

# A CASS Story of Practice

Literacy/Numeracy  
Targeted Intervention  
to Address COVID-19  
Learning Disruptions

Battle River School Division



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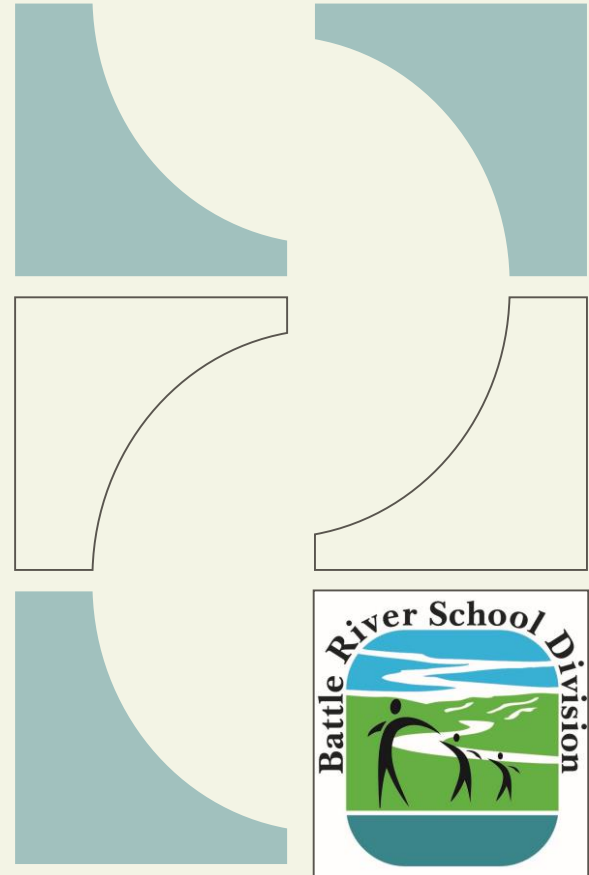
## Treaty Recognition

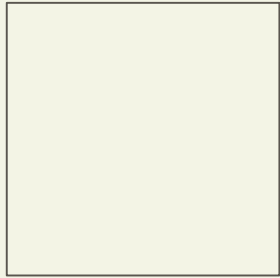
We (I) acknowledge that the land on which we gather is Treaty 6 territory and a traditional meeting ground for many Indigenous peoples. The territory provided a travelling route and home to the Cree, Blackfoot, and Metis as it did for the Nakoda, Tsuu Tina, Chipewyan, and other Indigenous peoples. Their spiritual and practical relationships to the land create a rich heritage for our learning and our life as a community.



# Our Division

- We serve about 5258 Grade 1 to 12 students, along with 423 Kindergarten and Pre-Kindergarten children.
- In addition to having 1 Outreach school, 1 Alternative Programs school, and schools on 10 Hutterite Colonies, we have 19 schools in 13 different centres.
- Our schools are mostly in small, rural, east-central Alberta communities, whose population ranges from a few hundred to a few thousand.
- The city of Camrose is the largest centre, with a population of about 19,532 people.
- Battle River School Division covers about 6300 square kilometres.
- More than 3000 of our students take the bus to and from school.
- Our buses travel 8336 km every single school day.





*"I want to begin by recognizing that Alberta's school authorities have long-standing and excellent programming in place to support students in overcoming learning deficiencies. As we all know, the pandemic has created new systemic challenges that will require supports that are broader and more intensive than the ones regularly offered in schools. Preliminary research estimates that up to 30 percent of students in grades 1-3 in the fall may need additional supports following the COVID-19 disruptions."*

-Andre Tremblay - Deputy Minister of Education

Email: [Additional Information on New Funding for Targeted Interventions to Address COVID-19 Learning Disruptions, June 29, 2021](#)

# Our Story of Practice

- Pre-COVID
- Data diving
- What we were seeing
- Why
- Next Steps

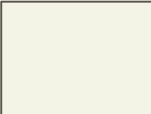


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## Connections to the LQS/SLQS from a system leader's perspective

“Quality (superintendent) leadership occurs when the superintendent's/leader's ongoing analysis of the context and decisions about what leadership knowledge and abilities to apply, result in quality school leadership/teacher leadership, **quality teaching and optimum learning for all students in the school authority.**”

*Superintendent Leadership Quality Standard/Leadership Quality Standard, Alberta Education*



# Connections to the LQS/SLQS from a system leaders perspective

LQS		SLQS	
<u>Modeling Commitment to Professional Learning</u>	<u>Managing School Operations and Resources</u>	<u>Modeling Commitment to Professional Learning</u>	<u>Supporting Effective Governance</u>
<u>Leading a Learning Community</u>	<u>Understanding &amp; Responding to the Larger Societal Context</u>	<u>Leading Learning</u>	
<u>Providing Instructional Leadership</u>		<u>School Authority Operations &amp; Resources</u>	



# Reflections



## Magnification

Typically, magnification is related to scaling up visuals or images to be able to see more detail.



## Capacity building

Capacity building (or capacity development, capacity strengthening) is the improvement in an individual's or organization's facility (or capability) "to produce, perform or deploy."



## Resources

Resource refers to all the materials available in our environment which are technologically accessible, economically feasible and culturally sustainable and help us to satisfy our needs and wants.



## Change

Replace (something) with something else, especially something of the same kind that is newer or better; substitute one thing for (another).



## Lifelong Learning

The continuing development of knowledge and skills that people experience after formal education and throughout their lives



## Knowing Your Why

Knowing your WHY helps you stay focused. When you know your life's purpose, it becomes easier to focus on where you are going, what matters the most in your profession.

2022

# Thank You !

Do you have any questions ?

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Battle River School Division



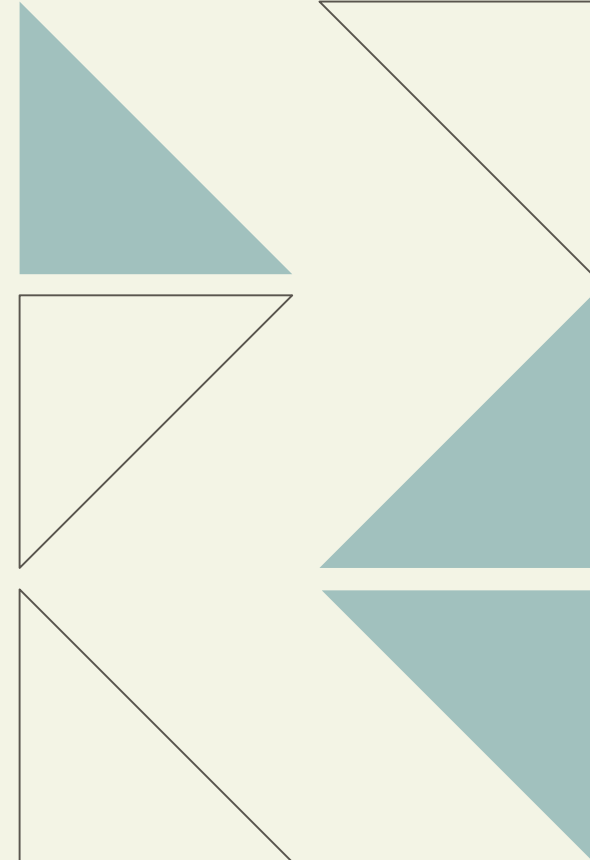
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# Resources

## Literacy/Numeracy Grant Resources

	Student	Teacher
Literacy	Heggerty Curriculum Decodable texts Word Work Resources; whiteboards, markers	Heggerty PD Training- 1 day of release time provided with meal and mileage per teacher Heggerty Curriculum ( Print copy) Decodable Books provided per school Word work resources ( from Reading Simplified) Reading Simplified Academy: one day training, two days of release time to complete the academy for all grade one and colony teachers Licenses for those teachers.
Numeracy	Learning Resources to be used by students <ul style="list-style-type: none"> <li>- Rekenreks - students can illustrate composition of numbers to 20</li> <li>- Clear Assignment Covers to be used as Mini-Whiteboards for class activities, and whiteboard markers</li> <li>- Money Manipulatives for students to be used for skip counting by 5s, 10s, 20s, 25s and for counting money</li> <li>- Dice (6 sided and 10 sided) to be used for games that promote mastery of basic facts to 20.</li> <li>- Subitizing Cards</li> </ul>	<ul style="list-style-type: none"> <li>- PD Training - ½ day of release time provided for virtual PD Gr. 1-3 Teachers</li> <li>- Teacher Resource - Dr. Nicki Newton, Day-By-Day Mathematical Thinking Routines to promote vocabulary use and explain your thinking activities in mathematics</li> <li>- Teacher Resource for Rekenrek Activities</li> <li>- Magnetic Manipulatives (Base 10 Blocks, Money, Fractions, 10 Frames) to be used for demonstration and modeling purposes</li> <li>- MathUp Teacher licenses - for Teacher PD to provide best practises for mathematics.</li> <li>- Photocopying - copies of games to practise math skills and promote mastery of basic facts, Number of the Day Activities to allow for revisiting of previous outcomes</li> </ul>



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# Connections to the LQS

***Modeling Commitment to Professional Learning - A leader engages in career-long professional learning and ongoing critical reflection to identify opportunities for improving leadership, teaching and learning.***

- ❑ engaging with others such as teachers, principals and other leaders to build personal and collective professional capacities and expertise;
- ❑ seeking, critically reviewing and applying educational research to inform effective practice;
- ❑ engaging members of the school community to build a shared understanding of current trends and priorities in the education system.

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# Connections to the LQS

**Leading a Learning Community - *A leader nurtures and sustains a culture that supports evidence-informed teaching and learning.***

- ❑ developing a shared responsibility for the success of all students;
- ❑ cultivating a culture of high expectations for all students and staff;
- ❑ creating meaningful, collaborative learning opportunities for teachers and support staff.

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# Connections to the LQS

**Providing Instructional Leadership - *A leader ensures that every student has access to quality teaching and optimum learning experiences.***

- ❑ building the capacity of teachers to respond to the learning needs of all students;
- ❑ ensuring that student instruction addresses learning outcomes outlined in programs of study;
- ❑ demonstrating a strong understanding of effective pedagogy and curriculum;
- ❑ ensuring that student assessment and evaluation practices are fair, appropriate and evidence-informed;
- ❑ interpreting a wide range of data to inform school practice and enable success for all students.

**BACK**

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# Connections to the LQS

## **Managing School Operations & Resources - *A leader effectively directs operations and manages resources.***

- ❑ identifying and planning for areas of need;
- ❑ applying principles of effective teaching and learning, child development and ethical leadership to all decisions;
- ❑ aligning practices, procedures, policies, decisions and resources with school and school authority visions, goals and priorities;

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# Connections to the LQS

**Understanding & Responding to the Larger Societal Context - *A leader understands and appropriately responds to the political, social, economic, legal and cultural contexts impacting schools and the school authority.***

- ❑ representing the needs of students at the community, school authority and provincial levels;
- ❑ facilitating school community members' understanding of local, provincial, national and international issues and trends related to education.



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# Connections to the SLQS

**Modeling Commitment to Professional Learning - *A superintendent engages in career-long professional learning and ongoing critical reflection, identifying and acting on research-informed opportunities for enhancing leadership, teaching, and learning.***

- ❑ communicating a philosophy of education that is student-centered and based on sound principles of effective teaching and leadership;
- ❑ collaborating with teachers, principals, school jurisdiction leaders and other superintendents to build professional capacities and expertise;
- ❑ seeking and critically-reviewing educational research and applying it to decisions and practices, as appropriate.

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# Connections to the SLQS

**Leading Learning - *A superintendent establishes and sustains a learning culture in the school community that promotes ongoing critical reflection on practice, shared responsibility for student success and continuous improvement.***

- ❑ providing learning opportunities, based on research-informed principles of effective teaching, learning and leadership, to support building the capacity of all members of the school community to fulfill their educational roles;
- ❑ ensuring that all instruction in the school authority addresses learning outcomes outlined in programs of study;
- ❑ ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students;
- ❑ ensuring school authority student assessment and evaluation procedures are fair, appropriate, evidence-informed and used to enhance learning, teaching and leadership.

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# Connections to the SLQS

**School Authority Operations & Resources - *A superintendent directs school authority operations and strategically allocates resources in the interests of all students and in alignment with the school authority's goals and priorities.***

- ❑ establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.

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# Connections to the SLQS

***Supporting Effective Governance - A superintendent of schools as referred to in the School Act, as chief executive officer of the board and chief education officer of the school authority, provides the board with information, advice and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the superintendent as identified in the School Act and other provincial legislation.***

- ❑ ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education;
- ❑ ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;
- ❑ facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities.