

The Superintendent Leadership Quality Standard

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

Alberta Education February 2018



✓ Building Effective Relationships

✓ Modeling Commitment to Professional Learning

✓ Visionary Leadership

✓ Leading Learning

✓ Ensuring First Nations, Métis and Inuit Education for All Students

✓ School Authority Operations and Resources

✓ Supporting Effective Governance

CASS Fall Conference

November 4-6, 2020

Deerfoot Inn, Calgary, Alberta / **Online**

CASS Leadership Excellence: Alberta Stories of Practice... Strengthening Leadership Growth

CASS Professional Learning Goal – 2020-21

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

“The Alberta ECS / K - 12 education system is fundamental to a democratic society and must provide all students with a foundation for lifelong learning and citizenship. System educational leaders play a critical role to ensure quality school leadership, quality teaching and optimum learning for all students in Alberta.”

CASS Strategic Plan 2020/2023 https://o.b5z.net/i/u/10063916/f/CASS_Strategic_Plan_web_FINAL.pdf

CASS members rely on research, colleagues and personal lessons learned to understand how best to support provincial and system excellence and how to focus on supporting quality school leadership and teaching to create optimum learning for all students. Members continue to share that they value learning from and with one another at conferences and zone gatherings.

To support the growth of system leaders as well as capture CASS members “body of knowledge” we are continuing to highlight **CASS Leadership Excellence with Alberta Stories of Practice.**

CASS Leadership Excellence: Alberta Stories of Practice are intended to highlight the role of system leaders and share practices based on the Alberta context. Based on the Superintendent Leadership Quality Standard, (SLQS) – we will be seeking your story of practice and happy to share Barry’s “CASS Leadership Excellence” and other system leaders’ “Alberta Story of Practice” as components of this conference. We are always so very thankful for all system leaders who will be sharing their experience this week, as well as for everyone who is attending and engaged in conversation with colleagues and learning. Continued success –



Bevan Daverne
CASS President 2019-2021



David Keohane
CASS Executive Director

For ease of access, session descriptions are provided within the table. Speaker biographies in alphabetical order by last name are included at the end.

ALL SESSIONS ARE OFFERED ONLINE. TIMES HAVE ALSO CHANGED.

Wednesday, November 4, 2020 (Evening)

November 4th program will be delivered onsite from Calgary with online access via Zoom

6:00 – 7:00 pm	Conference registration onsite in Calgary and online
7:00 – 7:15 pm	Welcome— David Keohane and CASS President Bevan Daverne O-Canada, Recognition of Treaty 7 Land & Traditional Homeland of the Métis Nation Opening Blessing and Prayer by Elder Randy Bottle
7:15 – 8:15 pm	Moved to Thursday, Nov 5th 11:30 a.m. -12:15 p.m. A Story of Connection, Culture and Change with Barry Litun After a career serving in several educational positions, Barry Litun accepted the role of CASS Executive Director and began a new chapter of his story of practice. If you know Barry, you know he naturally and authentically shares his experiences and wisdom through storytelling drawing you into wanting to hear more. Story is powerful. Story is where we came from and where we are going. In this opening keynote, you will hear Barry share stories from his acquired library, which will be informative, memorable and no doubt make you chuckle. In a conversation with CASS President Bevan Daverne, Barry will share how he has made meaningful moments in between the pages and chapters of his leadership legacy. CASS Leadership Excellence Exemplified!
8:30 – 11:00 pm	Barry's Bash – President's Reception – onsite at the Deerfoot Inn Let us raise a toast to celebrate Barry's great leadership and successful career for the past 7 years with CASS.

Thursday, November 5, 2020

8:00 am	Conference Registration Full-Service Buffet Breakfast
8:30 am	Welcome – David Keohane Recognition of Treaty 7 Land & Traditional Homeland of the Métis Nation
8:40 - 9:20 am	The Leadership Wellness Link with Betsy Wierda You can't truly live your purpose if you are not well. In this keynote session, Betsy Wierda, Educational Coach and Consultant from Jacksonville , Florida, will focus on the urgent need for personal wellness as a driver for both workplace wellness and for the impact it has on the community as a whole. Highly effective results will emerge only through an inside out approach. You can't pour from an empty cup! Throughout Betsy's session, you will gain insight into ways that hope, optimism and joy can be taught, and how to create innovative practices that can become sustainable habits in our lives. Betsy's Mission: To inspire courageous leadership in herself and others daily while balancing courage and consideration and providing hope and sustainable influence on all school stakeholders.
9:20 - 10:00 am	Networking and Wellness Break (including time for room sanitization)

10:00 am – 12:00 pm	CASS Members only Role-Alike Sessions			
<p>Chief Superintendents</p> <p>Facilitated by: Bevan Daverne and David Keohane</p> <p>Emergent Agenda Items</p>	<p>Human Resources: Workplace Wellness</p> <p>“How can we best support the well-being of our leaders and staff for the ultimate benefit of students, based on a comprehensive and integrated approach to workplace wellness*? How do we know our efforts are having an impact?”</p> <p>A Comprehensive and Integrated Approach* When school authority leaders allocate time, provide resources, and demonstrate a commitment to a comprehensive and integrated approach to workplace wellness, the staff, organization, and community benefit.</p> <p>CASS Workplace Wellness Framework https://cassalberta.ca/resources/wellness/</p> <p><i>Facilitated by: CASS Member and Brian Andjelic (online) and Jim McLellan (onsite)</i></p>	<p>First Nations, Métis and Inuit</p> <p>School Authority Leads and First Nations Directors. Topic 1 “How can we engage with each other to build successful relationships to establish respectful and reciprocal Education Service Agreements “. Topic 2 - CASS research to increase the proportion of self- identified Indigenous teachers and leaders in school systems. Sharing of practices to increase the number of self-identified Indigenous high school students interested in teaching as a profession.</p> <p><i>Facilitated by: CASS Member and Elizabeth Gouthro. Part one including Ashley Bodnar Alberta Education</i></p>	<p>Curriculum, Assessment & Technology</p> <p>“Does the nature of learning and the learner change with the new Ministerial Order?”</p> <p>“What impact does the new ministerial order have on robust assessment, curriculum and teaching practices for the 21 Century in Alberta?”</p> <p><i>Facilitated by: CASS Member and Naomi Johnson (onsite) and Val Olekshy (online)</i></p>	<p>Inclusive Education</p> <p>Alberta Education CASS Stakeholder Engagement</p> <p><i>3-hour session; extending after lunch</i></p> <p>Shortened Session</p> <p>Moving Forward Together: A Professional Learning Toolkit to Support Inclusion (session change)</p> <p><i>Presented by Leah Dushenski, Alberta Education</i></p> <p>This session will be an opportunity to learn about and explore components of the new multimedia resource, Moving Forward Together: A Professional Learning Toolkit to Support Inclusion. System leaders will engage in discussion and brainstorming activities about how this toolkit could support teachers and school leaders in their local context.</p> <p>In this session, the Moving Forward Together: A Professional Learning Toolkit to Support Inclusion will be demonstrated. System leaders will engage in meaningful discussion around implementing the toolkit in their local context.</p> <p>This toolkit is designed to support system leaders and school leaders plan and facilitate meaningful, engaging professional learning experiences that build teachers’ individual and collective capacity to:</p> <ul style="list-style-type: none"> • Build a shared understanding of Teaching Quality Standard, Competency 4: Establishing inclusive learning environments; • Engage in ongoing professional conversations about inclusive education, diversity and building capacity; • Identify areas of strength, areas for growth and priority areas for ongoing professional learning; • Apply inclusive practices in the classroom; • Reflect on practice, collect evidence of shifts in thinking and practice, and share results with colleagues; and • Contribute to the collective capacity-building of their school and school jurisdictional learning community.
12:15 – 1:00 pm	Lunch (including time for room sanitization and movement to next location)			

***The Alberta Stories of Practice sessions are most coherent with the SLQS competencies identified.**

- ✓ Building Effective Relationships BER
- ✓ Modeling Commitment to Professional Learning MCPL
- ✓ Visionary Leadership VL
- ✓ Leading Learning LL
- ✓ Ensuring First Nations, Métis and Inuit Education for All Students FNMI
- ✓ School Authority Operations and Resources SOAR
- ✓ Supporting Effective Governance SEG



1:00- 2:30		CASS Leadership Excellence: Alberta Stories of Practice				
Workplace Wellbeing	Workplace Wellbeing	Professional Practice	Assurance Framework	Continuity of Learning 2020-21: Leading and Learning in the Online Environment	Inclusive Education	Leading Learning – Supporting Optimum Learning for All Students
<p>Emerging Stronger *BER, MCPL, VL, SEG, W 3-hour Session Shortened Session</p> <p>Presented by Kelly Johnson and Anthea Boras (Franklin Covey)</p> <p>"Our most difficult experiences become the crucibles that forge our character and develop the internal powers, the freedom to handle difficult circumstances in the future and to inspire others to do so as well" - Stephen R. Covey</p>	<p>POSTPONED Relationships Matter Most: A Framework to Support Multiple Pathways to Student Success at STAR Catholic *BER, FNMI, W <i>Delivered onsite and accessible online</i></p> <p>Presented by Dr. David Franter (The Third Path) and Laurie Kardynal Assistant (STAR Catholic Schools)</p> <p>What is the difference between simply valuing relationships and adopting a relational</p>	<p>Implementation of Professional Practice Standards *LL <i>Delivered onsite and accessible online</i></p> <p>The Universities of Alberta, Calgary, and Lethbridge, and Concordia University of Edmonton are collaborating on a study of the implementation of the Alberta Professional Practice Standards.</p> <p>This study is now in its third of four years. Through participation</p>	<p>The Assurance Framework: From Theory to Action *VL, SOAR, SEG <i>Delivered onsite and accessible online</i></p> <p>Presented by Keith Bowen and Anthony Warren (Alberta Education)</p> <p>Alberta Education recently introduced the Assurance Framework and associated expectations for school authority planning and result reporting.</p>	<p>Quality Programming: Leading Learning for At Home Learning *BER, VL, LL <i>Delivered online and accessible onsite</i></p> <p>Presented by Terri Reid (Black Gold School Division), Chad Kuzyk (Livingstone Range School Division) and Julia Drefs (High Prairie School Division)</p> <p>The pandemic has created great challenges, but it has also created opportunities to support the continuity</p>	<p>Continued Alberta Education CASS Stakeholder Engagement <i>Delivered and accessible online only</i></p> <p>Focused Conversation on the Draft Ministerial Order: Standards for an Inclusive Education System</p>	<p>Responding to the Needs of Students and Schools: A Division-Wide Approach to Collaborative Response at Battle River School Division *BER, MCPL, VL, LL <i>Delivered onsite and accessible online</i></p> <p>Presented by Shan Jorgenson-Adam, Brenda Herder (Battle River School Division) and Kurtis Hewson (Jigsaw Learning)</p> <p>At Battle River School Division, Collaborative Response has been</p>

<p>We are living in a time of uncertainty, ambiguity and disruptive change, that will require significant adaptation by school system leaders in service of quality school leadership, teaching and optimum learning for all students. Maintaining strength and momentum in serving our school communities now calls for even greater levels of meaningful community engagement, as well. How might we best accomplish all of this in the face of such local, regional and global challenges? In alignment with the Superintendent Leadership Quality Practice Standard, this workshop supports system leaders in developing and strengthening the perspectives, skills, tools and practices needed to understand, reframe and respond to change in effective ways. Using research-</p>	<p>mindset? How can clarifying the HOW and WHY of teaching (and not just focusing on the WHAT) help all students to flourish? How can education leaders support teachers to make meaningful change that lasts?</p> <p>The Third Path Framework emphasizes the adoption of a relational approach to education through the strengthening of the Eight Conditions for Learning and Development (Safety, Regulation, Belonging, Positivity, Engagement, Identity, Mastery and Meaning)—both in the classroom and throughout the organization. The framework draws upon wide-ranging research which has been documented in the book: <i>The Third Path: A Relationship-Based Approach to Student Well-being and Achievement</i>. It is currently being</p>	<p>in this two part session (Part 1: 1:00 to 2:30 PM; Part 2: 3:00 to 4:00 PM) you and your jurisdiction team system leaders will gain insights into the province-wide study on teachers' and leaders' perspectives and experiences with implementing the Professional Practice Standards. You will be able to use this information to enhance your own plans to support professional growth.</p> <p>Part 1: Quantitative Highlights from the Study of Professional Practice Standards Implementation</p> <p>Presented by Research Team Members from the Universities of Alberta, Calgary, and Lethbridge, and Concordia University of Edmonton</p>	<p>The Assurance Framework, as represented in the funding manual, is based on learning from the current funding framework, experiences from the pilot school authorities and the assurance review. School authorities will transition to the new framework in 2020-21 with full implementation expected in 2021-22.</p> <p>This session will provide system leaders with key information about the Assurance Framework and expectations for planning and reporting that will support implementation in their school divisions.</p> <p>As a result of participating in this session, system leaders will develop their knowledge and understanding of the Assurance Framework and key features of school authority planning and reporting</p>	<p>of learning. There has been an increased focus on building relationships within our school communities and across school authorities. We will briefly examine different models to support at home learning and share what each of our School Division's are doing to support continuity of learning for students, teachers, and leaders this year.</p> <p>With participants, we will engage in conversation to collaboratively explore what we can do to make learning better for students, teachers, and leaders. What practices have we implemented to support at home learning, teaching, and assessment and how have we intermixed promising practices from a variety of learning environments to create quality programming? As we move forward, what will</p>		<p>established as a division-wide mindset to ensure consistent and effective structures and processes for schools. Through a comprehensive and multi-layered approach, schools have developed and continue to refine collaborative team meetings, utilized data and evidence to inform their conversations and established continuums of support that ensures responsive supports for all students while engaging staff in continuous professional learning through those collaborative conversations. At the system level, the senior leadership team have adopted mirrored structures and processes to support the emerging needs of schools.</p> <p>As a result of participating in this session, you will:</p> <ul style="list-style-type: none"> • Explore the division-wide structures,
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<p>informed approaches, a Franklin Covey Education Coach will facilitate hands-on/minds-on learning for senior executives in education such that each can promote their own wellness, navigate change, facilitate hope and, ultimately, increase resilience amongst those they lead. Participants will learn from and with each other through reflection, dialogue and coaching and strengthen their competence to build effective relationships, model commitment to professional learning and lead their learning communities in emerging stronger from the current challenges.</p>	<p>implemented by districts across Canada.</p> <p>As a result of participating in this session, you will establish a social emotional learning framework to support all educators and students' wellbeing.</p>		<p>associated with it. Participants will be able to make connections with processes and practices in their divisions and identify implications for successful implementation.</p>	<p>learning look like and how do we ensure that we build and maintain quality practices in teaching, learning and assessment for all students, teachers, and leaders?</p> <p>As a result of participating in this session, you will increase your understanding of leading learning in our current reality and through conversations begin to hone their vision of the future of learning for students, teachers, and leaders. Collaboratively exploring effective practices enhances learning at all levels through expanding relationships within, between and among schools and school authorities.</p>		<p>processes, and ongoing support mechanisms for ensuring and growing Collaborative Response across all schools in Battle River School Division</p> <ul style="list-style-type: none"> • Learn how Battle River School Division leadership engage in regular structured collaborative conversations to ensure that all schools are supported to ensure shared responsibility for student success • Review the identified growth and development of school leaders that has emerged, effectively building the capacity of all members of the school communities to fulfill their educational roles
<p>2:30 – 3:00</p>	<p>Networking and Wellness Break including (including time for room sanitization)</p>					

3:00 – 4:00 CASS Leadership Excellence: Alberta Stories of Practice						
Workplace Wellbeing	Workplace Wellbeing	Professional Practice	Professional Practice	Assurance Framework	Continuity of Learning 2020-21: Leading and Learning in the Online Environment	Inclusive Education
<p>Continued – Emerging Stronger</p>	<p>Creating the CASS Workplace Wellness Planning and Implementation Playbook And Community of Practice *BER, W <i>Delivered onsite and access online</i></p> <p>Presented by Brian Andjelic and Jim McLellan (CASS Wellness Directors of Leadership)</p> <p>Based on requests from system leaders, we wish to facilitate the collaborative creation of a PLAYBOOK to further support the implementation of The Guide, especially the PRACTICES (strategies) and RESOURCES within each of the five implementation conditions found in The CASS Workplace Wellness Framework</p>	<p>POSTPONED Implementation of Professional Practice Standards *LL <i>Delivered onsite and accessible online</i></p> <p>Part 2: Jurisdiction Case Study Qualitative Highlights from the Study of the Implementation of Professional Practice Standards</p>	<p>Rethinking Jurisdiction Professional Learning: Using a Sustained Instructional Coaching Model *MCPL, LL <i>Delivered online and accessible onsite</i></p> <p>Presented by Amber Darroch and Shea Mellow (Horizon School Division)</p> <p>This session will overview a Research Partnership Project between Horizon and the University of Lethbridge Faculty of Education to explore the impact of a sustained instructional coaching model on shifting teacher self-perceptions of professional practice. How might what we are learning about improving teacher practice inform the</p>	<p>Assurance Model Pilot schools and districts working on assurance framework to be engaged in a round table sharing focused on Using Data to support continuous improvement *VL, SOAR, SEG <i>Delivered online and accessible onsite</i></p> <p>Districts confirmed to date: EICS, EPS Parkland, and Fort Vermillion</p> <p>Session One Two key components of the Assurance Framework as described in the funding manual include:</p> <ul style="list-style-type: none"> Using data for continuous improvement and Engaging the community to build 	<p>Strategies for Effective Online Professional Learning: What Can Professional Learning Look Like in This Current Environment? *MCPL, LL <i>Delivered online and accessible onsite</i></p> <p>Presented by Janet Bell and Robyn Stirrett</p> <p>What have we learned during the pandemic about professional learning? How can this inform our next steps in professional learning design? A key factor in providing high-quality, online, professional learning experiences lies in a teacher's ability to choose. The works of Timperley, Fullan, and Hargreaves, as well as best practices in andragogy, advocate away from a one-size-fits-all model of</p>	<p>Review by the Minister Process - Alberta Education <i>Delivered online and accessible onsite</i> *BER, SOAR, SEG Presented by Ms. Barbara Dussault and Dr. Joyce Clayton (Alberta Education)</p> <p>The focus of this session is to describe the Department's process in responding to requests for a Review by the Minister. The process comprises reviewing a school board's or a charter school's decision on an appeal made by a parent or student. The complexities of examining a board's decision can have impacts on how schools and boards operate, their policies and procedures as well as their ongoing relationships with</p>
<p>POSTPONED Peace Wapiti – Workplace Wellness Story of Practice *BER, MCPL, VL, W <i>Delivered online and accessible onsite</i></p> <p>Presented by Heather Putio, Heather Craigdallie and Shawn O'Shea</p> <p>Prior to and amidst a pandemic our Wellness team developed an implementation plan to promote wellness across the district highlighting the inter-dependent nature of staff and student wellness. We'll review our utilization of current research and evidence based practices that enhance positive outcomes for</p>						

<p>staff, students, families and communities. We will share how our school district made an intentional commitment to wellness, involved our admin team and revised our school improvement planning to make space for site-based wellness plans. Specific focus will be placed on the power of connection and how to build it. Leave with some practical guidelines and strategies to promote wellness at a system level.</p> <p>As a result of participating in this session, you will:</p> <ul style="list-style-type: none"> gain insights into how PWPSD used a system committee to develop a shared vision, allow for staff voice and identification of needs and collaborate with multiple community stakeholders to ensure research best practices are used to establish strategies 	<p>https://cassalberta.ca/resources/wellness/</p> <p>As school authorities move forward with their planning related to workplace wellness, such a playbook, created by CASS members, could be very valuable in saving time for all. The purpose of the session is to bring CASS members together in the start of a Community of Practice, which will pioneer the work leading to such a playbook. The intent will be to release the playbook to all CASS members at the CASS Annual Learning Conference in March 2021.</p> <p>http://www.communityofpractice.ca/background/what-is-a-community-of-practice/</p>		<p>budget decisions we make about how professional learning is structured in our school authorities?</p> <p>Participants will have the chance to use the research project as a springboard for discussing implications for approaches to professional learning.</p> <p>As a result of participating in this session, you will:</p> <ul style="list-style-type: none"> examine research related to the impact of instructional coaching, hear how instructional coaching has been applied in one context, and consider implications for leading learning, improving systems, and allocating professional learning budgets. 	<p>trust and relationships</p> <p>School Authority leaders that were involved in the initial assurance model pilots will share practices and lessons learned that have leveraged the intent of the assurance framework (e.g. using data for continuous improvement, or engaging the community to build trust and relationships), as well as the the impact they have experienced as a result of using different approaches/practices.</p> <p>As a result of participating in this session, you will learn from your colleagues about practices and strategies that worked well for their context. Your take-away includes the opportunity to reflect on how practices may be suitable for your own context and needs.</p>	<p>Professional Development and Learning, and toward one where teachers can access individualized, contextualized learning experiences that encourage inquiry, experimentation, accountability and data. Explore how in an online environment, 1:1, group, and peer coaching models meet all these needs. Next, hear three very different Alberta-based stories and learn about common explicit strategies used in each that can help district leaders envision and scaffold online professional learning experiences strategically to support participants becoming at least as comfortable and fluent in the online space as they would be in a physical one.</p> <p>As a result of participating in this session, you will learn from professional development providers about what strategies</p>	<p>students, families, and the Department.</p> <p>As a result of participating in this session, you will:</p> <ul style="list-style-type: none"> learn the highlights of administrative justice, learn the Department of Education’s procedures for responding to requests for a Review by the Minister; and learn what information is considered in reviewing the board's decision. <p>https://www.alberta.ca/review-by-the-minister-of-education.aspx#toc-0</p>
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<p>and solution focused processes to support workplace wellness in our context.</p> <ul style="list-style-type: none"> Learn how we will utilize the CASS workplace wellness framework and planning tool to reflect on our current status and support our data collection and decision-making process. 					<p>work well in our current online environment. Your take-away includes the opportunity to reflect on how practices may be suitable for your own context and needs to ensure your plans are supporting Teacher and Leader Professional Practice today and going forward.</p>	
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4:00 – 5:15 pm	New Members Academy/Mentorship
6:00 – 9:00 pm	Retirement Banquet

Friday, November 6, 2020

8:00 am	Conference Registration Full Service Breakfast Buffet
8:30 am	Welcome - David Keohane Recognition of Treaty 7 Land & Traditional Homeland of the Métis Nation
8:40- 9:10 am	Welcome Address by Deputy Minister Andre Corbould
9:10 - 9:40 am.	Networking and Wellness Break (including time for room sanitization)

9:40 – 10:40 am	Alberta Stories of Practice Sessions					
Workplace Wellbeing	Professional Practice	Professional Practice	Assurance Framework	Continuity of Learning 2020-21: Leading and Learning in the Online Environment	Inclusive Education	Leading Learning – Supporting Optimum Learning for All Students
<p>Wellness Takes Flight in Chinook’s Edge School Division (CESD): An Alberta Story of Practice *BER, VL, W <i>Delivered online and accessible onsite</i></p> <p>Presented by Ray Hoppins, Kurt Sacher, Aaryn Manning (CESD) and Genevieve Montemurro (UofA)</p> <p>This session will give an overview on the prioritization of Wellness within Chinook’s Edge School Division (CESD), and the case study research that is seeking to understand how and why school authorities such as CESD have been able to shift culture in this way. Using a panel-style format and a videography component, presenters from CESD</p>	<p>Alberta School Jurisdiction’s LQS Implementation Stories *LL <i>Delivered onsite and accessible online</i></p> <p>Presented by Dr. Bryan Szumlas (Calgary Catholic School District) and Sandy McDonald (Grand Prairie Public School Division)</p> <p>The Leadership Quality Standard (LQS) applies to all leaders employed in Alberta school authorities. The Leadership Quality Standard states that, 'Quality leadership occurs when the leader's ongoing analysis of the context, and decisions about what leadership knowledge and abilities to apply, result in quality teaching and optimum learning for all school students.' All leaders are expected to meet the Leadership Quality</p>	<p>The Women in Educational Leadership Research - What We Learned *BER, MCPL, VL, W <i>Delivered online and accessible onsite</i></p> <p>Presented by Lisa Everitt (Alberta Teachers Association)</p> <p>In Alberta, the gap between the number of women who occupy positions of leadership in both school jurisdictions and the Alberta Teachers Association and the number of women who are members of the teaching profession is significant. A review of the literature and historical documents shows this gap has been surprisingly durable over time. Therefore, in the spring of 2019, the Alberta Teachers' Association launched an online</p>	<p>Assurance Model Pilot schools and districts working on assurance framework to be engaged in a round table sharing focused on <u>Community Engagement to support continuous improvement</u> *VL, SOAR, SEG <i>Delivered online and accessible onsite</i></p> <p>Districts confirmed to date: EICS, EPS Parkland, and Fort Vermillion</p> <p>Session Two Two key components of the Assurance Framework as described in the funding manual include:</p> <ul style="list-style-type: none"> • Using data for continuous improvement and • Engaging the community to build 	<p>A Continuum of Online Strategies and Supports for Students with Diverse Needs (including mental health, complex needs and the collaborative response model) *BER, LL, W <i>Delivered online and accessible onsite</i></p> <p>Presented by Corine Gannon, Cheryl Shinkaruk and Gina Daus (Edmonton Catholic Schools)</p> <p>The presentation will include a variety of online resources and strategies that have been developed to support teachers, students and their families. Strategies include social emotional learning toolkits, a Division wide initiative with Jody Carrington modules, as well as online interventions for</p>	<p>Supporting Students from Low Incidence Populations *LL, SOAR <i>Delivered online and accessible onsite</i></p> <p>Presented by Roy McConnell, Pardeep Thind, and Crystal Thompson (Alberta Education)</p> <p>Alberta Education’s Low Incidence Support Service’s team will discuss the inherent challenges some school authorities may face and the provision of educational supports available to students from low incidence populations (blindness/visual impairment, deafness/hard of hearing, deafblindness and complex communication needs). This session will cover a wide array of educational supports</p>	<p>Collaborative Response: Moving Up the Continuum from School to District Supports *BER, MCPL, VL, LL <i>Delivered onsite and accessible online</i></p> <p>Presented by Amber Hester (Bigstone Education Authority) and Lorna Hewson (Jigsaw Learning)</p> <p>This session will provide an exploration of how districts can infuse common layered team structures to systematically identify and support at-risk learners from the classroom to district levels. Practical strategies will be shared for implementing a fluid, timely system of supports from the classroom to individualized supports accessed through the</p>

<p>and the University of Alberta, will share insights on this Alberta Story of Practice. Specifically, this panel presentation will highlight the value and impact of School Authority Wellness, and how innovative system education leadership at CESD has helped to ‘move the needle’ to bolster wellness – with clear links to indicators in the Superintendent Quality Leadership Standard competencies and key ideas to get started.</p> <p>As a result of participating in this session, you will increase their awareness and understanding of school authority wellness, case study research, and how wellness prioritization supports and aligns with professional practice competencies for school system leaders. This presentation is meant</p>	<p>Standard throughout their careers. This session will provide opportunities for system leaders to gain insights into the frameworks that Calgary Catholic School District and Grande Prairie Public School Division provide to support the professional growth of all principals and school jurisdiction leaders in achieving the Leadership Quality Standard. Each Superintendent will share the conditions that set the tone for effective implementation in each jurisdiction and then field questions.</p>	<p>survey to assess what Alberta teachers thought about the experience of teachers with respect to educational leadership and gender. The survey explored whether there is gender-based discrimination experienced by teachers and how these barriers impact a teachers' career progression. In addition, participants were asked to identify what supports teachers identified as being important to helping women enter into positions of educational leadership. This session will provide an overview of the survey and provide comment about how this information might assist the work of the Association and school jurisdictions.</p> <p>As a result of participating in this session, you will have an opportunity to enhance your awareness of the</p>	<p>trust and relationships</p> <p>School Authority leaders that were involved in the initial assurance model pilots will share practices and lessons learned that have leveraged the intent of the assurance framework (e.g. using data for continuous improvement, or engaging the community to build trust and relationships), as well as the the impact they have experienced as a result of using different approaches/practices.</p> <p>As a result of participating in this session, you will learn from your colleagues about practices and strategies that worked well for their context. Your take-away includes the opportunity to reflect on how practices may be suitable for your own context and needs.</p>	<p>students' with more severe needs. We will also leverage the online collaborative response model in creating school connections and collaborating with school teams to ensure success of all students' wherever they are in their learning environments.</p> <p>As a result of participating in this session, you will be provided with examples of ways in which to offer a continuum of multi-disciplinary supports online. Supports include examples to create an inclusive learning environment online, and ways in which to create meaningful, collaborative learning opportunities for teachers and support staff within this alternate learning environment.</p>	<p>such as mentorship, the Travelling Low Vision Clinic and professional learning communities. In addition, information about assistive technologies and braille resource supports that are available to school authorities from Services for Students with Visual Impairments will be presented.</p> <p>As a result of participating in this session, you will:</p> <ul style="list-style-type: none"> • understand the types of supports and services that support educational success for children and students from low incidence populations. • hear about the services available to school authorities to support school authority staff in their work with children and students from low incidence populations. 	<p>district. Through collaborative conversations and systematic communication, supports for students are better informed and efficiently implemented.</p> <p>As a result of participating in this session, you will:</p> <ul style="list-style-type: none"> • understand how common structures and processes across a system can ensure responsive support, while building shared responsibility for student success • identify effective structures and processes that can be implemented at the school level and replicated at the district level • recognize the importance of communication structures which inform each layered team • understand the positive impact of an
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to share and inspire through concrete examples of how responsive, quality leadership can support changes to prioritize wellness for all members of the school community.		gendered nature of schools and school divisions to build more inclusive leadership teams.				effective system of layered team structures on caseloads for district and external partners
11 :00 – 12:00 pm	CASS Annual General Meeting <i>Delivered onsite and accessible online</i>					
12:00 pm	Lunch and Prize Draws <i>Onsite only</i>					

Speaker Biographies

Janet Bell is passionate about educational technology leadership, exploring ways to create conditions that empower teachers to support students demonstrating learning in technology-rich settings. An English teacher originally, Janet’s career evolved over the years from classroom to consultant, co-leading edtech integration across the province as a member of the 2Learn.ca and ARPDC provincial teams, and back in Edmonton as a DH at Lillian Osborne High School and Consultant with the TIPS (Technology Integration and Planning Supports) Team in Edmonton Public Schools. Now a Google Certified Trainer and SMART Certified Trainer, these days Janet brings both vision, practical strategies, and various lenses (via ARPDC and collaborations with other provincial stakeholders) to help support district-wide integration of G Suite and SMART Learning Suite, reputable third-party applications, makerspaces, digital citizenship and more, within today’s emergent and shifting learning spaces. In her spare time, she enjoys the four generations of her family.

Anthea Boras has been an educator in Alberta for over 25 years. She received her Bachelor of Education from the University of Lethbridge and her Masters in Leadership and Administration from Gonzaga University. Anthea started her career as a French Immersion teacher with Red Deer Catholic Regional Schools before moving back to Lethbridge to work with Holy Spirit Catholic School Division, first as a teacher, then an Associate Principal and for the past 7 years as a principal. Her passion for educating the whole child and her strong belief that everyone can be a leader, led her to implement the Leader In Me in two of her schools. Anthea is currently working as a Client Partner for Franklin Covey Education and supporting schools and districts across Western Canada as they implement the Leader In Me process and build a strong social and emotional learning environment for their communities.

Keith Bowen is the head of the Planning & Analytics sector with Alberta Education. He has been with Alberta Education since 2001, having a variety of roles related to measurement, analytics, accountability and assurance. Keith was one of the leads in the development of the new funding and assurance framework that was rolled out in Budget 2020, and his sector is responsible for the management of the framework, including allocation of funding to school authorities.

Dr. Joyce Clayton is the Director, Learner Services Branch with Alberta Education.

Heather Craigdallie MEd. is the Wellness Lead for Peace Wapiti Public School Division & a Registered Psychologist with Peace Collaborative Services.

Amber Darroch is the Associate Superintendent of Learner Services for Horizon School Division, based in Taber and spanning north to Lomond and south to the Montana border at Coutts. She is Chair of the Board of Directors for the Alberta Assessment Consortium as well as the newly formed CASS Women in Leadership Committee.

Gina Daus is the Manager of Inclusive Education preK-12 and supports schools in meeting the needs of complex and severe students across the Division, as well as supervising our teams of social workers, psychologists and liaising with Alberta Health Services.

Julia Drefs is the Supervisor of Curriculum for High Prairie School Division, supporting teachers in areas of assessment, instruction, technology, and second languages. The HPSD Learning Support Centre team collaborated to implement the vision of the Superintendent for continuous learning, including the at-home and in-class learning options.

Leah Dushenski is the Senior Manager, School Accreditation, Standards, and Print Services Branch with Alberta Education.

Barbara Dussault is the Education Manager, Learner Services Branch with Alberta Education.

Lisa Everitt joined the Association's executive staff in 2006 and as worked in the Teacher Welfare, Member Services, and Government program areas. Lisa holds a BSc degree from St Francis Xavier University, a BEd degree from St Mary's University, a MEd degree from the University of Alberta and recently completed her doctoral studies at the University of Alberta. Prior to joining the Association, Lisa taught high school mathematics in the Northwest Territories and Parkland School Division.

Corine Gannon is currently the Superintendent of Learning Services in Edmonton Catholic Schools. Her portfolio includes inclusive education, curriculum and assessment pre K-Grade 12.

Amber Hester has held Assistant Superintendent roles in both Alberta, Saskatchewan and most recently with Bigstone Education Authority First Nations. She has a passion for diversity, leadership and building staff capacity. Strategic planning and developing collaborative and responsive structures and processes are key areas of interest and focus for Amber in any leadership role she has had. Ensuring everyone works together and all voices are heard is important to Amber as that is the key to authentic collaboration and impactful teams that work collectively to impact students' school experience and growth. Amber has been a Principal, Vice-Principal, Teacher, Consultant and had much involvement in the area of First Nations Education, Inclusion, Collaborative Response and Leadership Development.

As Lead Leader and co-founder of Jigsaw Learning, **Kurtis Hewson** has championed the call for collaborative structures in schools to ensure success for all students and enhance the collective efficacy of those dedicated educators working in classrooms. Kurtis works to establish responsive relationships with districts and system level leaders to design collaborative frameworks for educators and develop leadership capacity at all levels. An engaging speaker and facilitator, Kurtis interacts with thousands of educators and educational stakeholders annually to ensure the Collaborative Response Model is foundational to how schools work together to ensure success for all students.

Lorna Hewson is an award-winning educator with leadership experience at the classroom, school, district and provincial levels, Lorna's experiences have included learning support and inclusion, effective assessment and grading, pyramid of interventions development, curriculum implementation, coaching and mentoring teachers and inclusive practices at the classroom, school and district level. She is the co-founder of Jigsaw Learning, a co-author of the text Envisioning a Collaborative Response Model, and currently works with districts and schools across the province and beyond establishing Collaborative Response frameworks.

Ray Hoppins is an Associate Superintendent, People Services at Chinook's Edge School Division. Ray is responsible for all areas of human resources, employment, personnel, and staff wellness across the division. He also serves as liaison superintendent for schools in Bowden, Carstairs, Cremona, Didsbury, Spruce View, the Career High Schools (Innisfail, Didsbury, Olds, Sylvan Lake and Gasoline Alley), Off Campus and the Colony schools.

Kelly Johnson, BA, BEd, MA is an Alberta educator, organizational development facilitator, experienced Professional Certified Coach, former school administrator, instructional coach, central office coordinator and proud parent of two Alberta graduates. She supports schools, administrators, school councils, boards and central office leaders in school community

transformation for powerful results. To date, she has applied her coaching and educational expertise to partnering with senior and system leaders in the public and private sectors, government, education, non-profit, health, communication/publishing and business entrepreneurial areas. As a full-time leadership coach in government and now a full-time Alberta-based Leader in Me Coach with the Education Division of Franklin Covey, Kelly provides one-on-one team coaching and professional learning related to empowerment, leadership and implementation of goals across Canada and the US. Kelly brings inspiration, curiosity, strategy, passion and a keen sense of systems to her mission to change the world for the better alongside educators, system leaders, community members and families.

Born and raised in Coaldale, AB, **Chad Kuzyk** started his teaching career with Foothills School Division before spending several years in Ontario as a middle school teacher and instructional resource teacher with Peel District Board of Education. Chad is a University of Lethbridge alumni and completed his MEd in Literacy from Mount Saint Vincent University in Halifax. Chad is currently participating in the Education Leadership Doctorate at the University of Calgary. Chad joined Livingstone Range School Division in 2010 and is currently the Associate Superintendent of Curriculum and Innovation.

Growing up in Chipman, **Barry Litun** was about 12 years old when he watched the movie, “To Sir with Love,” and from that moment he believed the best job in the world would be as a teacher. He completed his B. Ed at the University of Alberta and his Master’s Degree at the University of Victoria. The summers studying in Victoria, accompanied by his wife Gail and two young sons, Justin and Adam, are extremely memorable, and indicative of the support he received from his family throughout his career in education.

He began his career in Lamont, teaching primarily physical education and math. He was able to coach virtually every sport offered, and thoroughly enjoyed doing so. After four years as vice principal at Lamont High School, he was provided the opportunity to serve as principal for Hilltop High School in Whitecourt. After five years, his family moved to Red Deer where he was the vice principal and then principal for Lindsay Thurber Comprehensive High School.

He joined the Central Services team with Red Deer Public as Deputy Superintendent for three years and beginning in 2006, he had the honor to serve as Superintendent for Lethbridge School District. He had the opportunity to complete a four-year term on the provincial CASS executive, including a year as President in 2010/11. He thoroughly enjoyed visiting all parts of the province during that year and meeting the dedicated system leaders that make Alberta’s education system one of the very best in the world.

Upon “retirement” from Lethbridge School District in 2013, he was provided the opportunity to become the Executive Director for CASS. The past seven years have been extremely rewarding and he believes that CASS will continue to be an integral partner in the education landscape of our province.

Barry is married to Gail, and they have two sons: Justin (Kealy) in Edmonton and Adam (Erin) in Houston. Justin and Kealy are the parents to Noah & Everett, Barry & Gail’s two grandchildren.

Aaryn Manning is a Staff Health and Wellness Worker for Chinook’s Edge School Division. She is the primary contact person for Staff Health & Wellness in the division. Aaryn chairs the Staff Health & Wellness Steering Committee and supports the work of the Wellness Champions. She also provides 1:1 counselling support and referrals for staff, as well as facilitating wellness sessions and sharing resources across the division.

Roy McConnell is currently Alberta Education’s provincial low incidence coordinator. In this role he coordinates a team of educational specialists in the areas of blindness/visual impairment, deafness/hard of hearing, deafblindness and complex communication needs, in place to support Alberta’s school authorities. Roy came to Alberta Education as part of the Students with Vision Loss Initiative. Prior to his time in government, Roy was a classroom teacher and school-based administrator in Parkland School Division.

Sandy McDonald is the Superintendent of Schools for Grande Prairie Public School Division. Sandy has over 25 years of experience in education as classroom Teacher, Principal, Director of Educational Technology, Assistant Superintendent and Deputy Superintendent. He attended the University of Alberta, obtaining a Bachelor of Education Degree with a major in mathematics. He subsequently achieved his Master of Arts in Educational Leadership from San Diego State University and has completed his Doctoral coursework in Educational Leadership at the University of Phoenix.

Shea Mellow is serving in her second year of the Instructional Coach with Horizon School Division. Shea is a master middle school/junior high ELA teacher, an artist, and is in the midst of her Master of Education in Educational Leadership studies through the University of Lethbridge.

Genevieve Montemurro is a Research Coordinator with the School of Public Health at the University of Alberta. Through her work with the Settings based Intervention Research through Changes in Lifestyles and Environments (SIRCLE) Lab, Genevieve is examining how and why school authorities in Alberta and British Columbia have been able to make wellness a priority and shift school culture.

Shawn O'Shea is the Principal of Whispering Ridge Community School with Peace Wapiti Public School Division.

Heather Putio is the Assistant Superintendent of Inclusive Education for Peace Wapiti Public School Division.

As the Learning Services Curriculum Coordinator for Black Gold School Division, **Terri Reid** provides support in the areas of curriculum, instruction, and professional learning as well as online and blended learning. She has been an integral part of the Division Re-entry planning and implementation and has been key in establishing a Distance Learning program for over 1500 students this fall.

Kurt Sacher is the Superintendent of Schools and Chief Executive Officer for Chinook's Edge School Division. Kurt's career in education has spanned 33 years, 28 of which have involved a variety of leadership roles at the school and division office level. Kurt has established an outstanding reputation in Alberta through the division-wide implementation of innovative programs in leadership and teacher mentorship.

Cheryl Shinkaruk is currently the Manager of Programs and Projects with Learning Services and supports a variety of initiatives including mental health prevention and promotion across the Division.

Robynn Stirrett is a coach, author, and synergista driven to support Dreamers, Innovators, Trail-Blazers, and Rebels. Working in K-12 and higher education, Robynn focuses her work on providing individualized, contextualized professional learning experiences for individuals and teams within the education sector. She is a sessional instructor in Undergraduate Programs with the University of Calgary and University of Lethbridge, teaching courses on Professional Development and Lifelong Learning, facilitating seminars, and supervising student and intern teachers. She also serves as a member of the Attendance Board for the Government of Alberta. Advanced coaching certifications in Conversational Intelligence and Team Coaching compliment her MEd in Leadership and Graduate Certificate in Executive Coaching. She leverages her learning in her work with schools and school authorities, as well as senior leaders across multiple sectors, to support complex transformational change initiatives by elevating relationship intelligence, conversational intelligence, and team effectiveness.

Dr. Bryan Szumlas is the Chief Superintendent and CEO of the Calgary Catholic School District. A graduate of the University of Calgary, Bryan has been with CCSD since 1990 as a teacher, science supervisor, vice-principal, principal, supervisor of teaching and learning, director with Instructional Services, and most recently the area director for north central Calgary and Airdrie.

Pardeep Thind has led the Services for Students with Visual Impairments over the past 4 years as Manager, Business Operations. In his role he manages the assistive technology loan program, braille production services and the loaning of resources to support Alberta's students who are blind or visually impaired. Prior to government, Pardeep worked as a Manager, Business Analytics for a private organization.

Crystal Thompson joined the Government of Alberta in 2019. Prior to joining government, Crystal worked in the private sector facilitating the delivery of face-to-face and virtual clinical services for children with severe special needs.

Anthony Warren is a Senior Manager with System Assurance Branch in the Planning & Analytics Sector, 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. Prior to joining Alberta Education, Anthony was a teacher and school administrator for 19 years.

Betsy Wierda has served as a Senior Coach, Consultant, District Implementation Specialist and Executive Coach for the Education Division of Franklin Covey since 2014. She has coached and consulted in both urban and rural, affluent and high poverty populations with great enthusiasm and success. She believes that leadership is within each one of us, waiting for opportunity to be released! Prior to joining the Franklin Covey team, Betsy spent many years as an exceptional student education teacher and as a principal in an at-risk school in Duval County, Florida. She led her team from a "challenged" status per the state of Florida to a high performing school and a vital learning community. She has served as the Director of Professional Development in St. Johns County, the highest performing district in the state of Florida. Betsy worked closely with district office leaders and the Superintendent to create and deliver high yield professional development to all stakeholders. Betsy's goal is to enhance the high achieving systems and structures within each school and district as well as to augment each as a sustainable, systemic learning community that focuses on learning for all stakeholders. Her mission is simple...to develop leaders! Betsy understands the importance of prioritizing personal wellness while living a life in service to others. She practices her own wellness through biking, jogging, blogging and spending time with her beautiful family.

Educational Background

- ACC Certified Executive Coach through the International Coaching Federation: Franklin Covey, 2020
- Doctorate of Education (Dissertation Submission 2021), University of North Florida, Jacksonville, FL.
- Master of Education in Educational Leadership, 2000, University of North Florida, Jacksonville, FL.
- Bachelor of Science in Specific Learning Disabilities and Music Education, 1986, Hope College, Holland, MI.

Online access to the sessions will be provided to the delegates closer to the date.

Hotel information

Deerfoot Inn & Casino – A South Calgary Hotel
1000, 11500 – 35 Street SE
Calgary, Alberta T2Z 3W4

Wifi is complimentary. No password required.

