DATE: May 20, 2014

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Annual Report - Literacy (Reading and Writing)

ORIGINATOR: Mark Liguori, Assistant Superintendent of Schools

RESOURCE STAFF: Janice Aubry, Valerie Leclair, Greg McInulty, Kathy Nawrot

REFERENCE: GA.BP - Student Programs of Study
GGAF.AR - French Language Programs
GGAG.AR - International and Aboriginal Language Programs and Courses
GKA.AR - Senior High School Course Challenge
Guidelines and Implementation Procedures for French Language Instruction
May 2012 Annual Report – Literacy (Reading and Writing)

PURPOSE

To provide the Board of Trustees with an Annual Report outlining the supports and services provided to support literacy (reading and writing) during the 2013-2014 school year.

BACKGROUND

- The information in this report outlines supports and services provided by central staff in relation to literacy (reading and writing) for the 2013-2014 school year. This report also includes selected student achievement data that may provide further context to the work of the District to support literacy. Further information related to how services and supports outlined in this report may have impacted the work in district schools and classrooms may be gathered during the Results Review process that occurs in the fall of each year.

- As a result of department restructuring and the elimination of provincial funding for the Alberta Initiative for School Improvement (AISI), Support for Staff and Students incurred a 4.0 full time equivalent (FTE) reduction of teacher consultant staff dedicated specifically to literacy support. In total, Support for Staff and Students incurred a budget reduction of $3,360,103 ($2,988,896 from AISI funds) for 2013-2014. This reduction of funds equated to a total 42.1 FTE reduction in staff.

- The District's 2013-2018 Official Languages in Education Program grant proposal was accepted by Alberta Education. This grant proposal focused on services provided to support French Immersion and French as a Second Language. The District has been awarded a yearly amount of $240,500 over the next five years (2013-2018).

- District data related to achievement in literacy is gathered through Provincial Achievement Tests (Grades 3, 6 and 9), Provincial Diploma Exams (Grade 12), District Highest Level of Achievement Tests (HLATs), international language examinations, and through additional school-based assessments (Attachments I, II, III, IV and V).

- 2012-2013 district achievement results indicate that:
  o The percentage of students meeting the acceptable standard for Grades 6 and 9 English Language Arts Provincial Achievement Tests (PATs) increased compared to 2011-2012. The percentage of students meeting the acceptable standard for Grade 3 English Language Arts PAT decreased compared to 2011-2012. The percentage of students

       meeting the acceptable standard was higher for Grades 6 and 9 English Language Arts, compared to the Province. The percentage of students meeting the acceptable standard was lower for Grade 3 English Language Arts, compared to the Province.

- The percentage of students meeting the acceptable standard for English 30-1 and 30-2 Diploma Examinations decreased compared to 2011-2012.   The percentage of students meeting the acceptable standard for English 30-1 and 30-2 Diploma Examinations was lower, compared to the Province.
- Reading results from the 2013 District HLATs show a decrease of less than one per cent in the percentage of students reading at or above grade level, compared to results from 2012.   Writing results from the 2013 District HLATs show a decrease of less than one per cent in the percentage of students writing at or above grade level, compared to results from 2012.
- Achievement data was used to make targeted decisions for providing supports and services.

CURRENT SITUATION

District staff continue to provide a range of supports to schools to support literacy. Outlined below is an update of the supports and services provided by central staff in relation to literacy with a direct connection to the new priorities and goals outlined in the District's Strategic Plan 2014-2018.

Priority 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

Goal Two: Success for Every Student
Outcome: More students demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy.

- Provided supports for literacy development for all learners, including students in need of specialized supports and services, English Language Learners (ELL), and First Nations Metis and Inuit (FNMI) students. The English Language Learners Annual Report and the Aboriginal Education Annual Report (to be presented at the June 10, 2014 board meeting) share information related to literacy supports specifically for these two groups of students. The Special Education Report will be presented at the May 20, 2014 board meeting and will share additional information related to literacy supports for this group of students.
- Provided literacy intervention professional learning support (initial training and continuing contact) to 75 literacy intervention teachers to support the provision of Reading Recovery, Leveled Literacy Intervention, and Middle Years Literacy Intervention. By the end of June 2014, 38 professional learning sessions and 195 coaching sessions will have been provided to literacy intervention teachers.
- Sixty-four schools currently provide literacy interventions to students (Reading Recovery, Middle Years Literacy Intervention, and Leveled Literacy Intervention). By June 2014, 681 students will have received literacy intervention support.
- To address the decrease in high school diploma achievement results, professional learning sessions with coaching were offered to secondary teachers but there was limited participation. High school literacy intervention models and intervention training, developed through consultations with high school principals and teachers, were available but no high school provided these models or participated in this training in 2013-2014.

- The 2013 district summary results for literacy interventions (Reading Recovery, Middle Years Literacy Intervention, and Leveled Literacy Intervention) are provided in Attachments VI, VII and VIII.

Priority 2: Provide welcoming and high quality learning and working environments.

<u>Goal Three: Building Capacity through a Culture of Collaboration and Distributed Leadership</u>
Outcome: Throughout their careers, all staff are provided opportunities to enhance their professional capacity within a culture of collaboration.
- Provided literacy professional learning supports to teachers through leadership and catchment groups as well as to individual schools and staff. Each assistant superintendent of schools was assigned two literacy consultants per leadership group. By the end of June 2014, 722 teachers will have received a total of 124 inservice sessions and 408 coaching sessions to support their literacy professional learning for whole classroom support.
- Implemented the Whole School High School Literacy Professional Learning Pilot Project at J. Percy Page High School. A 0.7 FTE literacy consultant was provided to support the 52 teachers, five educational assistants and three administrators in building staff capacity to support student literacy development across the curricular areas.
- Implemented the new literacy program support document, Quality Literacy Programming: A Reflective Tool (Attachment IX). Early reports from principals indicate that this is an effective tool for beginning to plan for improvement in school literacy programming.
- Provided two leadership development modules to emerging leaders through the Leadership Development Framework:
  o Leading Through Quality Literacy Programming.
  o Literacy Coaching: The Way to Literacy Excellence.
- Provided support for literacy through second language program services that are provided through the Institute for Innovation in Second Language Education (IISLE) (Attachment X). This includes the provision of:
  o professional learning sessions and coaching;
  o research and information on language and literacy development;
  o resources provided through the five resource libraries;
  o staff language proficiency assessments;
  o international language examinations for credentialing; and
  o cultural events and activities.
- Developed the Adapted Guided Reading and Book Clubs in French Immersion: A Handbook for Principals and Teachers (2013 Draft) and the Adapted Guided Reading and Book Clubs in Bilingual Programs: A Handbook for Principals and Teachers (2013 Draft).
- Provided opportunities through the District's Technologies Playground for all district staff to improve their knowledge of the wide range of technologies that are used to support language and literacy development.
- Provided three centrally organized literacy Best Practices Days:
  o Literacy Best Practices Day – 85 educators attended.
  o Inspiring Students through Literacy and Technology: A Best Practices Day – 71 educators attended.
  o Second Languages Matter! Best Practices Day – 355 educators attended.

- Under contract to Alberta Education, developed initial drafts of materials for the Curriculum Development Prototyping project for English Language Arts and French Language Arts. This included:
  o the development of initial draft Kindergarten to Grade 12 scopes and sequences;
  o the development of initial draft Kindergarten to Grade 12 curriculum graphic organizers;
  o the development of initial draft Kindergarten to Grade 3 student learning outcomes;
  o the development of initial draft Kindergarten to Grade 3 classroom based assessments; and
  o the development and/or identification of initial draft learning and teaching resources.
- Provided training to 71 district teachers and consultants in the new provincial Draft Literacy Benchmarks through the Curriculum Development Prototyping Project, and worked with these teachers to apply the draft benchmarks across seven curricular areas.

Priority 3: Enhance public education through communication, engagement and strategic partnerships.

Goal One: Parents as Partners
Outcome: Parents are provided opportunities to be involved in their child's education.
- Provided literacy support to parents in various ways, such as the provision of information through parent sessions and special events.

Goal Three: Engaged and Effective Governance
Outcome: The District is committed to ongoing communication, participation and engagement that enhances public education.
- Supported the implementation of numerous formal and informal local, national and international partnerships to support second language programming and language/literacy development, including school twinnings and exchanges (Attachment XI).

Challenges
- Grade 12 English Language Arts Diploma Examination results at the acceptable standard continue to be of concern.
- The removal of AISI funds and reduced school budgets in 2013-2014 precipitated a significant drop in the provision of intensive literacy interventions to students, and impacted the number of teachers participating in literacy intervention professional learning sessions.
- Although literacy intervention programs are available for secondary students, limited intervention supports are currently implemented. Challenges include scheduling, timetabling, credit at the high school level, and the alignment of human resources to support the implementation of literacy interventions.
- There is limited participation by secondary teachers in literacy professional learning opportunities. This may be due to the lack of school groupings around literacy topics at the secondary levels, as well as lack of interest in attending after school delivery formats of the centrally organized literacy professional learning sessions.

Next Steps
- The literacy team, currently in Support for Staff and Students, will be moved to the new Curriculum and Resource Support department and will continue to provide the key literacy professional learning support services.

- The literacy team will also ensure services are available to support the transition of staff to the elements of the Ministerial Order on Student Learning #001/2013, Inspiring Education and the literacy foundations included in the Curriculum Redesign Initiative.
- Decisions will be made regarding the Whole School High School Literacy Professional Learning Project for 2014-2015 based on funding availability and the 2013-2014 results.

KEY POINTS
Teachers and school administrators continue to receive extensive literacy professional learning.

ATTACHMENTS & APPENDICES

ATTACHMENT I	District Achievement Results: 2012 Compared to 2013
ATTACHMENT II	District Student Achievement Compared to Provincial Student Achievement in 2013
ATTACHMENT III	District Achievement Results: 2009 Compared to 2013
ATTACHMENT IV	Diploma Exam Participation Rate: 2012 Compared to 2013
ATTACHMENT V	Highest Level of Achievement Tests (HLAT): 2012 and 2013
ATTACHMENT VI	Middle Years Literacy Intervention Summary 2012-2013
ATTACHMENT VII	Leveled Literacy Intervention Summary 2012-2013
ATTACHMENT VIII	Reading Recovery Literacy Intervention Summary 2012-2013
ATTACHMENT IX	Quality Literacy Programming: A Reflective Tool
ATTACHMENT X	Second Language Literacy Support Information 2012-2013: Institute for Innovation in Second Language Education (IISLE) at Edmonton Public Schools
ATTACHMENT XI	Offical District Partners Supporting Second Language Education

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District Achievement Results: 2012 Compared to 2013

Test Measure	Standard	Percentage Of Students Meeting Standards (including Rutherford Rates)		Change
		2012	2013	
Grade 3 (Cohort)				
Language Arts	Acceptable	81.4	81.0	-0.4
	Excellence	19.5	17.6	-1.9
French Language Arts	Acceptable	82.2	76.5	-5.7
	Excellence	11.9	10.0	-1.9
Grade 6 (Cohort)				
Language Arts	Acceptable	83.4	84.4	1.0
	Excellence	18.4	18.8	0.4
French Language Arts	Acceptable	90.5	89.3	-1.2
	Excellence	21.3	19.9	-1.4
Grade 9 (Cohort)				
Language Arts	Acceptable	78.1	79.4	1.3
	Excellence	18.3	18.7	0.4
French Language Arts	Acceptable	84.1	90.1	6.0
	Excellence	7.2	14.7	7.5
Grade 12 (Exam Mark)				
English 30-1	Acceptable	82.0	81.5	-0.5
	Excellence	10.8	11.4	0.6
English 30-2	Acceptable	83.2	82.3	-0.9
	Excellence	7.1	8.1	1.0
French Language Arts English 30-1	Acceptable	95.7	95.0	-0.7
	Excellence	*12.1	10.0	-2.1
Rutherford Eligibility	Revised Rate	62.1	60.7	-1.4

*Data updated to reflect current values

District Achievement Results Compared to Provincial Student Achievement in 2013

Test Measure	Standard	Percentage Of Students Meeting Standards (including Rutherford Rates)		Difference
		Province	EPS	
Grade 3 (Cohort)				
Language Arts	**Acceptable**	81.5	81	-0.5
	Excellence	17.8	17.6	-0.2
French Language Arts	**Acceptable**	79.7	76.5	-3.2
	Excellence	12.4	10	-2.4
Grade 6 (Cohort)				
Language Arts	**Acceptable**	82.5	84.4	1.9
	Excellence	16.3	18.8	2.5
French Language Arts	**Acceptable**	88.6	89.3	0.7
	Excellence	16.3	19.9	3.6
Grade 9 (Cohort)				
Language Arts	**Acceptable**	76.4	79.4	3.0
	Excellence	14.7	18.7	4.0
French Language Arts	**Acceptable**	87.2	90.1	2.9
	Excellence	13.9	14.7	0.8
Grade 12 (Exam Mark)				
English 30-1	**Acceptable**	85.9	81.5	-4.4
	Excellence	10.5	11.4	0.9
English 30-2	**Acceptable**	89.5	82.3	-7.2
	Excellence	11.1	8.1	-3.0
French Language Arts English 30-1	**Acceptable**	95.3	95	-0.3
	Excellence	12.5	10	-2.5
Rutherford Eligibility	**Revised Rate**	61.3	60.7	-0.6

District Achievement Results: 2009 Compared to 2013

Test Measure	Standard	Percentage Of Students Meeting Standards (including Rutherford Rates)		Change
		2009	2013	
Grade 3 (Cohort)				
Language Arts	Acceptable	79.9	81	0.1
	Excellence	17.6	17.6	0.0
French Language Arts	Acceptable	86.7	76.5	-10.2
	Excellence	14.6	10	-4.6
Grade 6 (Cohort)				
Language Arts	Acceptable	81.9	84.4	2.5
	Excellence	19	18.8	-0.2
French Language Arts	Acceptable	89.6	89.3	-0.3
	Excellence	20.8	19.9	-0.9
Grade 9 (Cohort)				
Language Arts	Acceptable	78.1	79.4	1.3
	Excellence	17.7	18.7	1.0
French Language Arts	Acceptable	83.1	90.1	7.0
	Excellence	15.3	14.7	-0.6
Grade 12 (Exam Mark)				
English 30-1	Acceptable	83.9	81.5	-2.4
	Excellence	13.2	11.4	-1.8
English 30-2	Acceptable	83.2	82.3	-0.9
	Excellence	7.4	8.1	0.7
French Language Arts English 30-1	Acceptable	100	95	-5.0
	Excellence	23.3	10	-13.3
Rutherford Eligibility	Revised Rate	56.2	60.7	4.5

Diploma Exam Participation Rate: 2012 Compared to 2013

Test Measure	% 2012	% 2013	Change
English 30-1	*59.9	59	-0.9
English 30-2	*21.3	22.6	1.3
French Language Arts 30-1	1.7	2.1	0.4

*Data updated to reflect current values.

Diploma Exam Participation Rate: District Compared to Provincial 2013

Test Measure	% Province	% EPS	Difference
Grade 12			
English 30-1	*54.4	59.0	4.6
English 30-2	*27.2	22.6	-4.6
French Language Arts 30-1	*2.7	2.1	-0.6

*Data updated to reflect current values.

Diploma Exam Participation Rate: 2009 Compared to 2013

Test Measure	% 2009	% 2013	Change
Grade 12			
English 30-1	*56.7	59.0	2.3
English 30-2	*21.3	22.6	1.3
French Language Arts 30-1	*1.3	2.1	0.8

*Data updated to reflect current values.

The participation rate reflects the percentage of students enrolled in their third year of high school who complete the course by August 31 of the reported school year. Students may have completed the course in the reported year, or in an earlier school year. Regardless of how many times they complete the course, students are only counted as a participant once, in their third year of high school. Since participation rates are for third year students, they reflect the fact that students have been successful in Grades 10 and 11 in order to participate.

Highest Level of Achievement Tests (HLATs): 2012 and 2013

Percentage of students achieving a grade level of achievement equal to or greater than their enrolment grade.

Enrolment Grade	Percentage Of Students At Or Above Grade Level					
	Reading			Writing		
	2012	2013	Change	2012	2013	Change
1	88.3	87.7	-0.6	88.4	86.3	-2.1
2	85.5	83.5	-2.0	91.5	89.0	-2.5
3	83.7	84.0	0.3	89.3	89.6	0.3
4	82.3	82.2	-0.1	87.1	86.9	-0.2
5	83.2	82.6	-0.6	86.1	86.0	-0.1
6	82.8	83.2	0.4	86.7	85.9	-0.8
7	83.5	83.8	0.3	88.4	87.1	-1.3
8	81.8	81.3	-0.5	88.2	86.8	-1.4
9	79.9	80.2	0.3	87.0	87.3	0.3
TOTAL (1-9)	**83.5**	**83.2**	**-0.3**	**88.1**	**87.2**	**-0.9**

Summary:
- Reading results from the 2013 District Highest Level of Achievement examination indicate the percentage of students reading at or above grade level ranged from 80.2 to 87.7. When compared to 2012, percentages increased at the Grade 3, 6, 7 and 9 levels. Grades 1, 2, 4, 5 and 8 experienced a decrease from the previous year.
- Writing results from the 2013 District Highest Level of Achievement examination results indicate the percentage of students writing at or above grade level ranged from 85.9 to 89.6. When compared to 2012, percentages increased at the Grade 3 and 9 levels, with decreases across all other grade levels.

Summary of Results 2012-2013
Middle Years Literacy Intervention (MYLI)

Reading Results

In 2012-2013, students gained an average of 1.5 grade levels in reading over an average of 51 lessons. For students who received five lessons per week, this represented about 12 weeks in the program.

	Overall results	Results for Students Taught Individually	Results for Students Taught in Groups of 2 or 3	Results for FNMI Students	Results for ELL Students	Results for Strategies (Coding 131) Students
Average Number of Lessons Required to Gain One Year's Growth in Reading	33 lessons	31 lessons	34 lessons	32 lessons	31 lessons	32 lessons

Writing Results

MYLI teachers did not do pre-and post-testing of students in writing. However, 52 percent of MYLI students whose results were reported scored at grade level on the 2013 HLAT Writing assessment. Twenty eight percent of MYLI students scored at grade level and were marked as being either adequate or proficient in writing.

Student Information

Students were tested at the beginning of their intervention time and again at the end of their program.   Final results were collected for 168 students, with 53 percent being boys and 47 percent being girls. Fifty one (30 percent) of these students had a special needs eligibility coding and 64 (38 percent) were identified as English Language Learners. Twenty three (14 percent) students were self-identified as First Nations, Metis or Inuit students. Results were not available for students who moved unexpectedly or for students who began later in the spring and had not been in the program long enough to warrant retesting.

General

Middle Years Literacy Intervention (MYLI) is an intervention program designed within Edmonton Public Schools to assist students in Grades 3 to 9 who are struggling and at risk in their literacy learning. The purpose of this program is to increase the possibility that all students move successfully through school. Teachers work with individual students or groups of no more than three. Teachers determine specific areas of need in reading and writing for each child using initial assessments and ongoing monitoring. Targeted support is provided during each lesson to accelerate the student's literacy progress.

Summary of Results 2012-2013
Leveled Literacy Intervention (LLI)

Results

In 2012-2013, students who completed a complete LLI program (five days a week) achieved, on average 1.1 years growth in 20 weeks. This is twice the expected rate of regular classroom growth in reading.

	Results for Students given full program (30 min, 5 days a week, 17-18 weeks)	**Average results for Students given less than a full program (less than 17 weeks, or less than 5 times per week**	**Results for FNMI Students (15 percent)**	**Results for ELL Students (40 percent)**	**Results for Strategies (Coding 131) Students (11 percent)**
Average Number of months growth	1.1 years growth	0.9 years growth	0.8 years growth	0.8 years growth	0.7 years growth

Student and Teacher Information

Students were tested at the beginning of their intervention time and again at the end of their program.   Final results were collected for 568 students, with 51 percent of these being boys and 49 percent being girls. A total of 66 teachers from 61 elementary schools implemented LLI from all areas of the city. Results were not available for students who moved unexpectedly and for students who began later in the spring and had not been in the program long enough to warrant retesting.
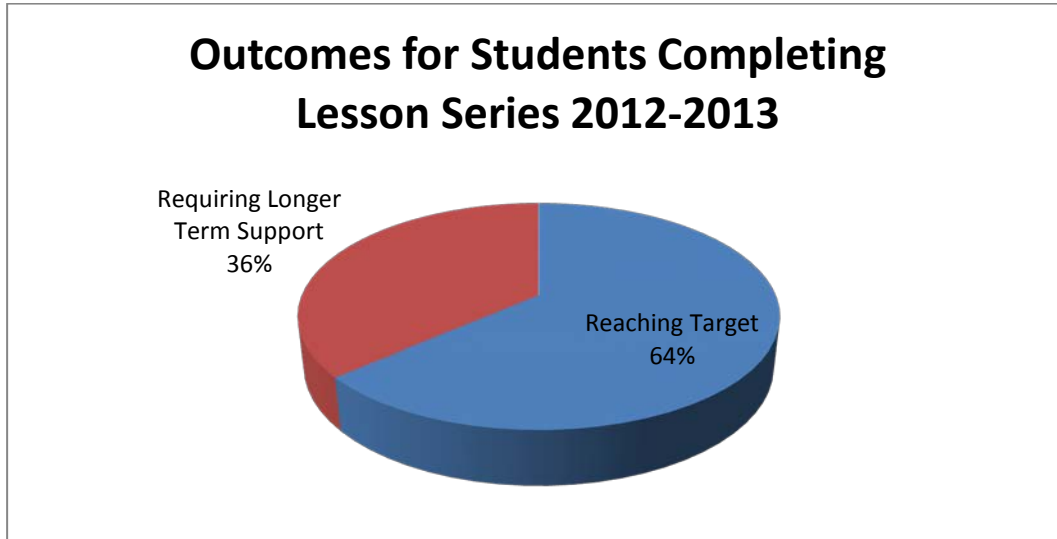
Teachers received nine half day professional learning sessions with five coaching visits in their training year along with four professional learning sessions and three coaching visits in subsequent years (Continuing Contact).

General

Developed by Irene Fountas and Gay Su Pinnell, LLI is an intensive, systematic approach to reading, writing, and word work for instruction within groups of up to three students (Kindergarten to Grade 2) and four students (Grade 3 to 6). In addition to regular classroom instruction in English language arts, students attended 30 minute targeted, daily literacy lessons taught by trained LLI teachers. The goal of LLI is to accelerate reading and writing growth in order to bring student literacy skill up to the average band of the class in 12-20 weeks.

Summary of Results 2012-2013
Reading Recovery

Reading Recovery is a highly effective, short term, preventative intervention of one-to-one tutoring for **lowest achieving first graders**. Specially trained teachers aim to quickly bring student performance within the average band of their peers before they have experienced failure.

In 2012-2013, Reading Recovery was implemented in 36 Edmonton Public Schools by 41 teachers who served the literacy needs of 226 students. Students coded for ELL, FNMI and cognitive, physical or sensory disabilities were included in this number.

Within the group of students who were recommended for longer term literacy support, a sub-group was identified as making substantial progress toward reaching their target and were expected that through attention by the classroom teacher, would maintain their gains and continue to make literacy progress. The total number of students reaching their target or making substantial progress toward the target was 166 or 73 percent. A total of 34 students or 15 percent were identified as needing longer term or specialist support.

Twenty six students were unable to complete their lessons series either because they left the school and did not move to a school that offered Reading Recovery, or because of attendance or behaviour issues.

A reduction in available funding in 2012-2013 resulted in Edmonton Public Schools providing Reading Recovery to three percent of the grade one cohort, which is a significant decrease from recent years. Research states approximately 20 percent of grade one students will need an intervention to become successful literacy learners.

Quality Literacy Programming:
A Reflective Tool

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Acknowledgments

This document was developed under the leadership of Support for Staff and Students, Edmonton Public Schools. We would like to thank the consultants, principals and staff at Edmonton Public Schools who contributed to this document.

This tool is based on current research into literacy and best practices in pedagogy. It also compiles the literacy aspects of the following Edmonton Public School documents:

- K-12 Literacy for 21st Century Learners Guiding Document
- The Role of the Principal as Literacy Leader: A Continuum of Practice
- English as a Second Language Guiding Document
- Services in Support of the K-12 Literacy Guiding Document 2011-2014
- The Pyramid of Intervention: A Framework for Supporting All Students
- Early Years Guiding Document
- First Nations, Metis, and Inuit Guiding Document – in DRAFT
- Principles of Literacy Programming
- The Balanced Literacy Tenets

In addition, the following key reference resources were consulted:

- Government of Alberta, Department of Education Ministerial Order on Student Learning (#001/2013) Note: Statements taken or adapted from this document are represented in *italics*.
- Alberta programs of study for English Language Arts K-12 (Alberta Education)
- Teaching Quality Standards (Alberta Teachers Association)
- The Principal Quality Practice Guideline: Promoting Successful School Leadership in Alberta. (Alberta Education 2009) Note: Statements taken or adapted from this document are represented in green font.
- Literacy First: A Plan for Action (Alberta Education)
- Living Literacy: A Literacy Framework for Alberta's Next Generation Economy (Alberta Education)
- The Thirteen Parameters: A Literacy Leadership Tool (York Region School District)

This tool was also developed based on the Quality Second Language Programming Tool (Edmonton Public Schools)

EDMONTON PUBLIC SCHOOLS

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Quality Literacy Programming: A Reflective Tool
Support for Staff and Students, Edmonton Public Schools, October 2013
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EDMONTON PUBLIC SCHOOLS

Introduction
Quality Literacy Programming: A Reflective Tool

What is this document?

This document is a tool for school administrators and staff, individually or collaboratively, to:
- examine and consider aspects of literacy programming and practices
- reflect on areas of strength and areas for improvement
- assess the extent to which the practices of the school and school community support the district's intent for literacy best practices
- understand where to access key supports and guiding information

In this document, the term literacy refers to reading, writing, viewing, representing, listening and speaking for the purpose of constructing and communicating meaning.

What can this document and these processes do for our school?

These reflective processes can:
- increase effectiveness and excellence in literacy
- improve school and district literacy alignment
- increase staff knowledge and skills
- support collaborative planning, goal-setting and literacy programming
- assist educators in the development of long-term plans and vision
- increase staff engagement
- foster the development of school and professional learning communities

This document is available digitally so that it can be tailored to the needs of the school and /or staff members. Indicators are provided as examples and can be removed, added to or changed. The document can be used in its entirety or individual sections of the document can be the focus of attention.

EDMONTON PUBLIC SCHOOLS

Quality Literacy Programming: A Reflective Tool
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How can I use this?

After becoming familiar with the content of this document, it is recommended that users be encouraged to consider and make decisions as to the:
- purpose of the reflective process (e.g., individual/group staff development, program improvement, professional learning community building, budget planning)
- individual or team involved in the initial process (e.g. an individual teacher or administrator for self-reflection, a small team, department or the entire staff)
- timelines of the process
- supports needed to implement the process (e.g., consultant support, time, materials)

This document can be useful:
- as a tool to assist individual administrators reflect on the characteristics of the programs under their supervision, possibly providing insights regarding programming strengths and potential direction for improvement
- as a process for a new school administrator to learn about the school's literacy beliefs and practices
- as a process for a new school administrator to learn about the district's literacy vision and expectations
- as a basis for annual or long term review of existing literacy programs
- as a basis for collaborative staff planning to develop a comprehensive, school-specific plan including
  o a vision for literacy programming
  o the development of tailored indicators, evidence, measures and resources
  o reflection on evidence collected and continuous review of progress
  o goal setting with cyclical identification of new goals for improvement
- as a quick review or intensive reflection tool to encourage teachers to reflect on their knowledge, practices and aspects of literacy programming
- as a tool to support the development of professional growth plans
- as a basis to facilitate discussions among administrators and school staffs
- as part of building a professional learning community for staff
- as a team-building process for school staff

Fundamentally, the intent of this document is to provide a support tool for school leadership and school staff to engage in reflection about their programming practices to foster improvement and alignment with district intents. It is intended to be flexible in its applications. Students are ultimately intended to be the beneficiaries of this tool.

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Quality Literacy Programming: A Reflective Tool
Support for Staff and Students, Edmonton Public Schools, October 2013
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EDMONTON PUBLIC SCHOOLS

1. SCHOOL CULTURE
Guiding Question: *Does the school culture promote literacy?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
1.a	We ensure that a literacy focus is evident in our school.	• Our staff is able to articulate shared beliefs, understandings, and a school philosophy regarding literacy. • We have displays of student work throughout the school that reflect a literacy focus, including languages other than English. • Our staff engages in collaborative planning related to literacy. • Our staff meetings include a literacy focus. • Our content area teachers incorporate literacy instruction in their classes. • We engage our parents through all forms of communication, including print, digital and multimedia. •								[Literacy Guiding Document](#)

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EDMONTON PUBLIC SCHOOLS

1. SCHOOL CULTURE
Guiding Question: *Does the school culture promote literacy?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
1. b	Our school engages family and community in promoting literacy.	• Our school creates a welcoming and supportive environment for parents. • We support literacy for all of the student's languages. • We communicate regularly with the school community about literacy. • We engage families and the community to support literacy learning. • We engage with cultural organizations to enhance students' literacy experiences. • We ensure that our school staff is informed about family cultures and literacy practices. • Our principal promotes an inclusive school culture respecting and honouring diversity. •								PL Calendar (C9) EPSB Translations Services Spotlight on Literacy

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Support for Staff and Students, Edmonton Public Schools, October 2013
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EDMONTON PUBLIC SCHOOLS

1. SCHOOL CULTURE
Guiding Question: *Does the school culture promote literacy?*

		Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
	1.c	We celebrate literacy in our school and school community.	• We plan activities that celebrate literacy. • We provide our students with opportunities to share their own literacy achievements. • We encourage our students to become *lifelong* literacy *learners*. •								
	1.d	We foster access to literacy opportunities outside the school for our students.	• Our teachers are aware of and share information about literacy opportunities with community partners and outside agencies. •								E-pals/Pen-pals Writing letters to War Veterans EPS Library Poetry Slam competitions Family Literacy Center

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EDMONTON PUBLIC SCHOOLS

2. QUALITY LITERACY INSTRUCTION
Guiding Question: *Are students provided quality literacy instruction?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
2.a	Our teachers align their literacy programming and assessment with the Alberta programs of study and the *Ministerial Order.*	• Our teachers access the current programs of study and curricular support documents. • Our teachers integrate literacy outcomes in their planning for student learning. • Our teachers plan for literacy instruction within their content areas. • Our teachers place *a greater emphasis on competencies than on content.* • Teachers place *a greater emphasis on inquiry, discovery and the application of knowledge than on the dissemination of information.* • Our teachers put *a greater emphasis on technology to support the creation and sharing of knowledge than on technology to support teaching.* • Our teachers align their assessment practices with the outcomes and intents								Alberta Program of Study AE Illustrative Examples Link to ministerial order PL Calendar (eventual link)

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EDMONTON PUBLIC SCHOOLS

2. QUALITY LITERACY INSTRUCTION
Guiding Question: *Are students provided quality literacy instruction?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
		of the programs of study. • Our teachers use data to monitor progress and inform instruction. • Our teachers have a working knowledge of the programs of study outcomes in the previous and subsequent grades/courses to their assignment. •								
2.b	Our teachers provide a comprehensive approach to literacy instruction.	• Our teachers provide regular and on-going instruction in speaking, listening, reading, writing, viewing and representing. • Our teachers intentionally foster oral/expressive language as a foundation for *constructing and communicating meaning*. • Our teachers capitalize on the reciprocal nature of reading and writing. • Our teachers								Alberta Programs of Study ELA Illustrative Examples PL Calendar (B1, B2, B3,C4, C5, C16, C18) International Reading Association

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2. QUALITY LITERACY INSTRUCTION
Guiding Question: *Are students provided quality literacy instruction?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
		incorporate word study, including morphology, vocabulary, and phonological awareness, to support literacy. •								
2.c	Our teachers respond to student needs using a variety of approaches to teach literacy.	• Our teachers design authentic literacy learning tasks. • Our teachers offer some direct, explicit instruction and maximize teachable moments with implicit instruction. • Our teachers use "think aloud" and other strategies to model cognitive processes. • Our teachers use explicit modeling to demonstrate literacy strategies. • Our teachers provide one-on-one reading and writing conferencing with students. • Our teachers encourage inquiry								PL Calendar (All B and C modules) ReadWriteThink. org International Reading Association website UDL AAC (tasks and authentic learning videos)

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2. QUALITY LITERACY INSTRUCTION
Guiding Question: *Are students provided quality literacy instruction?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
		skills. • Our teachers offer student choice in the selection of reading, writing, speaking, listening, representing and viewing tasks. •								

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2. QUALITY LITERACY INSTRUCTION
Guiding Question: *Are students provided quality literacy instruction?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
2.d	Our teachers use a gradual release of responsibility model.	• Our teachers support student literacy learning through explicit teaching and modeling. • Our teachers support students' new literacy learning by working through literacy/learning tasks together. • Our teachers give students opportunity for guided practice of new literacy learning. • Our teachers foster *entrepreneurial spirit* by providing students with opportunity to apply new learning independently. • Our teachers encourage student *perseverance and self-discipline* in literacy activities. •								PL Calendar (All B and C modules) SFSS Coaching Support
2.e	Our teachers *inspire students to be engaged thinkers* by promoting	• Our teachers support students in *thinking critically and creatively and in making discoveries through inquiry,*								PL Calendars (All B and C modules)

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2. QUALITY LITERACY INSTRUCTION
Guiding Question: *Are students provided quality literacy instruction?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies

15	active problem solving during literacy activities.	*reflection, exploration, experimentation and trial and error.*
		
		• For the purposes of understanding, *constructing and communicating meaning,* our teachers explicitly teach and intentionally prompt for the use of:
		  ○ comprehension strategies/thinking processes;
		  ○ word identification strategies;
		  ○ writing strategies;
		  ○ vocabulary strategies;
		  ○ expressive (oral) language; and
		  ○ meta-cognitive strategies.
		• Our teachers support students in *developing a wide range of* literacy *competencies, including gathering, analyzing and evaluating information from a wide variety of sources.*								

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2. QUALITY LITERACY INSTRUCTION
Guiding Question: *Are students provided quality literacy instruction?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
		• Our teachers support students in becoming *familiar with multiple perspectives.* • Our teachers support students in *identifying problems and finding the best solutions.* • Our teachers support students in *integrating ideas from a variety of sources into a coherent whole.* • Our teachers encourage student *use of technology to learn, innovate, collaborate, communicate and discover.* •								
2.f	Our teachers use flexible groupings for literacy learning.	• Our teachers provide small-group instruction such as guided reading/ book clubs and guided writing groups for supported practice. • Our teachers provide opportunities for students to *explore ideas and technologies alone or as part of*								Writer's Workshop Book Clubs Guided Reading PL Calendar Reader's Workshop

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2. QUALITY LITERACY INSTRUCTION
Guiding Question: *Are students provided quality literacy instruction?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
		diverse teams. • Our teachers *build teamwork, collaboration and communication* through opportunities for peer conferencing. •								
2.g	Our teachers facilitate the development of expressive (oral, signed, written or representative) and receptive (spoken, read, viewed) language.	• Our teachers provide opportunities for all students to engage in meaningful discussions (i.e. pairs, small groups, whole class). • Our teachers provide instruction in formally *communicating ideas to others*. • Our teachers provide students with explicit and incidental instruction in academic and content specific vocabulary. •								PL Calendar academic vocabulary Frayer Model
2.h	Our teachers plan for the literacy needs of	• Our teachers plan for multiple means of representation in literacy learning.								CAST - UDL EPS Share – UDL

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2. QUALITY LITERACY INSTRUCTION
Guiding Question: *Are students provided quality literacy instruction?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
	diverse learners (UDL).	• Our teachers encourage multiple means of action and expression in literacy tasks. • Our teachers provide for multiple means of engagement by students in literacy tasks. • Our teachers incorporate assistive technology when planning for literacy for diverse students. •								PL Calendar IISLE Technologies Playground
2.i	Our teachers provide a rich classroom literacy learning environment.	• Our teachers provide learning environments that maximize success for diverse learners, including First Nations, Métis, and Inuit students, English Language Learners, and students with special needs. • Our teachers ensure that classrooms are print-rich and media-rich environments. • Our teachers provide our students with								PL Calendar Reviews at EPS Seed Book List LRC Alberta Learning Social Studies Literature Titles

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2. QUALITY LITERACY INSTRUCTION
Guiding Question: *Are students provided quality literacy instruction?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
19		access to a variety of quality literacy resources. • Our teachers incorporate a variety of multimedia resources in their classrooms. • Our teachers provide time for students to read and write. • Our teachers provide a variety of opportunities for students to listen to a range of texts. •								

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	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
2.j	Our teachers support students to *discover, develop, and apply literacy competencies across subject and discipline areas for learning, work and life.*	• Our teachers help students develop vocabulary, comprehension, and oral/expressive language and writing strategies in all subject areas. • Our teachers access appropriate resources to support literacy in all subject areas. • Our teachers teach strategies to build students' meta-cognitive awareness. • Our teachers teach digital citizenship. •								PL Calendar (B2, B3, C7) Program of Studies PL calendar sessions (eventual link) Languages Resource Centre
2k	Our staff collaborates across grades, departments and content areas on a regular basis.	• We schedule teacher and support staff collaboration meetings. • We provide opportunities for inter-classroom visitations and peer coaching. •								

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3. STAFF ACCESS TO PROFESSIONAL LEARNING
Guiding Question: *Do our staff access professional learning in literacy?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
3. a	We ensure that professional literacy learning opportunities are available to our staff.	• We provide support to our staff through a literacy coach, literacy leadership team, a key contact/staff member with a strong literacy background, or a district consultant. • We ensure that our teachers are aware of and have access to: o professional learning; o networks; o conferences; o job-embedded support o mentorship; o professional reading; materials; o webinars; and o information bulletins. • We give our teachers opportunities to learn about and meet the literacy needs of diverse learners. •								C15 PL Calendar ERLC EPSB Share site Barnett House ATA Library UDL Share Inclusive learning CAST UDL
3. b	We support our staff in accessing	• Our school supports our teachers in accessing job-embedded								Teacher professional

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	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
	professional literacy learning opportunities.	professional learning. • We have a school-based professional library/collection that is available to all staff members. • We ensure that our teachers are aware of, and assisted in applying for, professional learning funding support. •								leaves
3. c	Our staff remain current in research-based literacy practices.	• Our teachers attend literacy professional learning on an ongoing basis. • Our teachers use current research-based literacy practices. • Our teachers consider a literacy goal in their professional growth plans. • Our school obtains resources that reflect current pedagogy and 21st century literacy. • Our teachers continually expand and deepen literacy beliefs,								PL Calendar ERLC ATA Specialist Councils Barnett House ATA Library PL supports for Modules A,B,C

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3. STAFF ACCESS TO PROFESSIONAL LEARNING
Guiding Question: *Do our staff access professional learning in literacy?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
		understandings, and skills. • Our teachers participate in available literacy coaching and/or peer support opportunities. • Our teachers participate in collaborative literacy networking with other professionals. •								

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4. ASSESSMENT
Guiding Question: *Do our assessment practices support literacy learning?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
4.a	Our teachers use data gathered at all levels of the system to inform literacy instruction.	• Our teachers use provincial and district assessment information, including Provincial Achievement Tests (PATs), Highest Level of Achievement Tests (HLATs), past Diploma exams, and international language credentials. • Our teachers are aware of and use existing specialist reports. • Our teachers use school-based records, including attendance, previous marks, Individual Program Plans (IPPs), and benchmarks. •								Student Assessment Alberta Learning for PATs Pinpoint Alberta Education Special Education Guide for Implementation
4.b	Our teachers employ effective assessment practices.	• Our teachers use quality assessment practices to inform instructional decisions. • Our teachers plan assessment for, of and as learning for all students, in all areas of literacy instruction. • Our teachers base literacy assessment on a variety of authentic								CAST UDL Anne Davies: Triangulation of Evidence PL Calendar – Assessment Module(C-3) CAST

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	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
		products, observations and conversations with students. • Our teachers provide support for a wide range of student literacy abilities when assessing literacy in content areas. • Our teachers use programs of study as the basis for assessment. • Our staff work collaboratively to improve assessment practices. • Our teachers provide effective and regular feedback to students. •								CAST UDL Student Assessment Alberta Assessment Consortium
4.c	Our students are active and engaged partners in their learning.	• Our students participate in assessing their own literacy progress. • Our students set literacy goals. • Our students benefit from assessment "as" literacy learning opportunities. • Our teachers encourage students to be self-advocates for supports that meet their literacy learning needs.								CAST CAST UDL I CAN Centre Alberta Assessment Consortium

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4. ASSESSMENT
Guiding Question: *Do our assessment practices support literacy learning?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
		•								
4.d	We inform our stakeholders of students' literacy progress.	• Our principal ensures that parents are informed about their child's literacy learning and development. • Our teachers report on speaking, reading, writing, listening, viewing and representing competencies. • We highlight information regarding overall school literacy progress at parent council or information evenings. •								Board Regulations on reporting progress Assessing Student Achievement

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5. STUDENT ACCESS TO PROGRAMMING
Guiding Question: *Do all students have access to quality literacy programming?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
5. a	*The educational best interest of the child is the paramount consideration in making decisions about a child's education.*	• Our principal ensures that students have access to appropriate literacy programming based on their individual literacy learning needs. • Our teachers are aware of the literacy needs of their students. • Our teachers adjust programming to meet student literacy needs. • Our teachers access supports to meet student needs, including support from Inclusive Learning, FNMI and Diversity departments and other consultants. • Our teachers provide instructional accommodations and/or adaptations designed to support individual students who continue to experience literacy challenges. •								Inclusive Learning (EPSB directory) FNMI and Diversity Literacy A Literacy B NTS/NTIP -add contacts or directory IPP link UDL Share CAST Alberta Learning Digital Textbooks

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5. STUDENT ACCESS TO PROGRAMMING
Guiding Question: *Do all students have access to quality literacy programming?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
5. b	We adopt a whole school approach to intervention.	• We adopt a team approach to meeting the needs of at-risk literacy learners. • We provide research-based literacy interventions to students at risk in their literacy learning. • We ensure that our teachers are aware of available supports for at-risk students in the school. • We have a literacy intervention protocol in our school to give guidance in areas such as collecting data and identifying students for intervention. • We conduct on-going assessment of students after a literacy intervention. • Our intervention teacher continually communicates with the classroom teacher regarding student progress. •								RR, LLI, MYLI, HSLI PL Calendar (C11)

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5. STUDENT ACCESS TO PROGRAMMING
Guiding Question: *Do all students have access to quality literacy programming?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
5. c	We communicate and collaborate with other schools to enable effective K-12 literacy programming for students.	• We meet with feeder and receiving schools to develop common language, instruction, expectations and understanding of our students for literacy learning. • We share information regarding student progress and literacy programming to schools receiving our students. • We have processes in place to ensure sharing of literacy progress between teachers (grade to grade, year to year). •								

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6. QUALITY RESOURCES
Guiding Question: *Are quality learning resources available for our students?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
6. a	We align our resources with the intent of the Alberta programs of study.	● Our teachers use a variety of appropriate and aligned print, oral, and multimedia resources. ●								Alberta Education Learn Alberta
6. b	Our students have access to authentic and engaging resources.	● We include diverse texts and media in our classroom and library inventories. ● We provide our students with access to a variety of technologies. ● We foster *ethical citizenship* by providing access to materials that encourage our students *to engage with many cultures, religions and languages, and to value diversity in all people*. ● We provide our students with access to a variety of genres and text forms. ● We ensure that our instructional resources are adequate in number and quality to meet students' needs.								Alberta Education Authorized Resources Learn Alberta Reviews at EPS reviews.epsb.ca/reviews/ EPL IISLE Share Library Commons guiding document Alberta Learning Social Studies Literature Titles IISLE Technologies

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6. QUALITY RESOURCES
Guiding Question: *Are quality learning resources available for our students?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
		• We provide our students with access to resources that meet their language needs. • Our students have access to *technology to support the creation and sharing of knowledge.* •								Playground Languages Resource Centre
6. c	Our teachers provide materials that allow students to successfully access text.	• In our classroom/school literacy collections we include a variety of levels to match the literacy needs of students. • We use instructional level texts when students are required to read during instruction. • We provide our students with access to independent level texts. • Our teachers make use of UDL principles and technologies to make text accessible to a range of students. •								Alberta Education approved resource list UDL share CAST UDL Book Leveling Sites IISLE Technologies Playground

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6. QUALITY RESOURCES
Guiding Question: *Are quality learning resources available for our students?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
6. d	We set school budgeting priorities that reflect literacy.	• We have a plan in place for systematically acquiring relevant student and professional literacy resources. • We ensure all teachers know the processes for acquiring quality literacy resources. • Our teachers know how to identify quality literature and literacy resources. • We dedicate a portion of our school budget to acquiring literacy resources on an ongoing basis. • We make shared literacy resources accessible to all teachers. •								FNMI SEED link FNMI Edukits Languages Resource Centre

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7. POSITIVE ADMINISTRATOR SUPPORT

Guiding Question: *Is there positive administrator support for quality literacy programming?*

Note: statements in green font are taken or adapted from The Principal Quality Practice Guideline: Promoting Successful School Leadership in Alberta (Alberta Education 2009)

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
7. a	Our principal has a strong understanding of literacy, including literacy across the content areas.	• Our principal demonstrates a sound understanding of current literacy pedagogy and curriculum. • Our principal uses expertise to enhance literacy skills across the content areas. • Our principal uses expertise to enhance literacy development and programming for diverse learners.								ELL Document FNMI Document Principal's Toolkit to Support 'The Learning Team' PL Calendar UDL Share CAST Special Education Guide for Implementation
7. b	Our principal provides effective supervision to support quality teaching.	• Our principal ensures that literacy instructional decision-making is based on a school vision and understanding of school culture. • Our principal facilitates a culture of inquiry and reflection to guide and inform ongoing learning in relation to 21st								Literacy Guiding Document Supervision and Guidelines for Principals

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7. POSITIVE ADMINISTRATOR SUPPORT

Guiding Question: *Is there positive administrator support for quality literacy programming?*
Note: statements in green font are taken or adapted from The Principal Quality Practice Guideline: Promoting Successful School Leadership in Alberta (Alberta Education 2009)

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
34		century literacy challenges. • Our principal fosters a culture of high expectations for students. • Our principal provides purposeful feedback to challenge and support each teacher to inspire quality literacy teaching, based upon multiple sources of information, including regular classroom visits. • Our principal identifies strong literacy teaching practices and programming that support diverse learners. • Our principal communicates and celebrates school literacy accomplishments. • Our principal is knowledgeable about and accesses literacy supports when needed to support effective supervision.								

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7. POSITIVE ADMINISTRATOR SUPPORT

Guiding Question: *Is there positive administrator support for quality literacy programming?*
Note: statements in green font are taken or adapted from The Principal Quality Practice Guideline: Promoting Successful School Leadership in Alberta (Alberta Education 2009)

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
		• Our principal ensures that student assessment and evaluation of literacy are fair, appropriate and balanced. • Our principal recognizes the potential of new and emerging technologies, and enables their meaningful integration in support of teaching and learning. • Our principal effectively manages the resources of the school to meet literacy needs. •								
7. c	Our principal engages in lifelong, job-embedded learning opportunities related to literacy leadership.	• Our principal is intentional in his/her learning with current literacy research; incorporates learning into practice, and continues to evaluate and generate questions about literacy learning. • Our principal's literacy learning is comprehensive, and								PL Calendar (eventual link) Literacy Periodicals (i.e. Reading Teacher, Journal of Adult and Adolescent Literacy) ProQuest

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7. POSITIVE ADMINISTRATOR SUPPORT

Guiding Question: *Is there positive administrator support for quality literacy programming?*

Note: statements in green font are taken or adapted from The Principal Quality Practice Guideline: Promoting Successful School Leadership in Alberta (Alberta Education 2009)

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
		he/she creates specific opportunities to receive feedback from multiple sources with the purpose of evaluating and designing next steps. •								ATA library
7. d	Our principal collaborates with colleagues around common literacy challenges.	• Our principal collaboratively involves the school community in creating and sustaining a literacy focus. • Our principal fosters effective relationships within a leadership group or catchment group that collaboratively addresses common literacy challenges. •								ATA library Journal - Educational Leadership -School grouping request around literacy - Quality Literacy Programming Tool
7. e	Our principal establishes a school based leadership team that focuses on literacy.	• Our principal and school leadership staff create a clear literacy vision. • Our principal promotes shared leadership and identifies and mentors literacy leaders in the school.								Literacy Inservice C-15: Literacy Coach Development

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7. POSITIVE ADMINISTRATOR SUPPORT

Guiding Question: *Is there positive administrator support for quality literacy programming?*

Note: statements in green font are taken or adapted from The Principal Quality Practice Guideline: Promoting Successful School Leadership in Alberta (Alberta Education 2009)

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
		• Our principal provides ongoing opportunities to build literacy capacity in all staff. •								
7.f	Our principal engages staff in using data to inform all literacy instruction.	• Our principal analyzes a wide range of data to determine progress toward achieving school literacy goals. • Our principal models the process of analyzing a wide range of data to determine progress toward achieving school literacy goals. • Our principal intentionally collaborates with teachers in identifying the kinds of literacy data to be reviewed, and supports and monitors the collection of, and the response to, a variety of data throughout the year. •								

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7. POSITIVE ADMINISTRATOR SUPPORT
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	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies

7. g	Our principal promotes and facilitates opportunities for staff collaboration in literacy and professional learning reflection.	• Our principal ensures that:
		  o each teacher is part of a purposeful literacy learning network;
		  o networks contribute to the goals of the school plan; and
		  o networks are interrelated in and beyond the school.
		• Our principal consistently seeks innovative ways to provide:
		  o regular time for teachers' networking and collaboration around literacy learning; and
		  o necessary resources, including professional materials and/or human resource support.								

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8. POSITIVE DISTRICT SUPPORT
Guiding Question: *Is there positive district support for quality literacy programming?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
8. a	Our district mission, vision, priorities and philosophy support literacy programming and literacy development in students.	• We have supportive district mission, vision, priorities and philosophy statements to support the range of students in our school district. • Our district places *a greater emphasis* on the literacy needs of *the learners than on the system.* •								(District Vision/Mission Statement/ Priorities)

8. b	Quality literacy program-related policies, regulations, guidelines, and guiding documents guide and support our school.	• Our district is inclusive and equitable in its literacy support for students.
		• We make informed programming decisions based on the following:
		  o HGAB.BP - Multicultural Education;
		  o IA.BP - Inclusive Education;
		  o IAA.BP - Aboriginal Education;
		  o IAA.AR - Aboriginal Education;
		  o K-12 Literacy for 21st Century
										Literacy Guiding Document Second Languages Policy Aboriginal Education Policy/Regulation Multicultural Policy Alberta Education Inclusive Education
										
										Inclusive Learning Policy/Regulation

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8. POSITIVE DISTRICT SUPPORT
Guiding Question: *Is there positive district support for quality literacy programming?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
40		Learners Guiding Document; o English as a Second Language Guiding Document; o Early Years Guiding Document; and o The Pyramid of Intervention: A Framework for Supporting All Students. •								Inclusive Learning: Everyone's In EPSB Inclusive Learning Directory ESL Guiding Document Pyramid of Intervention How to Create Inclusive School Communities Early Years Guiding Document
8. c	Our district supports our efforts to provide all students with opportunities to build	• Our District makes available to us various student and staff supports, such as professional learning, research, and inclusive learning supports. • Our district enables us								Guiding Document – 21st c learner Alberta Education: Literacy

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8. POSITIVE DISTRICT SUPPORT
Guiding Question: *Is there positive district support for quality literacy programming?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
41	their skills and knowledge to be 21st century literacy learners	to direct aspects of our funding toward literacy supports. • Our Human Resources department supports our efforts to staff our school with staff that can meet the literacy needs of all students. • We are enabled to use district funds/resources to provide professional learning opportunities for staff. • We are enabled to use district funds/resources to provide inclusive programming support for all students.								First: A Plan for Action PL Calendar (link) EPSB Inclusive Learning Directory EPSB Support for Staff & Students Directory

8.d	Our district provides standards, achievement measures and data for us to examine and improve our programs.	• We can use program, assessment and achievement standards, such as:
		  o quality programs of study;
		  o quality assessment materials;
		  o HLAT, PAT, diploma exam data, and international examination results; and
		  o student data, including reading								

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	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
		and other assessments. •								
8.e	Our district provides access to individual student's assessments and information to enable quality literacy programming	• We are able to access timely student assessments related to literacy. • We are able to access student data and information effectively and efficiently. • We are able to follow up with specialists, when targeted assessments have been completed, to support us in implementing programming recommendations. •								Student Referral Form ESHIP ELL assessment information Pinpoint
8.f	Our district provides opportunities for professional learning and staff development to support quality literacy programmi	• Our staff have opportunities to access, through district support, professional learning and staff development. •								PL Calendar (eventual link) Teacher professional leaves

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8. POSITIVE DISTRICT SUPPORT
Guiding Question: *Is there positive district support for quality literacy programming?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
	ng.									
8. g	Our district provides and/or facilitates access to quality learning and teaching resources	• Our staff can access district print, media/multimedia and human resource supports. • Our staff can access authorized resource lists and material through Alberta Education. •								Alberta Education Resource Lists ATA Barnett House Library Edmonton Public Library SLS Staff Room Share Sites United streaming IISLE Technologies Playground
8. h	Our district provides supports for the engagement of parents/caregivers as stakeholders in literacy.	• Our district supports parent/caregiver literacy events. • District information, materials and resources are available to support parent engagement in literacy. •								School Zone Staff Room – Spotlight on Literacy Literacy Conference with outside agencies Alberta Education

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8. POSITIVE DISTRICT SUPPORT
Guiding Question: *Is there positive district support for quality literacy programming?*

	Aspects of Quality Literacy Programs	Possible Indicators	No	Moving Toward This	Yes	Our Evidence	Sample Measures	What We Need	Actions/Next Steps	Sample Supports/ Strategies
										Learning Team Document Alberta Education – Parent
8. i	Our district collaborates with government, business, community groups/ agencies and post-secondary institutions to support literacy.	• Our district has structures to foster communication and collaboration with key stakeholders. • Partnerships and/or collaborative activities are supported/enacted to maximize student literacy engagement and development. •								Edmonton Public Libraries U of A – Literacy Centre Family Literacy Centre Big Brothers/Sisters Study Buddy Reading Clinic at U of A

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Second Language Literacy Support Information 2012-2013:
Institute for Innovation in Second Language Education (IISLE) at Edmonton Public
Schools

Total number of teacher and principal professional learning sessions and conferences offered by IISLE: 172
Total teacher and principal attendance:1,898

Total number of students that participated in language examinations to achieve lifelong internationally recognized credentials:1,844

- 1,220 Chinese (Mandarin) Exams (HSK/YCT)
- 359 French Exams (DELF/DALF)
- 178 German Exams (Sprachdiplom)
- 20 Japanese Proficiency Exams
- 17 Spanish Exams (DELE)
- 8 Ukrainian Exams

Total number of staff language proficiency assessments administered (funded through Human Resources): 128

- 10 Arabic
- 7 American Sign Language (ASL)
- 4 English
- 76 French
- 1 Japanese
- 1 Punjabi
- 16 Spanish
- 2 Ukrainian
- 6 German
- 5 Hebrew

Total number of local, provincial, national and international partners who support district second language work: 20

Total number of registered patrons and teaching and learning resources borrowed from the five language resource centres: 802 patrons and approximately 3,000 resources borrowed.
(Note: a patron may be an individual or a school, and a resource could be an entire class set of materials, as examples.)

Number of resources:
- French Resource Centre: over 13,532 resources
- Spanish Resource Centre: over 6,000 resources
- International and Signed Languages Resource Centre: over 3,200 resources
- Aboriginal Resource Centre: over 2,000 resources
- Confucius Institute Library: over 35,000 resources

Total number of special cultural events provided by IISLE, with partner support: Seven

- Cinémagine French Film Festival – 1,055 students from 14 schools (French Immersion and French as a Second Language)
- Explore Japan Days - 300 students across six jurisdictions
- Goethe Institut/IISLE/U of A Film series
- National German Bilingual Teacher Conference (Goethe Institut/ZfA)
- Spanish Film Series
- "La Maleta Viajera/The Travelling Suitcase" to Spanish program schools
- Alberta Spanish Teachers Seminar

Support materials/documents prepared by IISLE staff, in collaboration with district teachers:

- Course Challenge for French 30-9Y; 30-3Y for Chinese, German, Japanese, Punjabi, Spanish, Ukrainian
- Program Alignment Tools for FSL and Language and Culture
- Kindergarten to Grade 9 Can-Do Statements - Bilingual Language Arts (Spanish, German, Hebrew, Arabic, Ukrainian, Chinese, ASL)
- TFO: Compilation of appropriate on-line resources for Gr. 4-9
- Technologies to Support Grade 4 to Grade 12 9-Y French as a Second Language
- FSL I Can statements Grade 4 to Grade12
- FSL Grade 4 to 9 Authentic Performance Assessment Tasks
- FSL Kindergarten to Grade 9 Readers: collections and curricular alignment
- FSL Grade 7 to Grade 9 Recommended Resources
- French 10-9y to 30-9y Recommended Resources
- High School 10-9y and 20-9y online support documents for FSL
- High School Performance Assessment tasks for French 10-9Y, 20-9Y and 30-9Y
- High School Performance Assessment tasks for French 10-3Y, 20-3Y and 30-3Y
- FSL Music Resources: Compilation for Grades 4 to Grade 9
- FIM I Can Statements Kindergarten to Grade 6
- Digital Canadian Languages Passport
- FSL Grades 4 to Grade 9: Learning with Technologies
- FIM Kindergarten to Grade 12 Créme de la Créme Reading List

Official District Partners Supporting Second Language Education

1. A broad-based agreement with the Office of Chinese Language Council International (HANBAN) of the People's Republic of China was renewed and signed in December 2012 to enable the establishment of the <u>Confucius Institute in Edmonton</u>. This agreement targets numerous areas for collaboration and a wide range of excellent supports.

2. A Memorandum of Understanding with <u>L'Academie de Rouen</u> in France was signed in December 2008. This Memorandum has been implemented mainly through school twinning activities.

3. An agreement with <u>Alliance Française</u> was established in March 2009. The goal of this collaboration is to encourage and support the teaching and learning of French language and culture, through enhanced educational opportunities for students and professional growth opportunities for educators.

4. <u>Instituto Cervantes</u> of the Government of Spain granted the District a DELE Testing Centre. This agreement enables EPSB to provide DELE testing and certification to students, staff and the general public on behalf of the Instituto Cervantes.

5. The Instituto Cervantes accredited EPSB as an <u>Associated Centre of the Instituto Cervantes</u> in February 2009. This recognizes EPSB as providers of quality Spanish language services and provides access to specialized resources, cultural activities, etc.

6. An official <u>Spanish Resource Centre</u> was granted from the <u>Ministry of Education of Spain</u> in May 2009, in collaboration with EPSB and the <u>University of Alberta</u>. As a result, EPSB now hosts and distributes a large collection of Spanish literature, cultural resources and language teaching and learning resources, in print, digital and multimedia formats.

7. A Memorandum of Understanding was signed in October 2008 with the <u>Central Agency for German Schools Abroad (ZfA)</u>, and the <u>Goethe Institut</u>. This facilitates cooperation in many areas, including professional development, cultural activities, resource acquisition and resource donations.

8. A partnership agreement with the <u>Canadian Association of Second Language Teachers (CASLT)</u> was signed in September 2008.

9. A partnership agreement between Edmonton Public Schools and <u>Lviv Oblast in Ukraine</u> was signed in October, 2007. This agreement facilitates school twinning and exchanges and provides students with access to the Ukrainian Exam for Foreign Students at the Ivan Franko University of Lviv.

10. A partnership with the <u>Languages Research Centre, University of Calgary</u> was signed on May 16, 2011. This facilitates cooperation in the area of research and teacher professional development.

11. The <u>Ministry of Education, Sport and Culture of the Government of Spain</u> provides designations to EPSB's Spanish bilingual programs as International Spanish Academies. This agreement will be renewed and signed in May 2014.

12. A partnership with the <u>Principality of Asturias</u> was signed in August, 2010. This partnership was established to strengthen the teaching and learning of Spanish language and culture through school twinnings, and student and teacher interactions.