

**AISI Project Proposal/Plan**

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**Section A: 1(a-c). Project Parameters  
(Print Preview)**

Project ID: 40193 (Current Status: Approved by Alberta Education)  
Submitted Date: Oct-05-2009 Approved Date: Oct-21-2009 Last Updated: Dec-22-2011, Alfred Sakyi

<p><b>a. Project Title:</b> Differentiated Coaching</p> <p><b>b. Project Proposed for Which School Years?</b> <input checked="" type="checkbox"/> 2009/2010    <input checked="" type="checkbox"/> 2010/2011    <input checked="" type="checkbox"/> 2011/2012</p> <p><b>c. School Authority Name:</b> Wild Rose School Division No. 66 School Authority Code: 1325 School Authority Website: www.wrsd.ca</p>
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Please review the AISI Principles and Operational Procedures before completing this proposal. AISI terminology is also included in the AISI Handbook for Cycle 4.

Note: A School Year cannot be deleted if there are values for that year in any of the following sections: **A1e, B1a, B1b, B3 and B4a.**

Section A: 1d. Project Parameters  
Schools Involved

Actual Number of Schools Involved: 19				
<ul style="list-style-type: none"> <li>• Aurora Elementary School</li> <li>• Breton Elementary School</li> <li>• Breton High School</li> <li>• Caroline School</li> </ul>	<ul style="list-style-type: none"> <li>• Condor Elementary School</li> <li>• David Thompson School</li> <li>• Drayton Christian School</li> <li>• Ecole Rocky Elementary School</li> </ul>	<ul style="list-style-type: none"> <li>• Eldorado Elementary School</li> <li>• Evergreen Elementary School</li> <li>• Frank Maddock High School</li> <li>• Frank Maddock Outreach School</li> </ul>	<ul style="list-style-type: none"> <li>• H W Pickup Junior High School</li> <li>• Kootenay School</li> <li>• Leslieville Elementary School</li> <li>• Lochearn Elementary School</li> </ul>	<ul style="list-style-type: none"> <li>• Pioneer School</li> <li>• Visions West School</li> <li>• West Central High School</li> </ul>

Section A: 1e. Project Parameters  
Students and Grades Involved

2009/2010	
Grade	Number Of Students
preK	
K	403
1	398
2	405
3	366
4	382
5	386
6	391
7	382
8	398
9	394
10	444
11	498
12	496
<b>Total</b>	<b>5343</b>

2010/2011	
Grade	Number Of Students
preK	
K	404
1	403
2	398
3	405
4	366
5	382
6	386
7	391
8	382
9	398
10	394
11	444
12	498
<b>Total</b>	<b>5251</b>

2011/2012	
Grade	Number Of Students
preK	
K	406
1	404
2	403
3	398
4	405
5	366
6	382
7	386
8	391
9	382
10	398
11	394
12	444
<b>Total</b>	<b>5159</b>

## Section A: 1f. Project Type

Alberta Education, school authorities, universities and other AISI users often want to undertake various analyses of AISI projects. This type of analytical work requires the capability to extract and group AISI projects accurately by various categories.

Not all categories may apply to your project. Only do the checklist for the categories that are needed to describe your project. However, you must do the following categories: **Targeted Students, Subject, Themes and Teaching Strategies**

Targeted Students	<ul style="list-style-type: none"> <li>All Students</li> </ul>
Subject(s)	<ul style="list-style-type: none"> <li>All Subjects</li> </ul>
Theme(s)	<ul style="list-style-type: none"> <li>21st Century Skills/Technology Integration</li> <li>Professional Development</li> </ul>
Keywords (Teaching Strategies/PD/Programs)	<ul style="list-style-type: none"> <li>Assessment for/of/as Learning</li> <li>Coaching/Instructional Coaching (Teachers)</li> <li>Differentiated Instruction</li> <li>Leadership Capacity (staff)</li> <li>Professional Learning Communities</li> <li>Technology</li> </ul>
Number of Students in Project	<ul style="list-style-type: none"> <li>Over 10,000</li> </ul>
Grade	<ul style="list-style-type: none"> <li>K</li> <li>1</li> <li>2</li> <li>3</li> <li>4</li> <li>5</li> <li>6</li> <li>7</li> <li>8</li> <li>9</li> <li>10</li> <li>11</li> <li>12</li> </ul>
Zone	<ul style="list-style-type: none"> <li>Zone 4 Services</li> </ul>
Number of Schools in Project	<ul style="list-style-type: none"> <li>6 or more</li> </ul>
Location of School(s) involved	<ul style="list-style-type: none"> <li>Rural</li> </ul>
Division Grade Level	<ul style="list-style-type: none"> <li>1 (K-3)</li> <li>2 (4-6)</li> <li>3 (7-9)</li> <li>4 (10-12)</li> </ul>
School Authority Type	<ul style="list-style-type: none"> <li>Public School Jurisdiction</li> </ul>
Types of Measures	<ul style="list-style-type: none"> <li>Participation Rates in Provincial Achievement Tests/Diploma</li> </ul>

	<p>Exams</p> <ul style="list-style-type: none"> <li>• Provincial Achievement Tests</li> <li>• Provincial Diploma Examinations</li> <li>• School Completion/Graduation Measures</li> <li>• Surveys</li> </ul>
Constituency	<ul style="list-style-type: none"> <li>• Drayton Valley-Calmar</li> <li>• Rocky Mountain House</li> </ul>
City or Town Name	<ul style="list-style-type: none"> <li>• Breton</li> <li>• Caroline</li> <li>• Condor</li> <li>• Drayton Valley</li> <li>• Leslieville</li> <li>• Rocky Mountain House</li> </ul>

## Section A: 2. Project Description

## a. Provide an overview of the project (What do you plan to do and how?)

The 2009-2012 Wild Rose Public Schools' AISI project will have at its core the improvement of teacher instructional practices by the use of teacher coaching. This initiative will have a technological focus for 21st Century learning in order to increase student engagement and ultimately increase our students' achievement.

In order to do this Wild Rose will need to develop instructional coaches in each school in their jurisdiction. Principals have chosen one or two teachers who meet the following criteria:

1. Minimum of 5 years teaching experience;
2. Non-administrator;
3. Respected colleague;
4. Exemplary communicator;
5. Possess solid relationship building skills;
6. Open to change and innovation;
7. Continuous learner;
8. Knowledgeable Professional Learning Community leader; and
9. Experienced in assessment for learning, differentiated instruction, and using technology as an instructional tool.

Their role, depending on school and teacher needs could be as a coach, mentor, instructional leader, PLC leader, and Professional Development provider over a three year term.

Wild Rose coaches will be developed through attendance at a Summer Conference (2009); six days of instructional coaching professional development in our divisions during the 2009-2010 school year; and ongoing support by our Assistant Superintendent, District Administrator of Assessment and Student Achievement, and our Instructional Technology Coordinator. Also, Wild Rose will access Regional Consortia support as provided.

Schools will have coaches and each school will receive between .25 and .50 fte time for their coaching position. As well, each fte teacher position will receive 1 day of release time to be used as required through consultation with the school based coach.

Schools are expected to develop a school based plan which sets goals for coaches, and develop school goals to reflect current research, school improvement literature and learnings from previous Wild Rose AISI projects. Teacher Professional Growth Plans must have one goal related to the school plan and general AISI goals.

Schools will develop instructional and assessment strategies necessary to reach their goals, use Professional Learning Community embedded time to achieve goals, network with other schools in and out of the division, and provide for an evaluation of their work.

To summarize, Wild Rose Public Schools are using Differentiated Coaching to improve student achievement by developing and building upon teacher instructional practice, increasing in-school resources, and building capacity.

## b. Indicate why the project is needed.

The project is required because the schools and their teachers need to move to the next level of professional learning in order to continuously improve student achievement. The old models of workshops, modeling, practice, and feedback provide up to a 20% teacher transfer rate. But once peer coaching or instructional coaching is added into the mix, that rate jumps up to between 90 and 95%. Research also shows that the greatest single element in student learning and success is the teacher's

instructional skills. Wild Rose has looked at its results and has decided in a collaborative manner to move forward into a school based instructional coach model. Each school would decide how to make use of the coach (hence the title Differentiated Coaching) in such a way as to address the school's student learning and achievement issues.

Effect sizes for training move from .00 for theory presentation and demonstration to 1.68 when practice, feedback and coaching is included. (Killion and Harrison, 2006)

c. How is this project innovative? Projects can be:

I) Innovative projects focusing on themes that are brand new to a school authority

II) Innovative projects that go into greater depth on current themes with new research, strategies, or measures

III) Innovative projects that are collaborative, across school authorities focusing on common goals

Describe the innovation. What's new and different for your school authority?

We have implemented the school based facilitator model for the past 6 years. In that time, the facilitator role has grown but has been more of a resource sharer than an actual instructional coach. The 2009-2012 AISI initiative is different in that the school and classroom teacher has more input into specific school based goals and how best to implement the coach within the larger umbrella of division goals. Our coaches will differentiate moving from collegial coaching, to content-focused coaching to instructional coaching, to mentoring as the need arises at individual school and classroom sites. Technological instructional support through modelling and resource provision will be a large part of the initiative.

Section A: 3. School Community Involvement

As collaboration is an essential element for school improvement, project applications must reflect support of those who will implement the projects and include meaningful involvement of the school community. What are the indications that the project has meaningful involvement of the school community?

	a. Describe the participants` involvement in the consultation and planning process.	b. Describe how the participants will be involved or support the implementation of the project.
Authority Administrators	AISI plays a major role in the professional learning of the division. Director of Technology and Coordinator of Technology, along with the District Administrator Assessment and Student Achievement provided input into the initiative along with our Senior Management.	Regular Education Team meetings will include AISI updates.
Business/Community Agencies	Participated in town hall meetings where ideas were developed and provided to AISI team.	Communication to the community regarding our AISI initiative will be on-going. We will use the web site for news releases and will create a pamphlet similar to our cycle III information.
Parents	Parents were part of the Town Hall meetings which provided background information for the initiative. Eg. Mentoring	Communication with parents will be a regular part of the initiative. Periodic AISI updates will be part of school council meetings.
Principals	School administrators took part in various ways: 1. Led Pilot project; 2. Participated in survey; 3. Participated in face to face meetings; 4. Participated in video-conferencing.	School administrators will lead the school team that guides the implementation at the school. They will be accountable for the implementation at their schools. Finally, they will provide feedback for the continuous improvement of the initiative. Principals will have the opportunity to receive the coaching training.
School Board	School Board provided the Three Year Plan with specific goals and strategies.	Bi-annual presentations to Board will inform them of activities. AERR will provide data to support the initiative.
School Council	Participated in Town Hall meetings.	Principals will keep School Councils informed as to status of initiative in their schools.
Students	2009-2010 will see a major push to have students provide input and insight into Wild Rose Public Schools. Teacher Instruction and the AISI project will be a discussion point.	Wild Rose is planning a "Imagine a School" facilitated discussion with representative students. Results will be presented to the board. Students will take "Tell Them From Me" surveys to be used to provide the initiative with feedback.
Support Staff	N/A	N/A
Teachers	Teachers were surveyed (80% response	Teachers are the focus of this initiative

	rate) and their views and responses assisted in the development of the initiative.	and therefore their feedback will shape the three year cycle. The in school coach will collect such information and provide it to the Coordinator.
Other Specify		

## Section A: 4. Research

The requirement to reflect school improvement research as foundational to project development and implementation ensures there is a strong possibility for success.

a. What research/literature base informs your project? At least 3 current references (within the last five years) are required.

Author	Year	Title	Source(if not a book)
Joellen Killion and Cindy Harrison	2006	Taking the Lead: New roles for teachers and school-based coaches.	
Lois Brown Easton, Editor	2008	Powerful Designs for Professional Learning	
Joellen Killion and Cindy Harrison	2006	Taking the Lead: New Roles for Teachers and School-Based Coaches	
Joellen Killion	2009	Roles and Responsibilities of Instructional Coaches	Workshop sponsored by the Central Alberta Regional Consortium
Richard W. Lemons and Deborah Helsing	2008	High Quality Teaching and Learning: Do We Know It When We See It (And When We Don't)?	Education Canada article published by Canadian Education Association
Brenda Prentice, Teacher	2009	Analysis of Pilot Project for Frank Maddock High School (Instructional Coaching)	Teacher Final Report
Dr. Jim Knight, Editor	2008	Coaching: Approaches and Perspectives	
Dr. Jim Knight	2007	Instructional Coaching: A Partnership Approach to Improving Instruction	
Jane A.G. Kise	2006	Differentiated Coaching; A Framework for Helping Teachers Change	

## Section A: 4. Research

The requirement to reflect school improvement research as foundational to project development and implementation ensures there is a strong possibility for success.

b. What other AISI projects or promising practices inform this project. Include project numbers and titles.

30041 - CAPS - Optimizing Student Achievement  
 30247 - School Improvement Teams  
 285 - Coach - Technology Integration  
 690 - Increasing Literacy Through Mentoring Coach  
 10416 - Digital Divide: Bridging the Div. 4 Gap  
 10105 - Lead Teachers  
 30054 - Coaching as Co-Inquiry

c. Summarize how the above research and AISI projects inform the project design and implementation.

30041: CAPS - Learning Coaches are assigned to each school to coach teachers on curriculum, assessment and pyramids of intervention to increase student success. The Learning Coaches form a strong community of learners who meet regularly as a division group and are trained in facilitation and coaching strategies for teachers. The coaches utilize research based strategies, collect evidence to support program strength and make adjustments to the school program as dictated by individual school needs. At the high school level this has involved a review of effective teaching practices and training for teachers to differentiate instruction for students at risk of dropping out. Learning Coaches work with school admin, counselors and department heads to identify targeted interventions for students at risk, including providing them with a variety of program options including course choices, access to outreach school and cyber school services, use of technology and video conferencing.

10105: Lead Teachers - One of the promising practices developed through this project was the use of lead teachers who served as the key contact for the project in each junior high school. They held networking meetings with teachers and departments, assisted with planning, coaching and supporting their colleagues, and will be instrumental in sustaining the work of this project. Throughout the project they have focused on essential thinking processes while developing expertise in accessing background knowledge and using vocabulary strategies, reading strategies, graphic organizers and other tools support literacy in the classroom.

30054 - Coaching as Co-Inquiry - Coaching as co-inquiry is based on the view of teachers as researchers in their own classrooms. Teachers construct pedagogical content knowledge and knowledge of learners by reflecting on their own classroom experiences. The coach walks along side the teacher as they experiment with new ideas and strategies in the classroom

- focuses on analysis of interaction between key components of instruction: teachers, students, content
- deepens reflective practice before, during and after a lesson
- includes a pre-conference, lesson, post-conference
- driven by specific focus questions for each lesson developed cooperatively between the coach and teacher
- coach is not just an 'observer' but a 'co-inquirer'
- purpose of teacher supervision is learning rather than evaluation

285: Coach - Technology Integration - Collaborative grade level planning workshops focused on integrating

technology effectively into core subjects. Technology coaching model used and staff created personal growth plans in technology. The coaching model, over an extended period of time, is an effective model of professional development. As well, a certain level of computer proficiency is necessary before staff are ready to fully implement the ICT outcomes.

690: Increasing Literacy Through Mentoring Coach - Provide time for experienced master teachers to visit schools to help colleagues enhance their skills in teaching literacy. Coaching and mentoring instilled confidence and improved teachers' skills which in turn motivated students and improved achievement.

10416: Digital Divide: Bridging the Div. 4 Gap - What worked well

- Mentor being in the classroom to give confidence and support.
- Not providing theoretical support but applied (hands on/just-in-time) instead.
- Ask for help when needed (anytime); interruptions were welcomed.
- The care and maintenance of technology was minimal as new machines were introduced. The tech support skills of the in-school tech mentors were built to assist teachers in troubleshooting right there and then.
- Teachers began to demonstrate ownership of the labs and the ICT program of studies.
- Use of labs and technology within the school was maximized to its fullest capacity.
- The installation of VNC on every work station

**Section A: 5a.Improvement Goals:**

	Goals	Strategies	Measures
Student Learning	Excellence in Student Learning	<ul style="list-style-type: none"> <li>- develop shared visions of outstanding leadership, exemplary teaching</li> <li>-develop teacher leadership and instructional capacity through working groups in literacy, numeracy, technology, assessment, and differentiated instruction;</li> <li>-investigate alternate instructional approaches through coaching;</li> <li>-support development of instructional leadership through coaching;</li> <li>-continued support of Differentiated Instruction and Instructional Technology;</li> <li>-use Differentiated Coaching to address student engagement;</li> </ul>	Accountability Pillar, Surveys, Provincial Achievement Tests, Diploma examinations, Tell Them From Me Survey
Other Related	Wild Rose demonstrates leadership and continuous improvement.	<ul style="list-style-type: none"> <li>-Continue support of embedded PLC time;</li> <li>-Differentiated Coaching model supports teacher continuous improvement;</li> <li>-Share Fairs support teacher classroom work;</li> </ul>	Accountability Pillar, Surveys, Tell Them From Me Survey

## Section A: 5b. Improvement Goals

How do these AISI goals relate to specific aspects or priorities in your Three-Year Education Plan and Annual Education Results Report (AERR)?

These goals reflect our commitment to improving student achievement through improving teacher instructional strategies, having in-school coaches to support teacher efforts to enhance their practice is more likely to lead to sustained improvements. It will also model how teachers can support one another.

Section B: 1a. Quantitative Measures

Measures should be expressed as percentages, where possible. It is recommended that baselines be determined using a three-year average. Targets should be realistic and attainable, based on prior performance.

Measure Category: Provincial Achievement Test Results -Mathematics				
Measure: Grade 3 Mathematics - Acceptable Standard				
Measure Description	Measure is the percentage of students who meet the acceptable standard. Tracking students from the beginning of assessment in Math allows the division to work on the decline in math results from grades 3 onwards. Baseline is percentage in 08/09.			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		91.2	365	07-09 3 yr. rolling average
2009/2010	78	78.30	102	
2010/2011	81	.00	0	
2011/2012		.00	0	

Measure Category: Provincial Achievement Test Results -Mathematics				
Measure: Grade 6 Mathematics - Standard of Excellence				
Measure Description	Percentage of students achieving standard of excellence. Tracking students from the beginning of assessment in Math allows the division to work on the decline in math results from grades 3 onwards.			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		15.5	367	07-09 3 yr. rolling average
2009/2010	16	16.00	81	
2010/2011	18	.00	0	
2011/2012		.00	0	

Measure Category: Provincial Achievement Test Results -Mathematics				
Measure: Grade 9 Mathematics - Acceptable Standard				
Measure Description	Percentage of students achieving acceptable standard. Tracking students from the beginning of assessment in Math allows the division to work on the decline in math results from grades 3 onwards.			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		62.7	358	07-09 3 yr. rolling average
2009/2010	60	55.00	263	
2010/2011	65	.00	0	
2011/2012	70	.00	0	

Measure Category: Provincial Achievement Test Results -Mathematics				
Measure: Grade 9 Mathematics - Standard of Excellence				
Measure Description	Percentage of students who achieve standard of excellence in math 9. Tracking students from the beginning of assessment in Math allows the division to work on the decline in math results from grades 3 onwards.			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		9.8	358	07-09 3 yr. rolling average
2009/2010	10	8.70	263	
2010/2011	15	.00	0	
2011/2012		.00	0	

Measure Category: Provincial Achievement Test Results -Mathematics				
Measure: Grade 9 Mathematics - Acceptable Standard				
Measure Description	Form 2 - percentage of students who meet the acceptable standard			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		56.6	355	Baseline is 10-11 first full cohort writing
2009/2010	60	.00	135	
2010/2011	65	56.60	355	
2011/2012				

Measure Category: Provincial Achievement Test Results -Mathematics				
Measure: Grade 3 Mathematics - Acceptable Standard				
Measure Description	Form 2 - percentage of students who meet the acceptable standard			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		84.4	339	baseline is 10-11 first full cohort writing
2009/2010	78	78.30	102	
2010/2011	81	84.40	339	
2011/2012	84	.00	0	

Measure Category: Provincial Achievement Test Results -Mathematics				
Measure: Grade 6 Mathematics - Standard of Excellence				
Measure Description	Form 2 Percentage of students who achieve standard of excellence.			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		13.2	357	Baseline is 10-11 first full cohort

				writing
2009/2010	16	14.60	81	
2010/2011	18	13.20	357	
2011/2012	20	.00	0	

Measure Category: Provincial Achievement Test Results -Mathematics Measure: Grade 9 Mathematics - Standard of Excellence				
Measure Description	Form 2 Percentage of students who meet the standard of excellence.			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		9.90	355	Baseline is 10-11 first full cohort writing
2009/2010	10	8.70	263	
2010/2011	15	9.90	355	
2011/2012	20	.00	0	

Measure Category: Grade 12 Diploma Examinations Results Measure: Applied Mathematics 30 - Acceptable Standard				
Measure Description	Percentage of students who achieve the acceptable standard in Applied Math 30. Tracking students from the beginning of assessment in Math allows the division to work on the decline in math results from grades 3 onwards.			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		67.3	107	Baseline is 07-09 3yr. rolling average
2009/2010	63	76.10	99	
2010/2011	70	71.20	153	
2011/2012	75	.00	0	

Measure Category: Grade 12 Diploma Examinations Results Measure: Pure Mathematics 30 - Standard of Excellence				
Measure Description	Percentage of Math 30 Pure students who achieve the standard of excellence. This measure assists us in determining whether our strategies are reaching those top students.			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		17.1	142	Baseline is 07-09 3 yr. rolling average
2009/2010	17	15.80	143	
2010/2011	19	18.70	134	
2011/2012	21	.00	0	

Measure Category: Grade 12 Diploma Examinations Results				
Measure: Pure Mathematics 30 - Participation Rate				
Measure Description	Percentage of grade 12 students who participate in Pure Math 30. Participation will allow us to determine if our strategies are assisting students in receiving the skills and knowledge needed to challenge the higher level courses.			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		33.2	141	07-09 3 yr rolling average
2009/2010	33	32.30	132	
2010/2011	36	28.70	131	
2011/2012	40	.00	0	

Measure Category: Grade 12 Diploma Examinations Results				
Measure: Biology 30 - Participation Rate				
Measure Description	Percentage of students who participate in Biology 30. Participation will allow us to determine if our strategies are assisting students in receiving the skills and knowledge needed to challenge the higher level courses.			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		36.6	121	Baseline is 07-09 3 yr. rolling average
2009/2010	36	33.00	152	
2010/2011	38	37.40	171	
2011/2012	40	.00	0	

Measure Category: Grade 12 Diploma Examinations Results				
Measure: Chemistry 30 - Participation Rate				
Measure Description	Percentage of grade 12 students who participate in Chemistry 30. Participation will allow us to determine if our strategies are assisting students in receiving the skills and knowledge needed to challenge the higher level courses.			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		27.4	112	Baseline is 08/09 results as this is a new course
2009/2010	30	29.10	132	
2010/2011	31	28.70	131	
2011/2012	32	.00	0	

Measure Category: Grade 12 Diploma Examinations Results				
Measure: Physics 30 - Participation Rate				
Measure Description	Percentage of students who participate in Physics 30. Participation will allow us to determine if our strategies are assisting students in receiving the skills and knowledge			

needed to challenge the higher level courses.				
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		15.2	62	Baseline is 07/08 results as thethis is a new course.
2009/2010	17	17.00	78	
2010/2011	19	16.80	77	
2011/2012	21	.00	0	

Measure Category: Accountability Pillar Measures				
Measure: Diploma Exam Participation Rate (4+ Exams)				
Measure Description	Percentage of students who take four or more diploma examinations in their grade 12 year. Participation will allow us to determine if our strategies are assisting students in receiving the skills and knowledge needed to challenge the higher level courses.			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		41.4	464	Baseline is 07/09 3 yr. rolling average
2009/2010	46	45.30	470	
2010/2011	47	.00	0	Results not available
2011/2012	48	.00	0	

Measure Category: Accountability Pillar Measures				
Measure: Rutherford Scholarship Eligibility Rate				
Measure Description	Percentage of grade 12 students eligible for Rutherford scholarships. Participation will allow us to determine if our strategies are assisting students in receiving the skills and knowledge needed to challenge the higher level courses.			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		51.7	463	Baseline is 07/09 3 yr. rolling average
2009/2010	54	55.40	478	
2010/2011	56	.00	0	results not available
2011/2012	57	.00	0	

Measure Category: Accountability Pillar Measures				
Measure: High School Completion Rate (3 yr)				
Measure Description	Percentage of students who complete high school in 3 years. Student success measured by completion indicates that students are receiving the necessary skills and knowledge to encounter success, thereby completing courses and subsequently completing high school.			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		71.6	464	Baseline is 07/09 3

				yr. rolling average
2009/2010	73.5	73.40	470	
2010/2011	74.0	.00	0	Results not available
2011/2012	75.0	.00	0	

Section B: 1b. Survey Measures

Measures should be expressed as percentages, where possible. It is recommended that baselines be determined using a three-year average. Improvement targets should be realistic and attainable, based on prior performance.

Measure Category: Locally Determined Surveys					
Measure: Teacher Knowledge/Skills Survey					
Measure Description	Percentage of Teachers who agree or strongly agree that they have found that student achievement has improved as a result of the collaboration with AISI/DC Instructional Coaches.				
Results	Target	Actual	Number of Surveys Returned	Response Rate	Comment (optional)
Baseline		76.07	239		2010-2011 First Year of Survey
2009/2010					
2010/2011		76.07	239	75.90	
2011/2012					

Measure Category: Locally Determined Surveys					
Measure: Teacher/Staff Attitudinal Survey/Inventory					
Measure Description	Percentage of Teachers who agree or strongly agree that collaborating with their AISI/DC Instructional Coach played a vital role in their growth as a teacher.				
Results	Target	Actual	Number of Surveys Returned	Response Rate	Comment (optional)
Baseline		64.10	239	75.90	Baseline is 2010-2011 First year of survey
2009/2010					
2010/2011		64.10	239	75.90	
2011/2012					

Measure Category: Locally Determined Surveys					
Measure: Student Satisfaction Survey					
Measure Description	Intellectual Engagement Composite: Percentage of students agree or strongly agree that they are intellectually engaged and find learning interesting, enjoyable, and relevant. Grades 7-12				
Results	Target	Actual	Number of Surveys Returned	Response Rate	Comment (optional)
Baseline		50	2631	30.00	Baseline is the results from 2010-011

2009/2010		.00	0	.00	
2010/2011	50	50.00	2631	30.00	These are the results from two administrations of the survey
2011/2012					

Measure Category: Locally Determined Surveys					
Measure: Student Attitudinal Survey/Inventory					
Measure Description	Students who are interested and motivated: Percentage of students who agree or strongly agree that they find school interesting and motivating. Grades 7-12				
Results	Target	Actual	Number of Surveys Returned	Response Rate	Comment (optional)
Baseline		30	2631	30.00	Baseline is the first year of the survey 2010-2011
2009/2010		.00	0	.00	
2010/2011	30	30.00	2631	30.00	Tell Them From Me
2011/2012					

Section B: 1c. Qualitative Measures

Qualitative data provide rich, transferable descriptions of individuals' experiences of educational phenomena, with a focus on process, meaning and human behaviours as they occur in context. Sources of evidence might include: interview transcripts, written reports (e.g., policy documents; observation field notes), focus group transcripts, video/audio recording (e.g., documenting classroom activities), artifacts/documents/portfolios (e.g., personal/professional journals; artwork).

The "Current Situation" provides a baseline. The "Success Indicators" demonstrate how we know the "Desired Change" has been achieved. When reporting on these success indicators, plan to include a summary of qualitative evidence, rather than including all the raw data. For example, rather than including all the interview transcripts from the in-depth qualitative interviews conducted, include a summary of evidence-based themes from the data analysis.

	Current Situation	Desired Change	Success Indicator(s) (You will be required to report on each success indicator identified.)
	Teachers work in isolation on improving instruction.	Teachers work together with coaches on engaging students.	Number of contacts as indicated by coach's logs.
2009/2010	<b>Briefly describe the evidence of success achieved (required) for each identified success indicator.</b> Coaches worked differently depending on the school but teachers have started to use the services of the coach depending on the role requested and the school. Some coaches worked with every teacher on staff whereas others were less successful. Approximately 2/3 of our teaching staff regularly had contact with a coach. <b>How Well:</b> Well		
2010/2011	<b>Briefly describe the evidence of success achieved (required) for each identified success indicator.</b> On average, our coaches made approximately 6 contacts with each teacher. Coaches focused on SmartLearning and Assessment to improve our teacher's instruction. Many coaches were leaders with school based Professional Learning communities. <b>How Well:</b> Well		
2011/2012	<b>Briefly describe the evidence of success achieved (required) for each identified success indicator.</b> <b>How Well:</b> N/A		
	Student satisfaction with their instruction as understood through the "Tell Them From Me" Survey. (Baseline developed in 09/10)	Satisfaction goes up -	Attendance increases, discipline issues decrease (suspensions),
2009/2010	<b>Briefly describe the evidence of success achieved (required) for each identified success indicator.</b> We will use the data from the "Tell Them From Me" initiative beginning this fall. We will use data from four separate sittings in the next two years to give us this answer. <b>How Well:</b> Not at All		
	<b>Briefly describe the evidence of success achieved (required) for each identified success indicator.</b>		

2010/2011	2010-2011 was the first two sittings of the Tell Them From Me Survey. The survey has shown that our students have a lower rate of truancy than their Canadian peers and that they do not value school as much. <b>How Well:</b> Marginally
2011/2012	<b>Briefly describe the evidence of success achieved (required) for each identified success indicator.</b>  <b>How Well:</b>

Section B: 2. Plans for Key Strategies and Processes

Identify and explain the processes and strategies you plan to use to achieve your goals. Indicate the timeframe where applicable.

Category	Planned Strategies/Processes	Refinements/Changes
<p><b>a. Instructional Strategies:</b></p> <p>Projects must identify instructional strategies to be used to improve student learning.(i.e. technology integration, clarifying and sharing learning outcomes with students, differentiated instruction, etc.)</p>	<p>Technology integration; instructing with technology; differentiated instruction; assessment for learning; Smart Learning strategies.</p>	<p>Our Instructional Technology Coordinator position has changed due to a resignation but our new coach is carrying forward the focus on Differentiated instruction using technology. The SmartLearning initiative has been successful in focusing teacher instructional strategies and a third cohort will be started this year (without using AISI funding)</p>
<p><b>b. Student Assessment:</b></p> <p>Projects must provide annual evidence of student learning and performance.</p>	<p>Assessment techniques will include provincial tests, interviews (focus groups), surveys, and standardized Reading and Math measures (Wechsler).</p>	<p>Wild Rose has initiated a Galileo cohort of 35 teachers who are working on projects that focus on student engagement. As well the "Tell Them From Me" Alberta Education initiative will give us much information from students.</p>
<p><b>c. Project Management and Coordination:</b></p> <p>AISI Coordinators are responsible for managing, supporting, and coordination projects. It is expected that Project Management and Coordination will represent approximately 5% of project expenses. The proposal should indicate a) who will be responsible for management, b) the proportion of his/her time that will be invested in this activity, and c) how the project will be managed.</p>	<p>Project Management and Coordination will be led by the Assistant Superintendent. In order to have as much of the funding reach the student as possible, the coordination will be less than 5%.</p>	<p>We are spending approximately 1.5% on the services of administrative assistance. The Assistant Superintendent does not charge any of his salary to AISI. In fact, the majority of the funds directly affects teachers and their students.</p>
<p><b>d. Professional Development:</b></p> <p>School authorities must provide professional development as it is essential to the school improvement process. It is expected that Professional Development will represent at least 15% of project expenses. Professional Development includes resources, materials, external consultants, sub costs, travel, accommodation, facilities, other costs related to PD.</p>	<p>Professional development will be provided by our Technology Coordinator re: Technology Integration. PD sessions will be planned as close to the school as possible with groups of schools planning and implementing as needed. PD will be in the form of a centralized (Education Centre) professional resource library including print and digital materials. External consultants will be hired to facilitate the coaches roles. Teachers will attend relevant conferences as necessary eg. NSDC, Leading and Learning (Zone IV), AAC, AISI, Smart Learning.</p>	<p>The Instructional Technology Coordinator spent much time working in the classroom alongside teachers and leading small group technology sessions. Coaches attended the provincial AISI conference and our Zone IV Leading and Learning conference. As well, teachers accessed time to work with coaches or in cohorts. We hired consultants on coaching and are continuing to work with NSDC (Oct. 6, 2010 with Heather Clifton) and Jim Knight this year. As well, SmartLearning and Galileo add to the value of AISI but are not funded directly by AISI.</p>
<p><b>e. Parental &amp;</b></p>		<p>Town Hall meetings successfully</p>

<p><b>Community Involvement:</b></p> <p>There must be meaningful involvement of parents in planning the proposal.</p>	<p>Parents and community provided input during our annual Town Hall meetings. Specifically their priority was retention of teachers (coaching and mentoring). We will share results on an ongoing basis.</p>	<p>championed the idea that Wild Rose must keep their best teachers in front of their students. They believed that professional learning was an important part of that. We hire the best and then support them continually. AISi results will be shared at School Council meetings.(First Regional meeting in November)</p>
<p><b>f. Knowledge Dissemination, Sharing and Communication:</b></p> <p>Projects must identify how what has been learned will be shared. Ways to disseminate new knowledge and practices include project documentation, workshops, events, conferences, promising practices for the AISi website, monographs, research briefs, and articles for the School Improvement Scoop, professional magazines, and journals.</p>	<p>Share Fairs are planned in communities and in the division for teachers. The Wild Rose Public Schools' website will be include news releases. Our First Class mail system will include a section for sharing promising practices. Participants will be asked to write for the School Improvement Scoop and other professional publications. Coaches will communicate via wikis, blogs and Video Conferencing.</p>	<p>We have started to use Wikis and blogs among staff and schools to disseminate information. We apply regularly to present at conferences such as Leading and Learning, AISi, and NSDC and ASCD. We share information through our First Class email system. We plan on using video conferencing and Elluminate to communicate.</p>
<p><b>g. Networking:</b></p> <p>Project leaders are encouraged to use networks for knowledge dissemination and the exchange of information, ideas, and resources. Networks include face-to-face and digital communication.</p>	<p>Digital networks will be created to connect the many teachers in each corner of our division. Periodic face to face meetings will result in stronger networks. The use of video conferencing will be increased in leading the initiative.</p>	<p>Again both Wikis, VC, and Elluminate will be used.</p>
<p><b>h. Integration and Sustainability:</b></p> <p>Projects must indicate how educators will integrate what is learned: how they incorporate new practices, strategies, learnings, and key findings into their instructional repertoires. AISi projects are designed to have lasting impact on educational practices in schools. Proposals must indicate how the school authority plans to continue to benefit students and influence effective teacher practices in future years (beyond the AISi project).</p>	<p>Wild Rose has sustained the strategy of using school based AISi leaders since Cycle II. The goal is to have non-administrative school leadership personnel in place regardless of whether there is continued enveloped funding. Integration is part of the coaching belief and therefore the sharing of key findings is integral to the success of this initiative.</p>	<p>Coaches have now become full members of the school's leadership teams.</p>
<p><b>i. Project Evaluation Process:</b></p> <p>Evidence is more compelling if it is corroborated through multiple sources. Projects describe the evaluation methods and data sources they will use to determine the success of their project.</p>	<p>This AISi initiative will be evaluated at the first level by the coaches working in the schools and classrooms of our division. Coaches will keep a journal of day to day activities. Administrators, as the instructional leaders in their schools, will</p>	<p>We have developed a teacher survey. (Instituted in May of 2011) We will be using Tell it From Me as the student survey regarding instructional effectiveness and engagement. Principals and Coaches will receive</p>

Multiple methods (e.g., student assessment, surveys), data sources (students, parents, teachers), and levels (e.g., grades 1, 2, 3, etc.) are recommended.

be contacted regularly to determine overall effectiveness of the coaching model. Teachers and students will be surveyed.

training together on their mutual roles (Oct. 6, 2010).

Section B: 3a. Staffing Requirements

Projects must identify the people who will be involved. Staff can include teachers and AISI coordinators, other professionals, teaching assistants, administrative and support staff.

	FTE 2009/2010		FTE 2010/2011		FTE 2011/2012	
	AISI Funded	Funded From Other Sources*	AISI Funded	Funded From Other Sources*	AISI Funded	Funded From Other Sources*
<b>Certificated Teachers</b>						
Teachers	5.19		5.19		2.69	
AISI Coordinators	0.75		1.00		1.00	
<b>Other Personnel</b>						
Professionals (e.g., Social Worker, Liaison Worker)						
Teaching Assistants						
Administrative Support Staff	0.25		0.25		0.25	
Other						
<b>Total FTE</b>	<b>6.19</b>	<b>0.00</b>	<b>6.44</b>	<b>0.00</b>	<b>3.94</b>	<b>0.00</b>
<b>Total \$ amount allotted for Staffing &amp; Benefits</b>	┌ 545,000		┌ 633,172		┌ 340,750	

\*FTEs allocated for AISI projects that are not paid with AISI funds  
If there are no FTEs please indicate with a "0".

Section B: 4 Budget & Financial Report  
B4a. Estimated Project Budget

Please use Section B4b (Estimated Project Budget - Comments) to provide comments on budgeted amounts and/or reported actuals **if necessary**.

Revenue	2009/2010		2010/2011		2011/2012	
	Approved Budget*	Working/Actual YTD	Approved Budget*	Working/Actual YTD	Approved Budget*	Working/Actual YTD
Unexpended Funds at the beginning of year			54,419	54,419	29,612	29,612
AISI Funding	719,234	719,234	708,222	708,222	348,918	0
Funding from other sources	0	0	0	0	216,551	0
Approved AISI Funding transferred to/from other AISI projects	4,090	4,090	0	0	0	0
<b>Total Revenue</b>	<b>723,324</b>	<b>723,324</b>	<b>762,641</b>	<b>762,641</b>	<b>595,081</b>	<b>29,612</b>
<b>Expenses</b>						
Project Management	10,000	0	10,000	0	0	0
Check where applicable: <input type="checkbox"/> Office Supplies <input type="checkbox"/> Travel Expenses <input type="checkbox"/> Other expenses (Please comment in section B4b)						
Salaries and Benefits	545,000	545,000	605,407	633,172	340,750	0
(Cost of FTEs charged to this project). Check where applicable: <input type="checkbox"/> Lead Teachers <input type="checkbox"/> Internal Consultants/Specialists <input type="checkbox"/> Support Staff <input type="checkbox"/> AISI Coordinator <input type="checkbox"/> Classroom Teachers						
Professional Development	109,000	108,240	109,000	95,184	250,931	0
Check where applicable: <input type="checkbox"/> Resource Materials <input type="checkbox"/> External Consultants/Presenters Fees <input type="checkbox"/> Sub Costs <input type="checkbox"/> Travel/Accommodation/Meals/Facilities <input type="checkbox"/> Other Related Costs (Please comment in section B4b)						
Instructional Material/Resources	20,234	15,665	20,234	4,673	2,400	0
Equipment	35,000	0	18,000	0	1,000	0
Equipment and Other Capital, together, will not exceed 10% of project expenses.						
Other Capital	0	0	0	0	0	0
<b>Total Expenses</b>	<b>719,234</b>	<b>668,905</b>	<b>762,641</b>	<b>733,029</b>	<b>595,081</b>	<b>0</b>
<b>Unexpended Funds</b>	<b>4,090</b>	<b>54,419</b>	<b>0</b>	<b>29,612</b>	<b>0</b>	<b>29,612</b>

\*Proposed budget will change to Approved budget upon approval.



Section B: 4 Budget & Financial Report  
 B4b. Estimated Project Budget - Comments

This section is designed to provide you with an opportunity to clarify/explain budgeted amounts and/or reported actuals:

	Comment
<b>Revenue</b>	
<b>A.</b> Unexpended Funds at the beginning of year	
<b>B. AISI Funding</b>	We have a carry forward this year (2010-2011) as a result of unexpended funds regarding teacher release time and attendance at professional development sessions.
<b>C.</b> Funding from other sources	Additional AISI funding provided by amended Education Budget October, 2011.
<b>D.</b> Approved AIS funding transferred to/from other AIS projects	
<b>Total Revenue</b>	
<b>Expenses</b>	
<b>Project Mangeme</b>	
• Office Supplies	
• Travel Expenses	
• Other Expenses	
<b>Salaries and Benefits</b>	
• Lead Teacher (s)	These are our coaches / mentors.
• Internal Consultant	Partial funding of our District Administrator, Assessment and Student Achievement and our Technology Instruction Coordinator.

• Support Staff	
• AISI Coordinator	Role of the Associate Superintendent.
• Classroom Teachers	
<b>Professional Development</b>	
• Resource	
• External Consultant Fees	
• Sub Costs	Each fte in the division is provided with 1 day of release time to meet the goals of this initiative.
• Travels	
• Other Related Costs	
<b>Instructional Materials</b>	
<b>Equipment</b>	This could include technology equipment to support teacher instruction.
<b>Other Capital</b>	
<b>Total Expenses</b>	
<b>Unexpended Funds</b>	The approximately \$54,000.00 that was carried forward will be used to support coaches and/or admin in a team format attending a conference on coaching in July of 2011. Money will also support consultants working with our coaches in forwarding their learning.

\*Proposed budget will change to Approved budget upon approval.

Section B: 5. Attachment (Optional)

Please attach additional supplementary documents in this section that may be helpful in reviewing this project. (Excel spreadsheet, Word format or PDF)

Note: File cannot exceed 1000KB in Size or 20 pages single spaced.

File Sent	File Received	Sent Date	Received Status	Copyrighted Document
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Section B: 6. Project Contacts

Key project contacts who can provide additional information about the project should be included.

Surname	Given Name	Position	Business Address	City	Postal Code	Phone Number	Fax Number	E-mail Address
Celli	Brian	Superinter						brian.celli@wrsd.ca
Sperling	Thomas	Associate Superinter	4912-43 Street	Rocky Mountain House	T4T1P4	403 845-3376	403 845-3850	tom.sperling@wrsd.ca

Section B: 7. Superintendent/CEO Certification of Project Plan

As part of the accountability process, the Superintendent/CEO must certify that the project meets requirements. Please note that the Superintendent will be required to complete this section on the online Extranet submission of the **Project Proposal/Plan** to Alberta Education.

Project ID: <b>40193</b> Current Project Status: <b>Approved by Alberta Education</b>		
Does this project:	Yes	No
1. Address an identified need?	<input checked="" type="radio"/>	<input type="radio"/>
2. Address goals strategies, schools, grades, etc., that are different from those addressed in Cycles 1, 2 and 3 (2000-2009)?	<input checked="" type="radio"/>	<input type="radio"/>
3. Have meaningful involvement of the community, including school councils?	<input checked="" type="radio"/>	<input type="radio"/>
4. Have the support of those who will implement it?	<input checked="" type="radio"/>	<input type="radio"/>
5. Have a research base?	<input checked="" type="radio"/>	<input type="radio"/>
6. Have a processes in place for ongoing monitoring during the cycle?	<input checked="" type="radio"/>	<input type="radio"/>
7. Identify provincial and/or local (and quantitative or qualitative) measures that appear reasonable?	<input checked="" type="radio"/>	<input type="radio"/>
8. Have improvement targets that are achievable?	<input checked="" type="radio"/>	<input type="radio"/>
9. Identify strategies that have a reasonable chance of achieving the improvement goal(s) and target (s) (Refer to question A5.)	<input checked="" type="radio"/>	<input type="radio"/>
10. Include a workable plan for knowledge dissemination and sharing? (Refer to question B5.)	<input checked="" type="radio"/>	<input type="radio"/>
11. Identify appropriate evaluation methods? (Refer to question B3.)	<input checked="" type="radio"/>	<input type="radio"/>
12. Have FOIP compliance regarding names in the proposal and/or attachments.	<input checked="" type="radio"/>	<input type="radio"/>
13. Superintendent/CEO Approval	<input checked="" type="radio"/>	<input type="radio"/>

Section C: Estimated Staffing Percentages

Estimate the percentage of AISI funded staff time spent to deliver professional development and on project management/administration

School Year: 2010/2011

	2010/2011 AISI Funded FTE	% of Staff Time Spent on		
		Delivering Professional Development	Project Administration	Other
<b>Certificated Teachers</b>				
Teachers	5.19	90	10	0
AISI Coordinators	1.00	50	50	0
<b>Other Personnel</b>				
Professionals (e.g., Social Worker, Liaison Worker)				100
Teaching Assistants				100
Administrative Support Staff	0.25		100	0
Other				100
<b>Total FTE</b>	<b>6.44</b>			

\*IT will design to capture annual estimates

## Section D: 1. Student Outcomes

What IMPACT on student learning has this project had? Use the EVIDENCE from your results on quantitative, survey, and qualitative measures to support this conclusion.

**2009/2010**

- Increased use of formative assessment in classrooms;
- Teachers have worked collaboratively to enable students to be successful learners;
- SMART boards are being integrated into classroom instruction;
- Supported the SmartLearning initiative in schools to improve classroom instruction and student engagement;
- Implemented higher level questioning techniques in some classrooms;
- Enhance teacher capacity in instructional design;
- Created Wikis and Blogs to further student engagement;
- Coaches enabled teachers to implement best practices, thereby having students benefit from proven instructional techniques;
- Implementing the "new" Bloom's Taxonomy and connecting to instruction;
- Implemented Marzano's research with staff;
- Demonstration lessons have provided support for teachers;
- Developed professional Learning Teams which discussed best practices to support differentiation; teachers brought assessment data to the discussions about student learning;
- More senior high students are taking the higher level courses (participation rate);
- Acceptable level of achievement is moving forward.

**2010/2011**

Summary (These comments are based on the qualitative responses from the Journals of our coaches): Students are taking control of their own learning through self-reflection. There is much more collaboration in classes and students are working on inquiry based learning. Concept attainment and retention has been reported as improving resulting in increased engagement.

- students are doing more talking, sharing of ideas, working collaboratively, problem solving and directing their learning;
- students are relying on each other more;
- A/B partner talk is used throughout our schools;
- more projects and hands on activities and less desk work;
- students are setting goals for their learning;
- teacher reported higher level of retention of concepts;
- Marzano's instructional techniques have increased understanding and retention;
- teachers who participated more saw an increase in student engagement;
- higher level of interest in achievement among top half of students academically;
- junior high students used blogs, cellphones and interactive white boards and student use of technology has increased;
- SmartLearning (smartlearning.ca) has increased student accountability and engagement;
- students are co-creating assessment tools;
- more cross grade activities;
- students are more aware of the outcomes;
- students are willing to do the work even with no mark assigned - assessment for learning;
- when teachers adopt new techniques (smartlearning, instructional strategies, assessment for learning) they feel their students are more engaged;
- there has been an increase in self-reflection;
- students modeled teacher behaviour (graphic organizers; self-reflection; summarizing).

## Section D: 2. Effective Classroom Practices

What has changed in your classroom(s) to impact student learning? (E.g. instructional strategies, student assessment, parental involvement, etc).

**2009/2010**

Teachers:

- improved their instructional repertoire including in technology;
- continued to make assessment for learning a basis of classroom practice;
- Increase in the number of I can statements and daily objectives are posted;
- Increase in the number of classrooms in which the SMARTboard has become a tool in the classroom;
- classrooms have become collaborative labs of instruction;
- increase in the number of common outcomes and unit exams;
- assessment feedback is stronger and more relevant;
- Increase in Teachers communicating through wikis and blogs with students and parents;
- increase in schools in which Embedded PLC time allows for greater collaboration;
- Worked on moving toward outcomes based report cards for elementary implementation in 2010-2011; developed common exit outcomes for 1-6 ELA and Math
- Continued to Connect all initiatives so that it does not seem overwhelming and the "next big thing";

**2010/2011**

Summary: Teachers have begun to use Web 2.0 tools to engage students along with student technology. Collaboration among teachers has moved into assessment for learning, smartlearning, and inquiry learning. Our PLC's were grounded in classroom practice. Teachers began to base practice on the research of educational leaders such as Marzano.

Teachers:

- have used technology such as Glogster, wikis, blogs, twitter to increase their instructional repertoire;
- made active use of their colleagues in PLC's to work on common assessments;
- used I pads, ipods, cell phones and computers to open up learning;
- have been able to use smart boards more effectively;
- increased their use of assessment for learning strategies;
- provided students with descriptive feedback;
- have made web 2.0 technology part of their classroom;
- used outcomes based reporting to parents;
- teachers are collaborating and sharing resources;
- Using I can statements and sharing them with parents through the use of agendas;
- involved students in creating rubrics;
- Professional Learning Communities were grounded in classroom practice;
- created more common assessments;
- used learning spaces to complement instruction;
- Used Ken'Oconnors work along with Marzano, Bennett and Silver to increase instruction and assessment strategies;
- video-taped their lessons for self-reflection;
- began to use instructional rounds as part of their professional practice;
- used common course outlines;
- used common exams;

## Section D: 3. Overall Summary of Project Practices

Provide an overall summary of project practices. Your response should include the following:

## I. What worked well (successes)

**2009/2010**

- Having coaches lead professional learning;
- Coaches working in consort with the school administration as part of the leadership team;
- using essential outcomes to drive teaching and learning;
- Empowering staff to seek assistance from a non-evaluative individual;
- Implementation of instructional technology;
- Mentorship of new teachers;
- Online collaboration among teachers;
- Increased teacher collaboration;
- Availability of an Instructional Technology coordinator;
- Use of AISI funds to support release time for teacher collaboration;
- Professional Learning opportunities for coaches to build efficacy;
- Ability to differentiate AISI at the school and classroom level;
- Building leadership capacity across the school and the division;
- Formal partnership agreements between coach and teacher and coach and administration;
- Collaborating with other coaches in other schools;

**2010/2011**

Summary: Our coaches used their leadership skills to build connections between their roles and SmartLearning, Assessment for Learning, and our Project based inquiry initiatives. Teachers requested more one on one instructional technology sessions. Our coaches were part of the school leadership team. Schools had the power to plan their own professional learning days to meet their specific needs yet still focusing on the work of the division.

- coaches built connections between Differentiated Coaching and Smart Learning, Assessment for Learning, and Galileo initiatives;
- coaches began to collaborate between themselves, including presenting at the Central Alberta AISI day;
- teachers are sharing ideas and resources;
- our Technology Coordinator did far more one on one sessions than in previous years;
- coaches presenting to their staffs on professional learning days;
- personal one to one coaching with teachers;
- release time for coaches assisted them in their responsibilities;
- beginning to observe teachers in their classrooms and debriefing afterward - the beginning of lesson study/learning rounds;
- Using contracts to frame the direction for teachers;
- Weekly meetings with administration (being part of the leadership team);
- having a coach for the coaches (Heather Clifton of Learning Forward);
- Schools that embedded time for their teachers to meet (PLC's) with their coach;
- Having year one of AISI as a training for the coach; year two as a training of the staff; and year three allows for going deeper;
- Allowing for a mixture of school based PD days and Division led PD days; Teacher driven plans for the School based days;
- having subject area coaches (multiple) in a school assisted in targeting areas of growth;

## II. What did not work well (challenges)

**2009/2010**

- Follow-up and reflection can be improved;
- Coaches' schedules sometimes made it difficult to meet with all school staff;
- A small staff makes it difficult to timetable when teachers can be together;
- Speed of implementation may have been too fast;
- Leaving teachers alone and not involved;
- Having an administrator as a coach did not work well;
- Leaving it up to teachers to invite coaches into their classrooms;
- Trying to accomplish too much; once goals were prioritized our professional learning time improved;
- Being reactive rather than proactive to teacher requests;
- Feel overwhelmed by initiatives;Lack of focus within some schools
- A feeling of a lack of consistency within the division with regard to extra AISI funding opportunities;
- Lack of collaboration with administration in moving forward the goals of AISI;
- Have more time to follow-up with teachers;
- Need to clarify the role of the coach;
- Not having buy-in from staff; presentations were prepared but no teachers attended.

**2010/2011**

Summary: Coach overload was an issue with some coaches only having time during a semester. Use of release time is an issue and coaches had issues with the logistics of the initiative, trying to find time for everyone in the school. Central leadership pulled coaches away from their schools too often.

- presenting coaches with too much information at each meeting;
- blocking coaching time into semesters rather than over the full year (school based decision);
- having teaching staff attending other PD on school based PD days;
- not trusting your coaches to lead initiative;
- not making good use of coach's release time;
- logistics of trying to find time to meet with teachers during the day;
- teachers refusing to meet with the coach or coach waiting for teachers to approach the coach;
- too many face to face meetings with coaches;
- too much out of school pd - need more time with colleagues to plan;
- difficult to work with subject area teachers when you have to arrange for resource people from outside of school;
- inflexible school timetable;
- working in a small school where there is only one class of each grade;

### III. What changes (if any) did you make to enhance the success of the project? (project adjustments)

**2009/2010**

Changes suggested and implemented for 2010-2011:

- Greater focus on Mentorship for new teachers;
- Coaches are involved in more assessment areas;
- More coaching positions are split among larger staffs;
- Move from grade level groupings to vertical groupings in some schools;
- Connect growth plans with the role of the coach - how can the coach assist you in meeting the teacher's goals;Increase expectations of teachers working with coaches;
- Coaches will meet more regularly with Video Conferencing and Elluminate sessions;
- AISI/DC is more integrated with other division initiatives such as SmartLearning and Galileo;
- Administrators have become formal partners in the Initiative;
- More release time occurs this year as a result of the increased PD days with the new Professional Learning Calendar which means coaches are out of the classroom less;
- We have included combined sessions for coaches and administrators;
- AISI team will meet regularly with coaches in their schools.

**2010/2011**

Summary: The mid-course change in budgeting did cause some concern but flexibility on everyone's part made it work as well as before. Keeping administrators informed and involved in the same professional learning as their coaches was helpful in moving the initiative forward. The division is moving to more of a lesson study / instructional rounds approach.

The biggest change is the Alberta Education change to financing the initiative. We went from an average .25 fte coach to a .1 fte coach but I believe the strength of the initiative allowed for it to continue without drastic changes that affected the way coaches and teachers worked together. This was a result of positive buy in by our administrators who help to make it work.

- More pressure and support will be applied as a result of the above;
- Continuing to align SmartLearning, Assessment for Learning, and Galileo initiatives through our coaches;
- Moving towards more learning rounds and lesson study format;
- Coaches will work across schools more;
- More Professional Development days organized by the schools;
- More scheduled meetings with individual teachers by our coaches;
- Coaches will take a leadership role in presenting to staff on PD days (all);
- Administration will have to work on scheduling their coaches to meet with teachers during the school day;

IV. How have you shared project results/successes with teachers, trustees, parents, community, etc.? (sharing and celebration of successes)

**2009/2010****2010/2011**

Summary:

Our trustees are invited to Professional Development days, to AISI conferences and we have periodic updates made at Board Meetings. Senior Management meet twice a year with the District School Councils and use a portion of that time to share AISI information as necessary. The AISI team plan on designing posters that would allow parents to ask questions of their teachers. A Parent Conference is planned for October 29, 2011 that will feature some of our initiatives. Our teachers have a coach in all but two of our schools to assist in moving the initiative forward.

**Section D: 4. Sustainability and Integration**

How will the project be sustained and/or integrated?

**2009/2010****2010/2011**

The position of Instruction Coach has become part of the leadership team at schools. A number of principals have indicated that they would attempt to keep a position such as this when the present AISI/DC initiative ends. Teachers now accept coaching, classroom visits, collaboration with peers, and instructional coaching as part of their daily lives in the school.

In fact, in our planning for Cycle 5 of AISI, our division feels that whatever direction the initiative takes, it must happen at the school level with the assistance of someone in an AISI leadership position whether that be coaching or something else.

Section E: Superintendent/CEO Certification and Approval of AISI Project Annual Report (APAR)\*

Please note that the Superintendent will be required to complete this section on the online Extranet submission of the **Annual Report (APAR)**

<input checked="" type="checkbox"/>	The information provided in this AISI Project Annual Report is, to the best of my knowledge and belief, accurate, reliable and valid. I believe that all AISI requirements have been met.
<input checked="" type="checkbox"/>	The school authority has the documentation and systems that support the reported information.
<input checked="" type="checkbox"/>	Parents are involved and aware of the progress and results of the project.
<input checked="" type="checkbox"/>	Superintendent/CEO Approval

\*To be completed with each annual submission

