



Maximizing Student Learning Model



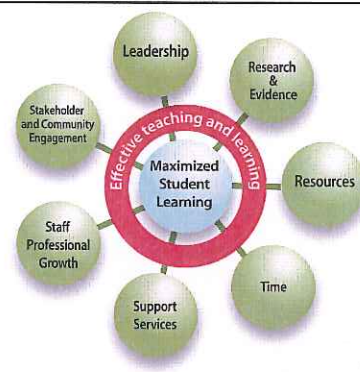
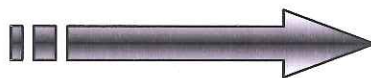
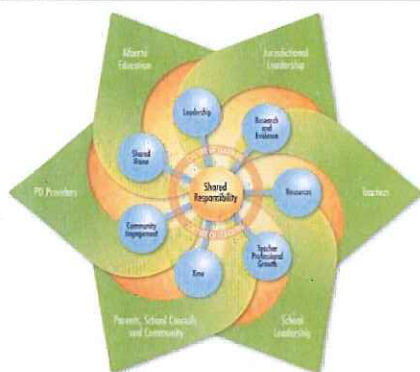
An electronic version of this document and other documentation used by Buffalo Trail Public Schools in connection with this work can be access through the *Essential Conditions* website at <http://www.essentialconditions.ca/> and more specifically under the *Essential Conditions in Action* heading at <http://www.essentialconditions.ca/makinguse.html> .

Maximizing Student Learning Model

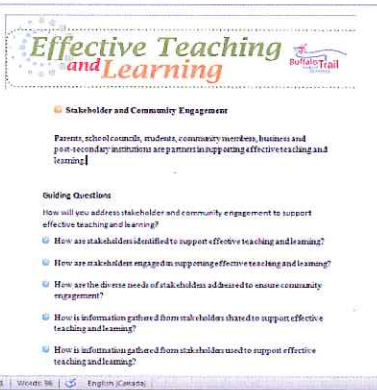
1. Our decision to embark on this journey came from these 4 beliefs:

- There is a strong research based correlation between teacher effectiveness and student achievement.
- As an organization we need to work towards a clear and consistent understanding of what effective teaching looks like in BTPS.
- As a leadership team, we need to commit to developing a comprehensive plan to support effective teaching and learning within BTPS.
- Effective teaching is supported by a series of interdependent essential conditions in which every member of BTPS plays an important role for successful implementation.

2. In October, 2010, our CASS Moving and Improving Team was looking for a structure to focus our work as a district. We utilized the essential conditions document as a guide for this work. Our first step was to adapt the essential conditions graphic to fit our vision. This graphic became the visual representation of effective teaching and learning in BTPS. At the center of this graphic was our focus (maximized student learning). It was our belief that teacher effectiveness was the single most important factor impacting student achievement. Evidence based research supported this assertion. The red circle represents this belief. Next we discussed what essential conditions were needed to support effective teaching and learning in BTPS. These became the green circles in the graphic. Modifications were made from the original version to emphasize the importance of the professional growth for all staff and the important role that all our various departments played supporting effective teaching in BTPS.



3. We adapted the guiding questions from each area (now the green circles in the BTPS graphic) of the essential conditions document to meet our needs. We also adopted a Teacher Effectiveness Framework to assist in building a *common understanding* of what effective teaching looks like in BTPS.



4. In February of 2011 our CASS Moving and Improving Team presented our work on effective teaching and learning to our leadership team (school based leaders, central services leaders and trustees). This included the draft BTPS Maximized Student Learning Model, the draft Effective Teaching and Learning Framework, and the evidence-based research that we used to develop and support it. This provided time for vetting and feedback.

Our leadership team was divided into 7 groups with each group representing one of the essential conditions. The groups were asked to go through the guiding questions and respond with our current practices and potential future steps we should take. The groups were also asked how we might measure if our support was making a difference to our efforts to maximize student learning. We were able to gather information from all of the groups on how we are currently supporting and how we might better support effective teaching and learning in BTPS.

We saw this to be an evolutionary process. We discussed how we could best move forward with the district wide launch to solicit both feedback and buy-in from stakeholders.

5. Out of the leadership workshop an implementation plan was developed. Some of these included:

- Formation of a Teacher Advisory Group (all schools were represented);
- Communication through the Superintendent's Memo to all stakeholders;
- Wiki Space for staff (included all documentation);
- Blog on Effective Teaching and Learning Framework;
- 15 minute video stream to all schools as a part of the staff meeting;
- Principal presentations to staff;
- Central Services consultation within their departments.

Specific information on the implementation plan and timelines is available upon request.

6. Following the consultation process involving all of our stakeholders, information was collected and then transposed to a jurisdictional lens document. This document itemized information under the 7 essential condition categories. The information included what we were currently doing, what we are planning to do, and what we need to do to best support effective teaching and learning in BTPS. At the beginning of the 2011-2012 school year schools were then asked to follow a similar process to create a school lens document. These documents currently form part of an annual report to stakeholders that is produced at both the jurisdictional and school level.

Jurisdictional Lens

<p>As a jurisdiction, we believe that teacher effectiveness has the greatest direct impact on student achievement. Buffalo Trail Public Schools is involved in a number of initiatives and it is essential to document what we are doing to support effective teaching and learning. This document is a summary of the information collected during the consultation process and is intended to provide a snapshot of the current state of affairs. It is not a comprehensive list of all activities, but it does provide a good overview of what we are doing to support effective teaching and learning. This plan is shown below:</p>							
	Research & Evidence	Resources	Time	Support Services	Staff Professional Growth	Stakeholder Community Engagement	Leadership
What we're currently doing	<ul style="list-style-type: none"> Strategic plan Jurisdictional goals & data analysis Action agenda Assessment for learning 	<ul style="list-style-type: none"> Forming practices Power School Outcome-based report cards Individual Education Planning (IEP) IEP development, professional growth plans, and walk-throughs 	<ul style="list-style-type: none"> Early dismissal ended PD Aug. 28, Nov. 18, Feb. 1, Mar. 23, Sept. 23 Organizational days 	<ul style="list-style-type: none"> Tech infrastructure ATA, SGA, AGLIS Helpdesk Facility infrastructure 	<ul style="list-style-type: none"> Aug. 28, Nov. 18, Feb. 1, Mar. 23, Sept. 23 BAP Aug. 23-25 HQPOTIS committee days Grades & Follow-up, N.E.S. development S - S 	<ul style="list-style-type: none"> Student voice TFPI survey ARIS surveys Board school community tours Super Tuesday's Superintendent's Council 	<ul style="list-style-type: none"> Collaborative training workshop July 6-7, Aug. 24 SASS training & improving Accountability document
Plan to do	Embed research into action meetings as part of evidence informed decision making	<ul style="list-style-type: none"> Post-implementation & PD plans (Nov. 22 & early dismissal days) Communication & use of ETL 		Consider more frequent embedded PD	<ul style="list-style-type: none"> Develop teacher helpdesk model Develop a protocol for room configuration 	<ul style="list-style-type: none"> Complete assessment communication plans Assessment based charts 	<ul style="list-style-type: none"> Board/Advisory workshop Feb. 20-24 Embedded PD at admin meetings
Need to do		<ul style="list-style-type: none"> TEACHER GROWTH & web presence Develop BTPS supports 				<ul style="list-style-type: none"> Develop Communication strategy re ETL 	<ul style="list-style-type: none"> Formal teacher-mentoring program Further define role of APL Develop instructional leader role capacity

School Lens

7 Essential Conditions for Learning
 1. Safe and Supportive Environment
 2. Quality Instruction
 3. Effective Leadership
 4. Quality Learning Environment
 5. Quality Assessment
 6. Quality Resources
 7. Quality Community

What we're currently doing	Resources & Evidence	Resources	Time	Support Services	Staff Professional Growth	Stakeholder Community Engagement	Leadership
Strategic plan jurisdictional goals & data analysis Action agenda Assessment for learning	Strategic plan Power School Outcome-based report cards Individual Education Planning (IEP) IEP development, professional growth plans, and walk-throughs	Early dismissal Whitford PD Aug. 28, Nov. 18, Feb. 1, Mar. 23, Sept. 23 Organizational days	Tech infrastructure ATA, SGA, AGLIS Helpdesk Facility infrastructure	Aug. 28, Nov. 18, Feb. 1, Mar. 23, Sept. 23 BAP Aug. 23-25 HQPOTIS committee days Grades & Follow-up, N.E.S. development S - S	Student voice TFPI survey ARIS surveys Board school community tours Super Tuesday's Superintendent's Council	Collaborative training Workshop July 6-7, Aug. 24 SASS training & improving Accountability document	
Embed research into action meetings as part of evidence informed decision making	Post-implementation & PD plans (Nov. 22 & early dismissal days) Communication & use of ETL			Teacher induction & PD Assessment based charts	Complete assessment communication plans	Board/Advisory workshop Feb. 20-24 Embedded PD at admin meetings	
Need to do	TEACHER GROWTH & web presence Develop BTPS supports	Consider more programs embedded PD		Develop teacher helpdesk model Develop a protocol for room configuration	Develop Communication strategy re ETL	Formative-based mentoring program Further define role of APL Develop instructional leader role capacity	

7. The BTPS Maximized Student Learning Model recognizes the need to align current practices in the jurisdiction. To achieve that alignment, we have:

1. Adopted a draft Effective Teaching and Learning Framework (ETLF);
2. Modified our BTPS Teacher Professional Growth Plan to focus on the ETLF;
3. Developed Teacher Effectiveness Support Teams (TES Teams) – grade or subject level teams.

Buffalo Trail Public Schools
Teacher Effectiveness Framework
2011

Buffalo Trail Public Schools Professional Growth Plan
Name: _____
School: _____



In Buffalo Trail Public Schools we believe that maximizing student learning is at the centre of all we do. Many factors contribute to student learning, but research shows that the most direct factor impacting student learning is effective teaching (Bryman, 2010; Marzano 2007, 2010; Miller, 2009; Raker and Mourshed, 2007; Leithwood, 2009, etc.).

The BTPS essential conditions graphic represents how all members of BTPS impact effective teaching and learning, and it is a collective responsibility to ensure that the same graphic can represent the many roles and responsibilities that teachers must consider as they strive to be the most effective professional possible.

The BTPS Professional Growth Plan (PGP) template is designed to support the BTPS Teacher Effectiveness Framework (TEF) and to provide a framework for teachers to use collaboratively to discuss professional growth, support, and to provide feedback towards their goals and to celebrate success. The PGP is a document for you and your professional growth, not for evaluation. There are no maximum number of goals and/or strategies required. Rather, this document should reflect your unique goals and interests as a professional, be a living, breathing document that is current and relevant to the current throughout your year, and it should reside in your possession.

2011-2012 BTPS TEST teams

Grade/Group Focus	Facilitators	Room Number
Kindergarten	Shelly McMillan and Melissa Gosselin	Room 101
Grade 1	Jim Fawcett and Melissa Gosselin	Room 102
Grade 2	Celine Johnson and Denise Pugh	Room 103
Grade 3	Anna Gordon and Glen Samardland	Room 104
Grade 4	Ken Pugh and Wayne Arnold	Room 105
Grade 5	Debbie Wain and Lisa Walker	Room 106
Grade 6	Bob Davidson and Crystal Brown	Room 107
Junior High Mathematics	Cathy Brown and Wayne Lewis	Room 108
Junior High English Language Arts	Debbie Wain and Lisa Walker	Room 109
Junior High Social Studies	Celine Johnson and Denise Pugh	Room 110
Junior High Science	Debbie Wain and Lisa Walker	Room 111
Senior High Mathematics	Ken Pugh and Wayne Arnold	Room 112
Senior High English	Anna Gordon and Glen Samardland	Room 113
Senior High Social Studies	Jim Fawcett and Melissa Gosselin	Room 114
Senior High Science	Shelly McMillan and Melissa Gosselin	Room 115
Specialized Groups: CTS	Debbie Wain and Lisa Walker	Room 116
Specialized Groups: New Arts	Debbie Wain and Lisa Walker	Room 117
Specialized Groups: Physical Education	Debbie Wain and Lisa Walker	Room 118

8. Moving forward with our Maximized Student Learning Model:

- Revised Board Mission/ Vision/ Values to support model
 - o Met in December to revisit these documents
 - o Consider wording that best reflects our model
- Revise Board Policy
 - o Teacher Growth, Supervision and Evaluation Policy
- Continued collaboration and consistent messaging
 - o WIKI
 - o Superintendent's Memo
- Build instructional and leadership capacity
 - o Learning Support Teams
 - o Curriculum Coach
 - o Group Facilitation Support Training (Laura Lipton)
- Continued work with the TES teams facilitated by leadership team members
 - o Leadership TES Team
 - o Designated TES Team Time
 - o Expectation of Sharing (Communities of Practice)
- Revisit the district calendar to best support teacher effectiveness
 - o Embedded Professional Development
 - o Designated TES Team collaboration time

Our maximizing student learning model filter:

THE IMPORTANT QUESTION:

How will this decision/initiative positively impact teacher effectiveness to support maximized student learning in BTPS?

Buffalo Trail Public Schools: Maximized Student Learning Model

For more information, please contact Mr. Bob Allen, Superintendent

Bob.Allen@btps.ca or 780.842.6144

