, representing the values of the</p> |
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| <p>Dr. Kierstead, Principal of Ecole Coloniale Estates School in Black Gold will share how he and his team have applied an approach to literacy learning, based on Dr. Georgiou's research that has resulted in student literacy learning success.</p> <p><b>By attending this session,</b> Superintendents/System leaders will learn how to make data-informed decisions about literacy and numeracy practices that supports visionary leadership and leading learning professional growth.</p> | <p>practices in their divisions and identify implications for successful implementation.</p> | <p>support them in their learning, so that all students can successfully complete high school?"</p> <p><b>By attending this session,</b> you will learn how collaborative inquiry can inform planning and contribute to collective efficacy.</p> | <p>community, and identifying the district's short-term and long-term priorities.</p> <p>What does a superintendent do to ensure practices that support system governance are effective? This session will explore this question with participants through the presentation of two Alberta stories of practice from Parkland School Division's Superintendent Shauna Boyce and Superintendent Kurt Sacher from Chinook's Edge School Division.</p> <p><b>By attending this session,</b> participants will learn more about effective school board and superintendent practices which in the right combination contribute effective organizational performance and achievement of results.</p> |
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**Presenter Biographies (alphabetically arranged by last name)**

**Peter Barron** has just completed his first year as Superintendent of Wetaskiwin Regional Public Schools. Previously, he was Superintendent of Clearview School Division for 6 years. He has worked in education in Alberta for 38 years as teacher, principal and division leader.

**Shauna Boyce** joined the Administrative Team of Parkland School Division in June of 2016 when she took on the role of Associate Superintendent. She accepted the role of Deputy Superintendent in May 2017. The Board appointed Ms. Boyce Superintendent effective June 1, 2018.

Shauna has served 23 of her 28 years in education with Parkland School Division and expanded her portfolio with a 4-year secondment with Alberta Education as the Examination Manager for Applied Mathematics 30. Her entire teaching and administrative career has been in a high school setting starting out as a Math, English, Chemistry and Alternate Programming teacher at Spruce Grove Composite High School. Ms. Boyce's history with Memorial Composite High School in Stony Plain began as the Mathematics Department Head in 2002. She ventured into her administrative career in 2004 becoming Assistant Principal and moved into the role as Memorial's Principal in 2008.

**Candace Denison** joined the Foothills School Division team as Communications & Community Engagement Manager in September 2016. Ms. Denison began her 20+ years in the charitable sector, supporting the Royal Canadian Air Cadet program and the Duke of Edinburgh in Canada prior to moving to Education. She is frequently called upon to share her toolkit and is widely known as a specialist in reputation, issues, and crisis management. Candace has been responsible for communications during many incidents; from natural disasters, terrorist attacks, fatalities, antitrust charges, threats of violence, kidnappings, world pandemics, and more... Ms. Denison remains a life-long learner and early adopter of technology and strategies, leading effective communication & engagement campaigns in response to ever-evolving stakeholder expectations.

Currently serving as Assistant Superintendent, Educational Excellence, Elk Island Catholic School Division, **Thérèse deChamplain-Good** takes pride in serving for the benefit of student learning. During her 33 years, primarily in Catholic education, Thérèse has taught at all grade levels. In 2000, she took her first vice-principal role which progressed to leadership at all levels of the system; Administrator, Consultant, Director, Senior Manager, Alberta Education and Executive Director, Edmonton Regional Learning Consortium. A native of Legal, Alberta, Thérèse holds a Bachelor of Education in Secondary Education in French Immersion Schools and a Masters of Education in Educational Studies in Leadership, both from the University of Alberta. Currently, Thérèse is responsible for system assurance, curriculum, assessment and instruction, leadership and teacher formation.

Within Evergreen Catholic Schools, **Cindy Escott's** role as Deputy Superintendent of Learning provides opportunities on a daily basis for her to learn together with teachers and administrators. Cindy has been with Evergreen Catholic Schools since 1996, in her recent role for the past two years, as well as principal, assistant principal, Inclusive Education Coordinator and K-12 teacher. Growing up in Saskatchewan, Cindy feels blessed to work in an amazing school division in Alberta for the past 25 years that supports its staff, students and families. We are small but mighty!

**Dr. Chris Fuzessy** joined the Foothills School Division team as Superintendent of Schools in June 2019. Since that time, the division has benefited from his commitment to excellence in serving students and their families, and his expertise in developing initiatives aimed at enhancing student empowerment, high quality teaching, and learning. Throughout his 28 years of experience as an educator, Mr. Fuzessy has worked as an educational assistant, teacher, principal, and administrator. He has come to be widely known as a leader who is consistently dedicated to the success and engagement of the greater school community. With a solid background in educational leadership, Mr. Fuzessy holds a Master of Arts, Educational Studies degree from Concordia University and a Doctorate of Philosophy, Curriculum, Teaching, and Learning from the University of Toronto, Ontario Institute for Studies in Education.

**Dr. George Georgiou** is a Killam professor in the Dept. of Educational Psychology at the University of Alberta and the director of the J.P. Das Centre on Developmental and Learning Disabilities. His research focuses on early prevention and remediation of reading difficulties. In recognition of excellence in his research, in 2018, he was inducted into the Royal Society of Canada. In 2019, he also received the Alberta Teachers' Association educational research award.

In his role as Superintendent of Schools, **Mike Paonessa** is honored to serve and support the staff and students of Evergreen Catholic Schools, and work directly with the Board of Trustees to support their goals and activities. Mike is entering his 10th year with Evergreen Catholic having previously served as Deputy Superintendent. Mike feels very blessed to have had the opportunity to work alongside and learn from many talented colleagues and built wonderful friendships over his 37 years in education.

**Kristien Holtby** has completed 5 months in his new role as Director of Learning Services with Wetaskiwin Regional Public Schools. Kristien is an alumni of the WRPS schools born and raised in the community. Teacher of 23 years fulfilling a number of roles along the way, System Program teacher, Lead Learner, Key



Contact, Learning Support Teacher. He has spent the past 14 years in administration as Vice-Principal and Principal in a variety of schools throughout the division. Proud U of A and U of L Alumni member.

**Maria Michailides**, B. Ed., M. Ed., has a life-long love for learning and leading. She is an educator with 39 years of extensive experience as a principal, systems leader, manager in Alberta Education, and presently a leadership development facilitator in her own company. (<https://www.mariamconsulting.ca/>) As a facilitator, Maria utilizes her experiences, connections and lessons to walk alongside jurisdictional leaders to bring about transformational change in the area of instructional leadership. Through a collaborative approach and her experience in system change, Maria inspires and motivates all levels of leaders to develop collective capacity in delivering high quality teaching, learning and leading practices. Maria coaches, mentors and engages all learners to design, develop and strengthen their abilities as learning leaders in order to maximize the impact on student learning. Mary was a founding member and Chair of the Zebra Child Protection Centre, the first of its kind in Canada. She is proud of the work that has been accomplished in support of the most vulnerable population in Edmonton and surrounding areas. With her loving husband of 35 years and their 3 daughters, Mary is often engaged in “live well” activities including cross country/downhill biking, traveling, skiing, and playing soccer.

**Kurt Sacher** has just completed his 35th year in education. He has sat in a number of chairs over his career. He has been an educational assistant, a teacher, a head teacher, a vice principal, a principal, an associate superintendent, a deputy superintendent and is currently the chief superintendent for Chinook's Edge School Division based in Innisfail, AB. Kurt has his master's degree in educational leadership from the University of Calgary. Kurt started teaching elementary students to read and secondary students to understand mathematics back in 1986 in Cessford, AB. He went from there to teach high school math in Penticton, BC where he also spent three years as a teacher in a severe behavior program for grade 8-10 students. In Trochu, AB he was the VP and later the Principal prior to moving to Lacombe where he was the Principal of Lacombe Composite High School for 5 years. After that, he was in central office with Wolf Creek Public Schools for 8 years prior to spending the last 10 years as the Superintendent and CEO for Chinook's Edge School Division. Kurt has presented on a number of topics over the years (High Performing Teams, The Story of Lester, etc.) He has a daughter Jessica who has her PH.D. in microbiology and biotechnology and she is currently the co-founder of The Phage Directory. Kurt likes playing online chess, cycling, and riding his motorcycle.

**Holly Schile-Nielson** is the Liaison of Arts of the Calgary Catholic School District.

**Dr. Bryan Szumlas** is the Chief Superintendent of the Calgary Catholic School District. He is a three-time graduate of the University of Calgary (B.Ed., M.Ed. and Ed.D.). He has been with the school district for 31 years.

**Anthony Warren** is a Senior Manager with System Assurance Branch, Alberta Education. He has been with Alberta Education since 2013 working mainly in the areas of school authority assurance and education planning and results reporting. Over the past several years, Anthony has had the opportunity to work with several divisions to explore innovative approaches to education planning, data analysis and reporting, and community engagement. This experience informed his work as a member of the team that developed the new funding and assurance framework and more recently, in supporting implementation of the framework and related school authority planning and reporting requirements. Prior to joining Alberta Education, Anthony was a teacher and school administrator for 19 years.