

Effective Change Leadership Using System Data



CASS

College of
Alberta School
Superintendents



Continuing
Education
Program

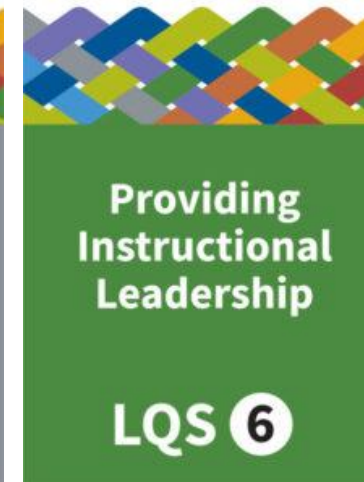
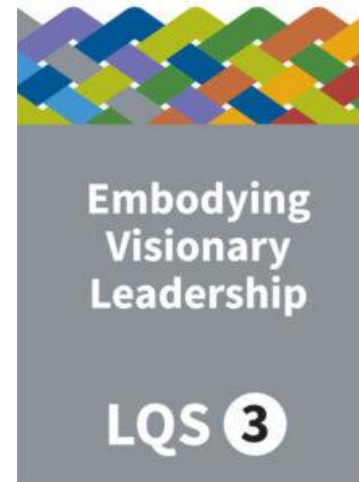


CASS Land Acknowledgement

Today, we acknowledge that we are on traditional territory, gathering grounds, meeting place, and travelling route of the **Treaty 6** First Nations, the Cree, Saulteaux, Blackfoot, Dene, and Nakota Nations; We acknowledge the many First Nations, Métis and Inuit Peoples of the past whose footsteps have shaped this land and those of the present and future who will continue to shape it for centuries to come.

CASS is committed to restoring and honouring the Truth and Reconciliation calls to action, and we strongly believe that truth must be acknowledged to move forward to reconciliation. Engaging in respectful, responsible and reciprocal relationships with First Nations and Métis communities is the path forward to reconciliation. Together we call upon our collective communities to build a stronger understanding and relationship of all the peoples who dwell on this land we call home.

Professional Practice Standards for this presentation





Introduction of Presenters

Northland School Division

- Calvin Johnson, Superintendent
- Scott Meunier, Deputy Superintendent
- Mark Owens, Associate Superintendent
- Krista Vietch, Associate Superintendent of Human Resources

Pembina Hills School Division

- Brett Cooper, Superintendent
- Raime Drake, Deputy Superintendent of Education Services

University of Alberta

- Dr. Darryl Hunter, Professor of Education Policy



Agenda

1. Overview of the presentation
2. Northland School Division
3. Pembina Hills School Division
4. Break
5. University of Alberta
6. Wrap up



Session Overview

1. Professional practice standards require leaders to make decisions based upon data, research, and most promising practices.
2. System education leaders across Alberta have been analyzing data in order to make good decisions.
3. How do system education leaders analyze data and influence the changes that need to happen?
4. How do system education leaders know that the changes have made a difference?



1

Northland School Division



Northland School Division Education Planning

March 2025

Our Story

- Over 90% of the student population is of First Nations and Métis.
- Residential Schools caused intergenerational trauma that impacts our children today.
- Truth and Reconciliation and The Calls to Action form the basis of our Education Plan.
- Hard conversations needed to occur.
- Giving a voice to people who are often underrepresented.
- Prior to considering academics, we had to foster relationships and build trust.
- Indigenous students must see themselves and their culture represented in their school.



The Process

- Community engagement events.
- What We Heard Report (Qualitative Data).
- The most recent Provincial Assurance Data (Quantitative Data).
- Board of Trustees sub committee input (Ad Hoc).
- Education Plan development.



What evidence did you use to identify changes?

- The absence of data is data.
- Poor student engagement.
- Low graduation rates.
- Strained community and school relationships.



Collection of Street Data

- The voices of Northland students, families, Elders and Knowledge Keepers were critical in developing the framework of our new Education Plan, especially Priority 1.
- Community engagement events.



Question to Group (TableTalk)

- Based on what you've heard so far:
 - what insights or feedback do you anticipate from your own communities if you were to implement this process in the similar way?



Realization

Our previous Education Plan did not respond to the needs of Northland students and communities.





Empathy Map Canvas

Designed for: *Students*

Designed by:

Date:

Version:



How Did We Present the Data?

- Following community engagements, we published What We Heard (for each community as well as Division-wide).
- We shared the most recent quantitative data from provincial and local sources with each school and the Board of Trustees.
- An Ad-Hoc committee of Trustees reviewed all data sources and underwent a facilitated process.



FINAL WHAT WE HEARD REPORT



What changes occurred, both expected and unexpected?

- Silence breeds distrust.
- Animosity moves to Collaboration.
- Historical challenges had to be confronted before we could move forward.



Question to Group (TableTalk)

- If you had a chance to change/add/delete a part of the education plan in your own division, knowing your communities, what would that be?



How was it used by system and school-based leaders to affect change?

- School leaders review data on their own and with division leadership.
- Share results with staff to gather input on working together toward division priorities.
- Present results at the first school council meeting to hear from the community.
- Use the feedback to shape post-September 30th plan.



How Have We Put our New Education Plan into Action?

- Committees to form new Literacy, Numeracy and Student and Staff Wellness Frameworks.
- New staff strategies
 - Physical Literacy Coach
 - First Nations, Métis and Inuit team (Learning Coach, Supervisor, Director and Program Assistant)
 - Native Language and Culture teacher
 - Family Liaison and Community Wellness positions in each school
 - Attraction and Retention (hiring, support)
- Superintendent Youth Council
- Elder's and Knowledge Keeper's Council
- Collaborative Response Model with Jigsaw Learning
- Collegiate school application working with community needs.

Northland School Division

2024-2027 Education Plan



How was it used by system and school-based leaders to affect change?

- Schools must also develop local Education Plans in response to data about their performance.
- Schools are responsible to include the school community in the development of their plans, share progress regularly, and report on results at the end of the year.
- To support schools in simplifying this process, we have developed a set of guidelines for using the monthly newsletter as the key tool to accomplish this work.
- We have also developed a template you can use each month to create your updates.

Newsletter

Anzac Community School
Bill Woodward School



Principal's Message

Newsletter Highlights

Principal's Message

Important Calendar Dates

NSD Messages & Education Plan Outcome



Hai Hai, Mahsi cho, Thank you!



Northland
SCHOOL DIVISION



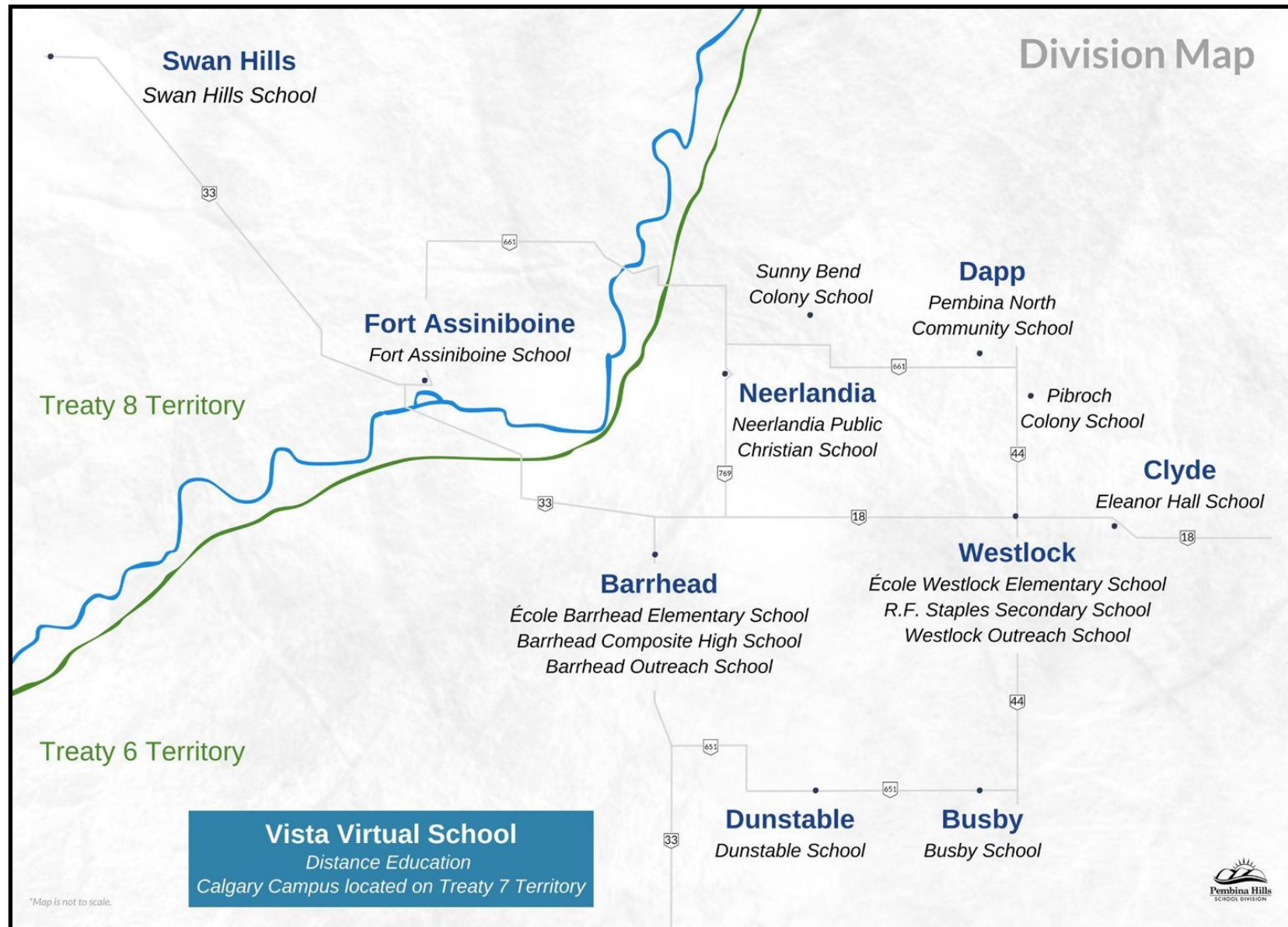
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Pembina Hills School
Division

Strategic Instructional Leadership for Lasting Change

March 20, 2025





Our Landscape

- Pockets of excellence
- Changing dynamics of division & school based decision making
- Division led priorities and strategies (Ditto!)
- Compliance vs. data informed decision making
- Post Pandemic - learning loss? Or time to make changes?



Late 2021 - Present

- New superintendent; Disruption of thinking
- Commitment to long term goals (Do what is right, not what is easy!)
- Shifting to school led improvement, with division support
- Building “Knowledgeable Others” (Sharratt et. al, 2019);
Developing leadership capacity



System Commitment & Strategic Leadership in Pembina Hills





This

Not this





System Commitment & Strategic Leadership



Superintendent & Team

Student Voice

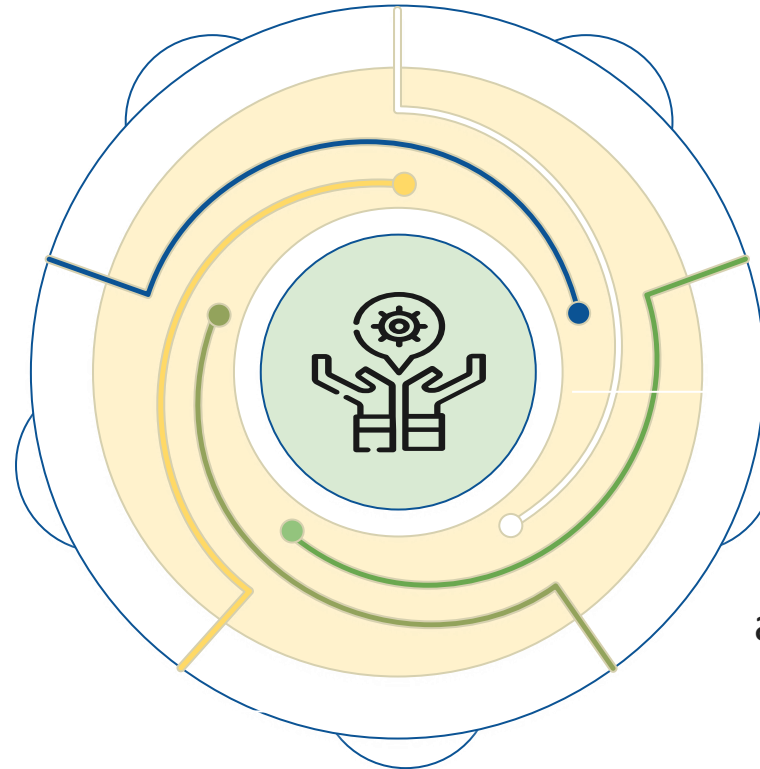
Superintendent visits to schools to listen

Sr. Admin Meetings

Weekly; focused on learning

Principal Meetings

Monthly; focused on learning (Currently 85%); Learning led by Senior Admin



School Visits

3 Cycles of Learning Walks (Education & Student Services); Ongoing visits from Superintendent

Shared Beliefs & Understandings

All leaders can lead; All teachers can teach; All students can learn - given the right time and support (Paraphrased from Sharratt et. al, 2019).



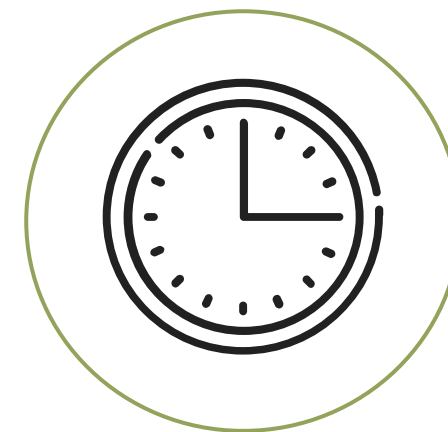
Support for Staff



Rolling Three Year Education Plans (Predictability, Rhythm, and Routine)

	Priority Focus 2024-2027	Concern: A significant area of concern, need or desire for improvement	What we need to do to address this	What our students will be able to do if we are successful	How we will know we are making progress	Actions we are taking in 2024-2025
Grade Level	<i>It's really important that...</i>	<i>An area of improvement that we need to focus on is...</i>	<i>If we...</i>	<i>Then...</i>	<i>We will know we have made progress because...</i>	<i>Next steps for this year are...</i>





Learning Walks

Based on the work of Dr. Beverly Freedman



Learning: How Do We Know It's Happening?

Safir & Dugan, 2021

One of the data sets education leaders need to understand are the actual teaching/learning practices taking place in their schools.

Hattie, 2012

Without being purposefully visible in classrooms focused on student learning, knowledge about teaching and impact on achievement is diminished.

Freedman, 2023

Using the **data observed about student learning across multiple visits to classrooms, across all grades and subjects** with other forms of data such as teachers' evaluations, attitudinal data, attendance data, exams, both school-based and national to develop trends, patterns and **raises questions about who is learning and who is not.**

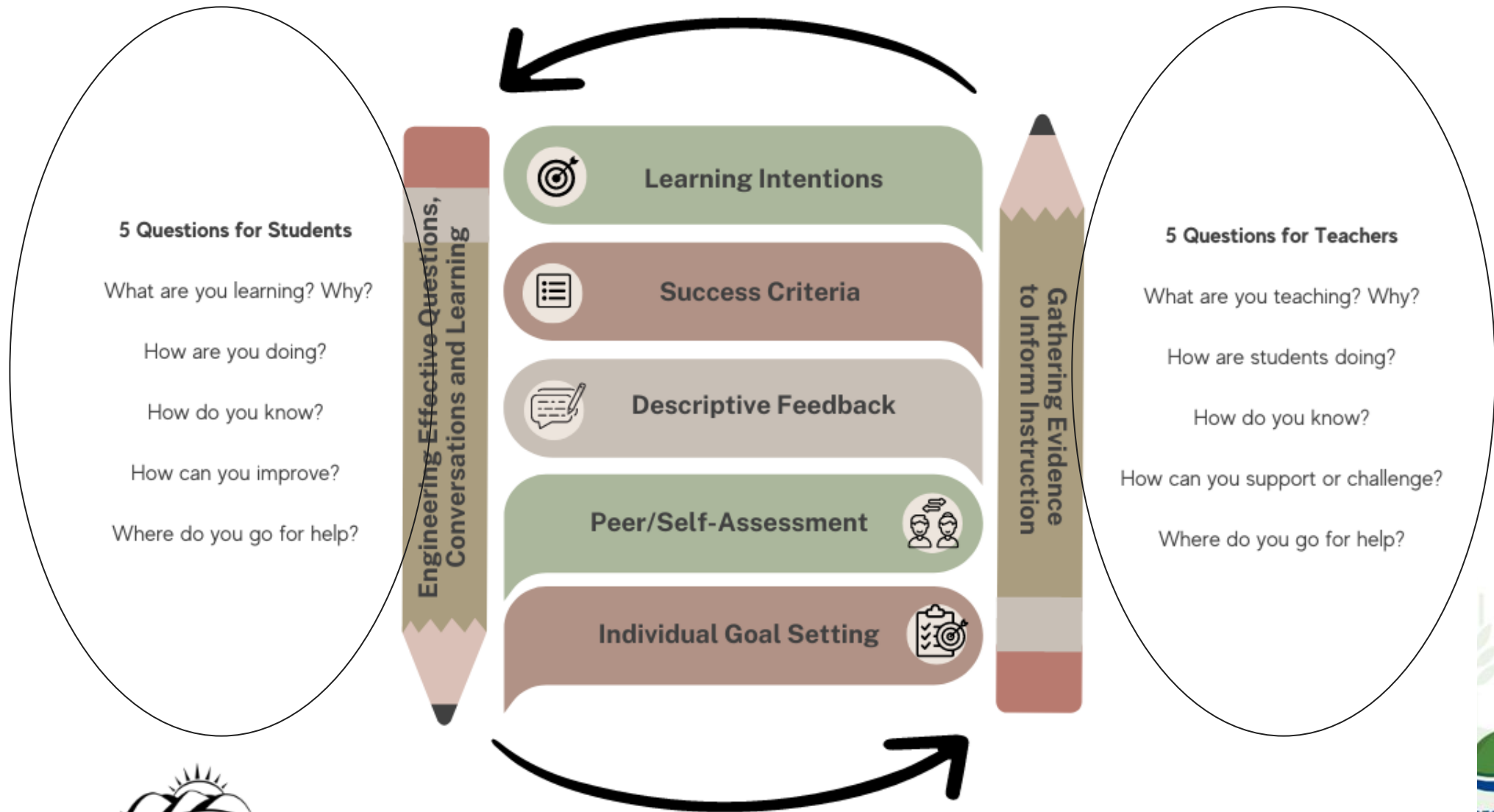


T.I.D.E. Framework

T - Tasks	I - Instruction
D - Design	E - Engagement



ASSESSMENT FRAMEWORK



Expectations in Pembina Hills

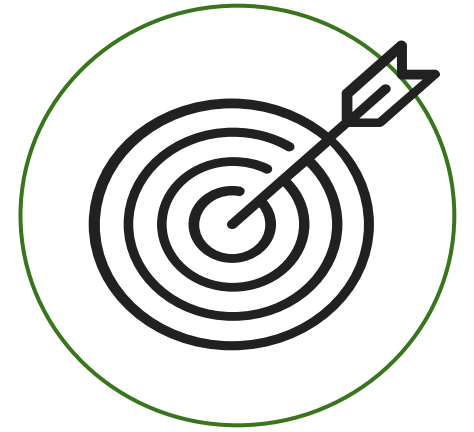
- Principals/Associate Principals are conducting Learning Walks on a regular basis
 - Looking for trends across the school (not just single classrooms)
 - Engaging in generative dialogue with teachers
- Principals who do not have an admin partner teaming up with colleague(s) from other school(s)
- Three scheduled Learning Walks per year with Senior Admin (Education and Student Services)



Reflection

How do we ensure that the rich, contextual insights from qualitative data—such as student voices, teacher observations, and classroom experiences—are valued as highly as standardized test results when making decisions about student learning and success?



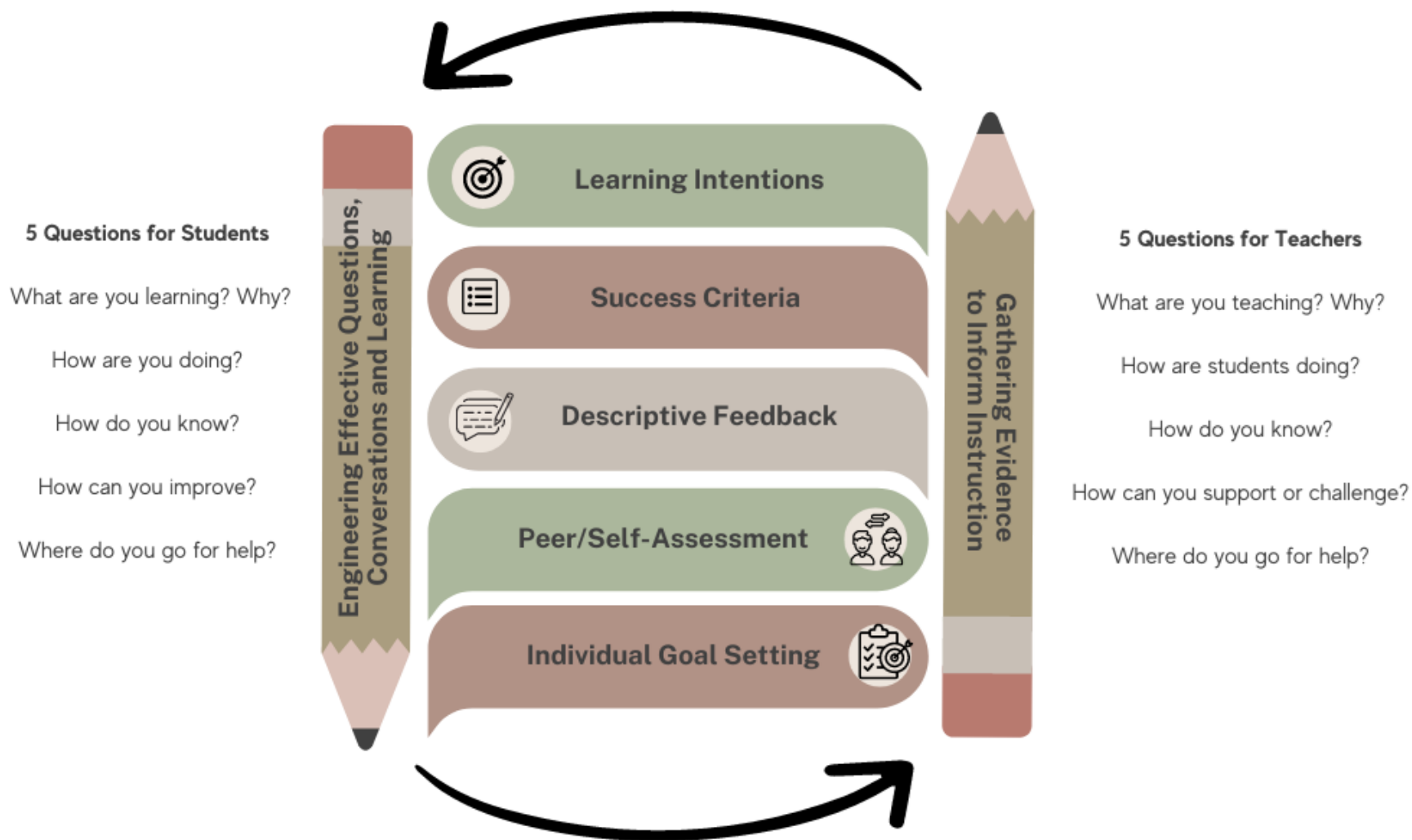


Assessment Framework

Based on the work of
Dr. Lyn Sharratt & Dr. Michael Fullan



ASSESSMENT FRAMEWORK



LEARNING INTENTIONS

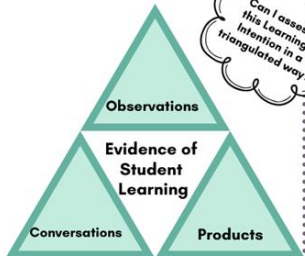
Learning Intentions are **synthesized** directly from **curriculum** expectations and answer the questions,
"What are we learning? Why are we learning this?"
 Consider the following prompts when crafting your statements:

1 Begin with the end in mind

When you envision the learning at the end of the unit, what are the **enduring understandings** you want students to take away?

4 Involve students

The Learning Intention must be meaningful to students, be purposefully unpacked, and be communicated in student-friendly language.



6 Double Check

Test the statement for **accessibility** and **flexibility**. Can the understanding be demonstrated in a variety of ways by ALL learners?



"We are learning to" implies a process of acquiring a skill or knowledge, while "We understand that" suggests a state of growth and progress.

We understand that...

2 Find the connections

From the curriculum or Program of Study identify relationships between concepts or synthesize the big ideas within the KUSPs or GLO/SLOs.



3 Narrow the focus

Create statement(s) that identify what students are learning and why, *not* what they are doing.

The "doing" will become clear through the Success Criteria.

"We understand that plants and animals sense and respond to environmental stimuli in order to survive."

5 Make visible

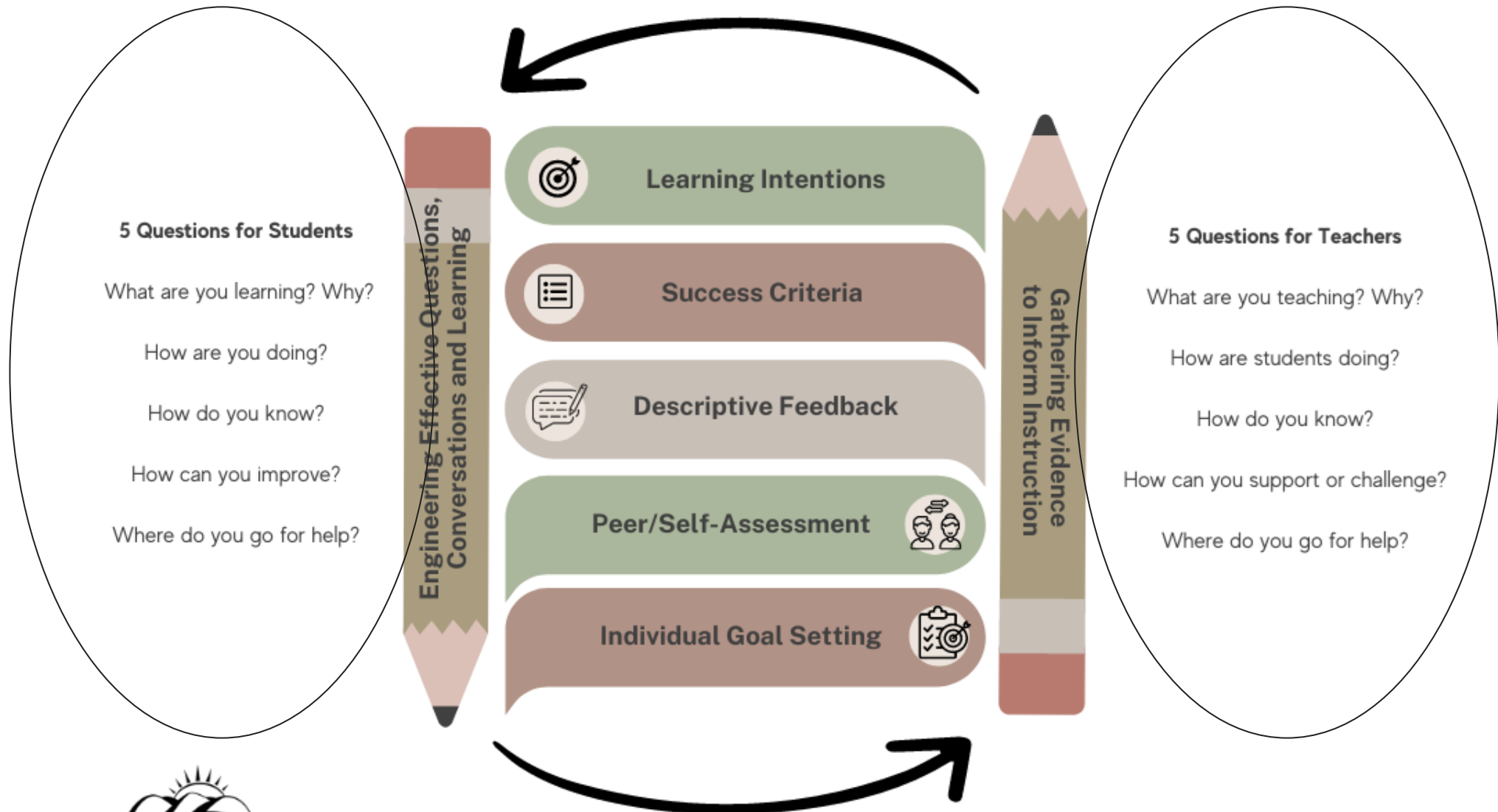
Learning Intentions can be referenced by both the educator and student to assess the **depth** of **understanding** and identify next steps for learning.

✓	✗
Connects learning over time	Specific to one particular activity or task
Synthesized curricular outcomes	A checklist of outcomes
Linked to curriculum	Linked to a resource or task
Reflects complexity of understanding	Limits range of access and challenge
Transfers to multiple contexts	Specific to one particular context

Fair, equitable, and clearly understood assessment practices are at the heart of learning for students and for educators in every system and school. This is equity and excellence - the heart of educational improvement.

-Sharratt & Fullan (2019)

ASSESSMENT FRAMEWORK



Prioritizing Instructional Leadership



All the Things!

- Think about all the different things you do day to day as a school administrator
- Individually, write each of those things on separate sticky notes



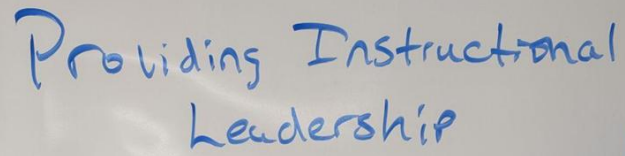
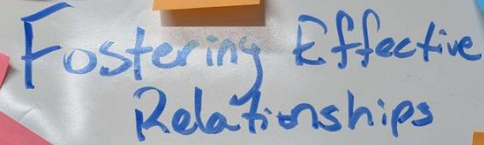
All The Things!



- Sort your sticky notes according to the labels on the wall
- Take a walk around the room and notice 'All The Things' that you and your colleagues do
- Consider the benefits of the things that you do

Leadership Quality Standards



[illegible][illegible]

What do you notice?



High Expectations, with Support

GROWTH
AND
COMFORT
DON'T
COEXIST.

GINNI ROMETTY, CEO, IBM



Table Talk

If you were to complete this activity with your school based administrators, where do you anticipate they would identify spending most of their time?

What are your next steps as a system leader to elevate instructional leadership in your schools?





3

University of Alberta

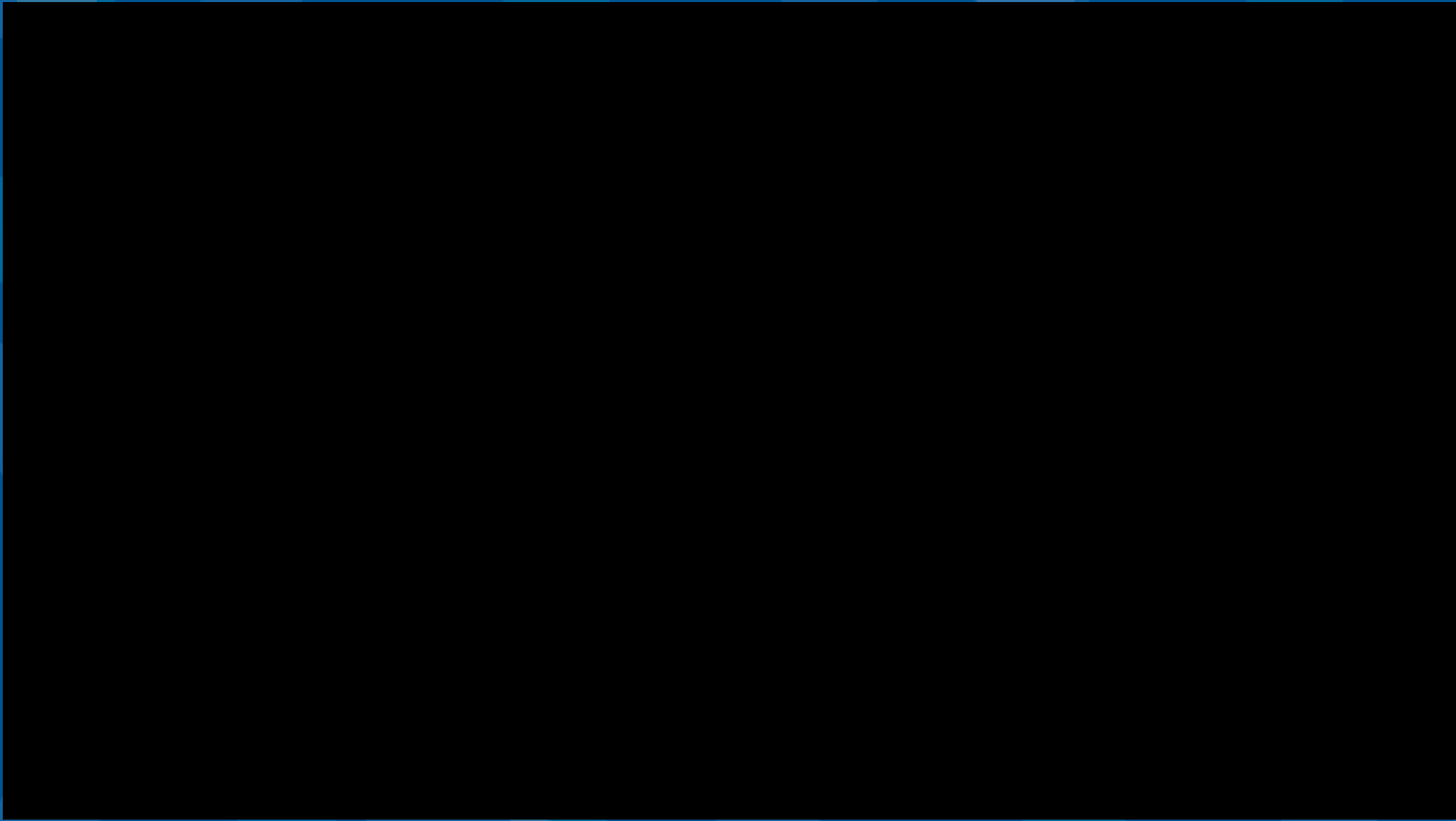
University of Alberta presentation – Dr. Darryl Hunter

The following is an anthology of video clips of school leaders and how they read and interpret statistical data.

Questions to consider:

- 1) What is statistical probability/likelihood/the odds?
- 2) What do you do with data?
- 3) What is the source of statistical hesitation?

The following slide shows a blank video screen. Due to the size of the video clips, it was not loaded. If you are interested in learning about these clips, please contact Dr. Darryl Hunter, at the University of Alberta (dhunter2@ualberta.ca).



4

Wrap up – pulling it all together



Pulling it all together

1. Professional practice standards require leaders to make decisions based upon data, research, and most promising practices.
2. System education leaders across Alberta collect, analyze, and interpret data to make good decisions.
3. System education leaders influence the changes that need to happen in the system.
4. System education leaders track the changes they have made to see if they make a difference.

Thank you!



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