



Wolf Creek Public Schools

Creating Success For All Learners

**CURRICULUM AND INSTRUCTION
FRAMEWORK
&
MODEL FOR CURRICULUM
IMPLEMENTATION**

2012-2013 UPDATE



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SECTION 1: GUIDING PRINCIPLES

Wolf Creek Public Schools (WCPS) strives through curriculum and instruction to meet the cognitive, emotional, physical, social and character development needs of our students. Outlined below are three sets of guiding principles that form the Wolf Creek Public Schools *Curriculum and Instruction Framework* and *Model for Curriculum Implementation*.

WCPS General Principles of Curriculum and Instruction

Effective Curriculum Implementation:

- Ensures the Alberta Learning *Program of Studies* is implemented.
- Improves learning, teaching and assessment.
- Builds on expertise from within, supplemented with research-based promising practices and ideas
- Fosters an atmosphere of respect, trust and interdependence.
- Respects the change process.
- Develops a density of leadership through opportunities for teacher leadership and involvement.
- Promotes innovative approaches to teaching/learning (i.e. content integration in context, use of more constructivist, brain-compatible approaches to instruction, responsive to student learning styles, in a 21st century environment.)
- Establishes and supports a network within WCPS as well as outside (i.e. CARC, Alberta Learning, other jurisdictions and agencies).
- Respects the balance between the ever-evolving WCPS model of site-based decision making and district needs.
- Reflects the goals of individual professional growth plans, individual school plans within WCPS, and the *Three-Year Education Plans* of Wolf Creek Public Schools and Alberta Learning.
- Includes opportunities for individual, team, school and jurisdiction professional development.
- Results in a genuine learning organization that is both reflective and responsive.

Effective Professional Development is:

- A responsibility of all teachers; all teachers are involved and engaged.
- Based on the needs of the jurisdiction, the schools, and the participants; opportunities exist for all levels of the organization to be involved in the design.
- Based on a growth model to promote continuous improvement at all levels.
- Based on current research into effective teaching and learning
- Informed and enhanced by practical data.

An effective Professional Development program:

- Is ongoing, contextual, and continuous.
- Supports the WCPS mission and vision.
- Is interactive and reflective, and provides opportunity for experimentation and collaboration
- Utilizes coaching, mentoring, feedback and embedded follow-up processes.
- Provides opportunities for collegiality and collaborative work.
- Provides opportunity for participants to demonstrate skills and knowledge specific to their role.



Alberta Learning: Program of Studies

Alberta Learning has developed a program of studies for each discipline to provide directions for schools and jurisdictions as they construct curricula to meet the needs of their students. Each program of studies is designed to accommodate student needs, describe the nature of the subject area and reflect societal needs and expectations. The program of studies for each subject area can be downloaded from the Alberta Learning website at <http://education.alberta.ca/teachers/program.aspx>.

Principles of Effective Professional Development

From the ATA document: *A Framework for Professional Development in Alberta*
[http://www.teachers.ab.ca/For Members/Professional Development/Resources/Pages/AFrameworkforProfessionalDevelopmentinAlberta.aspx](http://www.teachers.ab.ca/For_Members/Professional_Development/Resources/Pages/AFrameworkforProfessionalDevelopmentinAlberta.aspx)

Content

Professional Development:

- Is based on a shared vision and clearly stated objectives.
- Focuses on improving teaching and supporting learning.
- Is based on research into effective teaching and learning.
- Builds on teachers' established knowledge, skills and attributes.
- Enhances the implementation of curriculum requirements, instructional strategies and assessment techniques.

Process

Professional Development:

- Is interactive, continuous, reflective and part of the day-to-day work life of teachers.
- Engages teachers in a collegial and collaborative dialogue.
- Is responsive to changing contextual variables and therefore requires ongoing monitoring and refinement.
- Encourages teachers to explore, take risks and think critically about their professional practice.

Context

Professional Development:

- Respects the professional judgment of teachers in determining their needs.
- Reflects the unique circumstances in which teaching takes place.
- Considers the needs of the teacher, school and jurisdiction.
- Operates within and contributes to the development of collaborative learning culture.
- Is integral to the work of all teachers.
- Is supported by adequate resources, including time, funding and infrastructure.
- Requires support by networks of professional development committees, specialist councils, teachers' conventions, school jurisdictions, regional consortia, universities and other stakeholders.

SECTION 2: THE SUPPORTIVE PROCESS – ROLES & RESPONSIBILITIES

Superintendency Team

Responsibilities:

- To review, refine and support WCPS curriculum and instruction needs arising from the division's vision, *Three Year Education Plan*, AISI, and accounting for identified Provincial Initiatives.
- To meet regularly to ensure coordination between the various domain areas of responsibility (Learning Support/System Improvement, Technology, Student Services and People Services).
- To act as facilitators for new curriculum implementation processes, jurisdictional initiatives, and staff development programs.
- To consider curriculum and instruction issues in the development of the jurisdiction's AISI project.
- To provide a liaison between stakeholders and the central office team.

Assistant Superintendent: Learning Support /System Improvement

The Assistant Superintendent (Learning Support/System Improvement) is a member of the central office team and reports to the Chief Superintendent.

Responsibilities:

- Facilitates the development, implementation and review of the *Curriculum and Instruction Framework* and the *Model for Curriculum Implementation*.
- Facilitates the development and implementation of the *C & I Action Plan*.
- Monitors and supports planning and reporting processes at school sites.
- Promotes the responsible and reflective use of data in school planning, reporting and professional development.
- Develops a budget for the implementation of the framework and model.
- Facilitates and coordinates support to teachers and schools in the area of curriculum and instruction.
- Facilitates the implementation of curriculum changes as mandated by Alberta Learning.
- Facilitates the creation of a curriculum and instruction network within and outside of the jurisdiction and maintains a Wolf Creek presence in this network..
- Facilitates and support initiatives in the area of staff and leadership development.
- Publishes information to the stakeholders (teachers, administrators, central office and Board of Trustees) on both professional development and curriculum and instruction issues in WCPS.
- Works with superintendency team to develop the *WCPS Three-Year Education Plan*.
- Solicits curriculum and instruction information from stakeholders for development of jurisdiction AISI projects.
- Facilitates and supports “lead teachers”, “action groups”, and cohort teams to enhance professional development and instruction.
- Promotes a district perspective in curriculum and instruction issues.
- Facilitates/presents workshops within the district on request, facilitates access to other programs and people deemed necessary for jurisdictional growth.
- Provides supervision and support for AISI, for school-related AISI needs, and represents WCPS to provincial AISI authorities.
- Responsible for fulfilling the liaison and reporting requirements for AISI with Alberta Education and the AISI Partners' working group.

LEARNING SUPPORT / SYSTEM IMPROVEMENT TEAM:

District Transformation Leader

Responsibilities:

- To plan and implement initiatives associated with the jurisdiction AISI project, maintaining the integrity of that project while accommodating local priorities.
- To provide targeted assistance to school-based AISI Leaders in meeting the articulated needs of their staff as they work to achieve jurisdiction goals.
- To assist Principals in developing and leading professional development initiatives in their school that ensure the full participation in and achievement of jurisdiction goals.
- To develop, coordinate and offer jurisdiction-based teacher cohort development programming.
- To fulfill liaison functions between Central Office and Schools on school-improvement matters.

Learning Supports Coordinator

Responsibilities:

- To coordinate and provide Home Education services for parents and students who reside within the boundaries of Wolf Creek School Division.
- To Design and develop an effective ESL program that helps schools meet the needs of our ESL students and provides for the ongoing growth of school-based ESL expertise.
- To Coordinate and provide liaison with provincial and local authority coordinators, provide leadership in development of local programming, and develop systemic supports and data-collection systems necessary for the maintenance of successful programming.

Learning Technologies Coordinator

Responsibilities:

- To support effective implementation of appropriate Assistive Technologies in the areas of Curriculum, AISI, ESL, and Home Education.
- To continue to provide support to schools for the use of Assistive Technologies integrated with Provincial Testing Initiatives including Quest A+, RWG, and student-owned devices.
- To provide support to schools during the introduction and early evolution of Imagine Learning English software

Learning Supports Team – Executive Assistant

Responsibilities:

- To provide logistical support and assistance to all members of the Learning Supports Team
- Organization of responsibilities for Summer Institute and Support Staff Conference
- Operationalize Communications and Media relations for the Learning Supports Team

District Lead Teachers

Lead teachers should be individuals who:

- Have a proven record of successful classroom experience.
- Have a strong knowledge base in the relevant curriculum area.
- Enjoy participating in open and flexible small group settings.
- Are interested in expanding their understanding of curriculum change and in-service program development.
- Are willing to devote considerable time and effort to assist in the implementation of their particular curriculum.
- Have demonstrated a commitment to personal and professional growth.

Commitment and Opportunities

- Lead teacher appointments are generally for a three to four year period depending on the status of the curriculum in the implementation process. In addition to planning done during the workday, for which substitutes will be provided, individuals will be responsible for some preparation work beyond school hours. Opportunities to attend Alberta Learning in-services, conferences, and university short courses will be provided in some cases. Release time for these opportunities will not exceed ten days/year without approval of the Superintendent.



Action Groups or Teacher Cohorts

Action Groups/Teacher Cohorts are ad hoc groups formed to fulfill a particular role. Some of these groups have been in existence for a long time and will continue to serve important roles in support for curriculum and instruction. Other groups may be formed as needed or for shorter periods of time based on teacher and school needs.

Wolf Creek ATA Local #3 - Professional Development Committee

- The Professional Development Committee is a subcommittee of the Wolf Creek ATA Local #3 and is an important part of the curriculum and instruction network. The PD Committee representatives for each school are responsible for attending the meetings and ensuring their school is represented in any planning for district professional development. The PD Committee also assesses claims and extends funding to teachers attending conferences or workshops designed to improve student learning.

Wolf Creek Administrators' Association: "Developing Excellence in Leadership"

- All school-based and central office administrators are involved in a number of professional development activities over the course of the school year. These include a two-day retreat in the fall, half-day sessions monthly throughout the year attached to their regular meetings, and a full-day Planning Retreat in the spring. These activities are designed to provide administrators with information and skill development that will support and enhance their role as instructional leaders. The activities are developed with input from a committee of school-based and central office administrators.

Student Services

- Student Services includes Student Services Facilitators (SSF Team), Family School Liaison/Wellness (FSLW) Workers, Special Education Teachers, Educational Assistants working with special education students, administrators and staff of Alternative Education Schools (Outreaches, Wolf Creek Academy, Centennial Centre Patients' School) and staff involved with First Nation Métis Inuit (FNMI) programming.

Meeting Plans for 2012/2013:

- Special Education Facilitators - monthly
 - Family School Liaison/Wellness Workers – every 2 months
 - Alternative Education Schools - 2 or 3 per year
- Student Services also take the lead role in providing PD support for Non-Violent Crisis Intervention, and Threat and Risk Assessment.



21st Century Leadership (formerly Leadership 2000)

- *21st Century Leadership* is a study group offered and open to all WCPS teachers and is designed to develop leadership skills. Participants engage in studying a mixture of topics from philosophical discussions about leadership to examining daily practices within WCPS. The objectives of *21st Century Leadership* are as follows: to foster leadership skills within WCPS, to encourage potential leaders to engage in additional leadership studies, to promote leadership at the site level, build leadership capacity within the division and to promote dialogue about leadership throughout WCPS. The teacher study group is planned for every second year and will next run in the 2011/2012 school year.

Support Staff Groups

- Various support staff groups are engaged in a variety of professional development activities. Support staff are invited to attend general Summer Institute sessions each year in August (along with instructional staff), and specific sessions are also designed and scheduled at that time. Additionally, a WCPS Support Staff conference is organized by a committee of teacher assistants and other paraprofessionals and is held in February (during Teachers' Convention). Both librarians and family/school liaison workers meet on an on-going basis, and attempt to include professional development activities in most of their meetings. School secretaries meet each fall (during the first system professional development day), and also are engaged in a considerable amount of individual professional development. Supervisors of the Facilities and Transportation departments organize various in-service activities for their respective departments.
- Support staff are also actively involved in various staff development activities at their respective school sites.

French Immersion

- The French Immersion team includes all teachers who teach in the French Immersion program in WCPS. The French Immersion team typically meets on a regular basis to discuss instructional, curricular, cultural, professional development and liaison issues within the program. This group also typically applies for provincial grants and allots the money from those grants appropriately to accommodate their unique program needs.



Technology Coordinators

- The Technology Coordinators are key personnel who represent each school in technology. Technology Coordinators consist of teachers who meet regularly to review provincial, division, school practices and issues. They also review the latest technology innovations and resources. The Director of Instructional Technology is the central office liaison to the Technology Coordinators, and reports to the Assistant Superintendent (Technology).

WCPS AISI Project

- The AISI project is a significant and integral part of the WCPS professional development program. The AISI Leaders team consists of lead teachers from each school who work closely with central office, each other, and their own school administration to help move both school and district initiatives forward. For further information, contact the Assistant Superintendent, Learning Support/System Improvement, or visit the AISI section of our website.

Three Year New Teacher Induction Model

- Under the direction of the Assistant Superintendent (People Services), all new (to WCPS) teachers are expected to participate in a three-year program upon their arrival to WCPS. Additionally, every new teacher is assigned a mentor for at least one year. Over the course of the three years of the program new teachers participate in monthly sessions designed to advance their skill levels in the following five areas:
 - 1) Interpersonal Skills
 - 2) Ability to Work Effectively In Teams
 - 3) Commitment to Ongoing Professional Growth
 - 4) A High Level of Assessment Literacy
 - 5) An Ability to Utilize A Variety Of Instructional Strategies
- In the second year of the program, new teachers meet every second month and the contents of their program are differentiated to meet the unique needs of each participant. The third year is less intense than the second year; however, it remains needs driven by each individual participant.

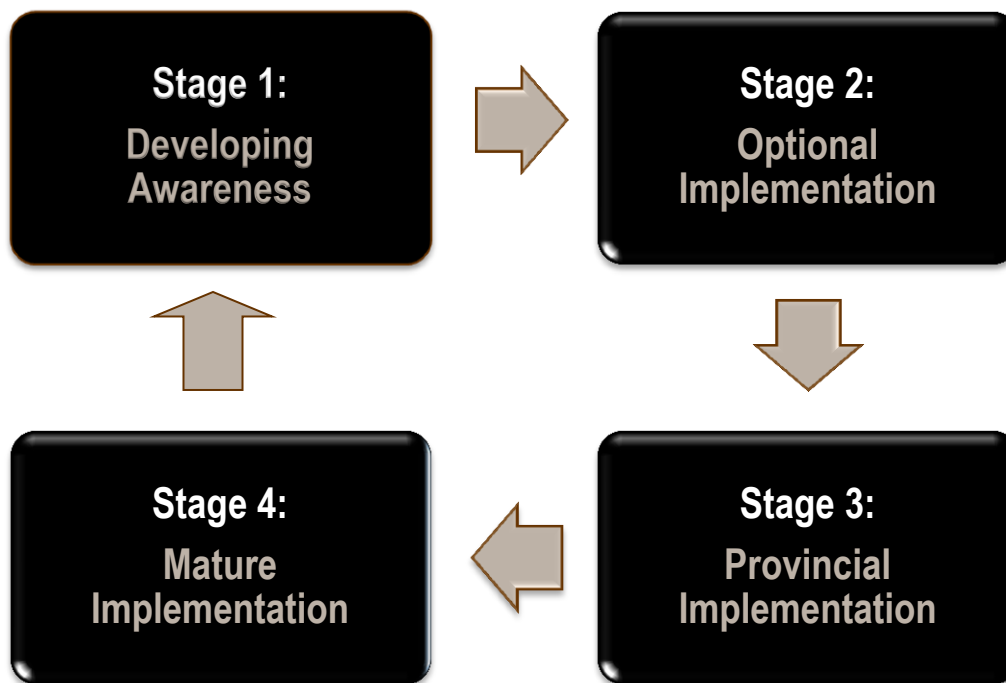
Three Year Administrator Mentorship Program

- Under the direction of the Assistant Superintendent (People Services), all new and beginning administrators participate in a three year mentorship program designed to support new administrators in their new career path. Over the course of the three years, participants examine the issues and research surrounding the topic of leadership that are germane to developing as successful as school leaders.

SECTION 3: MODEL FOR CURRICULUM IMPLEMENTATION

The WCPS *Model for Curriculum Implementation* is a four-stage process of implementation. During each stage there is an opportunity for review and innovation. As well, support must be provided to teachers who are new to teaching the curriculum at each stage. At each stage of development the teacher, school, division and province have different levels of responsibility. In the first two stages awareness, orientation and in-services are mainly provided by the province and the jurisdiction with funding; specifically release time costs, supported by the schools. As the curriculum enters stage three and four, responsibility shifts towards individuals and schools investing in professional development although the jurisdiction may provide some financial support. The Central Alberta Regional PD Consortium (CARC) plays a pivotal role in providing support particularly during stages three and four. During curriculum implementation, instructional methodology is also addressed as each curriculum revision may require a change in approach. Ideally, annual Teacher Professional Growth Plans (TPGP) will reflect the appropriate stage of curriculum implementation. Teachers and administrators are encouraged to use the following model as a guide in their TPGP's. (See sample in handbook.)

The Model: Instructional Methodology



Stage 1: Developing Awareness

(At least) one year prior to provincial implementation of new curriculum

Teachers and/or schools are:

- Developing awareness of impending change.
- Informed of possible change.
- Beginning to think about changes needed to structure, content and pedagogy.
- Reflecting and evaluating the effectiveness of the previous curriculum.
- Previewing and studying the draft *Program of Studies* for the program in question.
- Seeking opportunity for input into provincial forums, symposiums and surveys, teachers' conventions, specialist councils.
- Participating in provincial lead teacher opportunities.
- Considering participation in pre-pilot initiatives.
- Beginning to select resources.

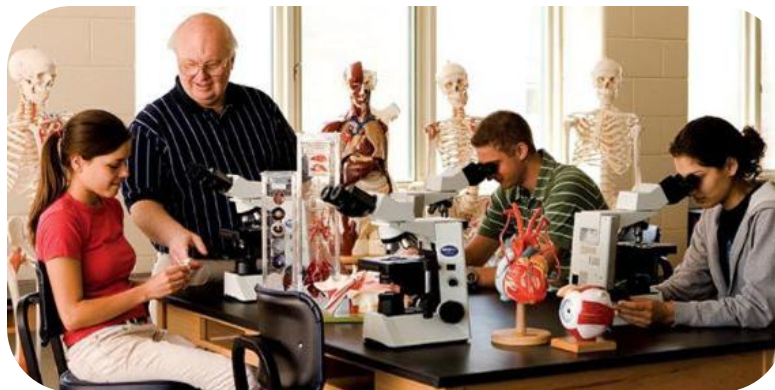
Stage 2: Optional Implementation

One year prior to provincial implementation of new curriculum.

(If available: if there is no 'Optional' implementation year, the activities of this stage will be incorporated in Stages 1 or 3 as shown.)

If they choose to implement on the optional year, teachers and/or schools are:

- Purchasing and utilizing resources (3)
- Dropping old curriculum, beginning new programs (3)
- Piloting resources or illustrative examples (1)
- Reflecting and evaluating resources and pedagogy (3)
- Developing full knowledge of *Program of Studies* and resources (3)
- Participating in division orientation and in-service (1)
- Participating in provincial orientation and in-service (1)
- Participating in provincial lead teacher opportunities (1 and 3 - ongoing)



Stage 3: Provincial Implementation

First year of provincial implementation of new curriculum.

Teachers and/or schools are:

- Beginning to design their own curriculum from the *Program of Studies*
- Refining instruction and assessment
- Working on alignment to standards and objectives
- Reflecting and evaluating
- Engage in generative dialogue and sharing of resources with professional colleagues.
- Seeking professional development on specific aspects of the curriculum and instruction
- Participating in division and/or provincial professional development

Stage 4: Mature Implementation

Year 2 of provincial implementation of curriculum (and beyond...)

Teachers and/or schools are:

- Reflecting and evaluating effectiveness of new programs, resources, and pedagogies.
- Evaluating student progress and results (both qualitative and quantitative) to modify teaching strategies.
- Adding to resources and instructional strategies.
- Creating innovative approaches to delivery of the curriculum.
- Participating in division, provincial and/or national professional development.



SECTION 4: WOLF CREEK PUBLIC SCHOOLS CURRICULUM AND INSTRUCTION ACTION PLAN 2012-2013

Guidelines:

- Goal Two of Wolf Creek Public Schools Three Year Education Plan: EXCELLENCE IN STUDENT LEARNER OUTCOMES - "Students demonstrate high standards" guides the Curriculum and Instruction Action Plan.
- The Alberta Learning Implementation Schedule provides a timeline for implementation of new curriculum.
- The Curriculum and Instruction Framework provides the philosophical base and structure.
- The Model for Curriculum Implementation guides the process for curriculum implementation and integration of instructional processes.

Model of Curriculum Implementation: 2012-2013 Schedule

The following schedule outlines which stage of implementation the curricula are located within the division's *Model of Curriculum Implementation* as of September 2012:

<p style="text-align: center;">Stage 1: Developing Awareness</p> <p>Junior High CTF (Career & Technology Foundations, optional 2012-2013)</p>	<p style="text-align: center;">Stage 2: Optional Implementation</p>
<p style="text-align: center;">Stage 4: Mature Implementation 2011-2012</p> <p>Math 20-1, Math 20-2 Math 20-3 (English and French)</p> <p>Senior High CTS: Ongoing evolution of programs and pathways</p> <p>All Other Curricula</p>	<p style="text-align: center;">Stage 3: Provincial Implementation</p> <p>Math 30-1, Math 30-2, Math 30-3 (English and French)</p>

Alberta Learning's complete schedule is available by [clicking here](http://www.education.alberta.ca/media/449087/impsched.pdf) or go to the AL website at <http://www.education.alberta.ca/media/449087/impsched.pdf>

Priority Curriculum

Priority Area #1: Mathematics Implementation Plan

Implementation of the new K-12 Mathematics curriculum began with an introduction to the curriculum, and with developing an understanding of the philosophy and intent of the new program of studies by both teachers and by administration. School Administration has been kept aware as each grade level is in-serviced in the year preceding mandatory implementation, and supported in the mandatory implementation year.

This year, priority focus will be split between supporting the:

- Ongoing implementation and support of K-11 math,
- First (mandatory) implementation of Math 30-1, Math 30-2 and Math 30-3

Support for ongoing program implementations will be divided between WCPS initiatives (Summer Institute, ad hoc sessions, and school in-service) and CARC offerings. Ongoing implementation support is voluntary and supported by the schools.

Support for mandatory implementation of Grade 12 programming will be offered through ad hoc programs throughout the year (content determined locally as needs arise). CARC will also be offering several cohort opportunities throughout the year, supported by schools.

The goal of these sessions will be to provide collaborative development time for teachers to work on planning and assessment of the new program, to become familiar with the new resources, and to foster awareness and fluency with the availability of technologies which can be integrated into the new program.

Mathematics inservice opportunities are coordinated through the Assistant Superintendent, Learning Support / System Improvement.



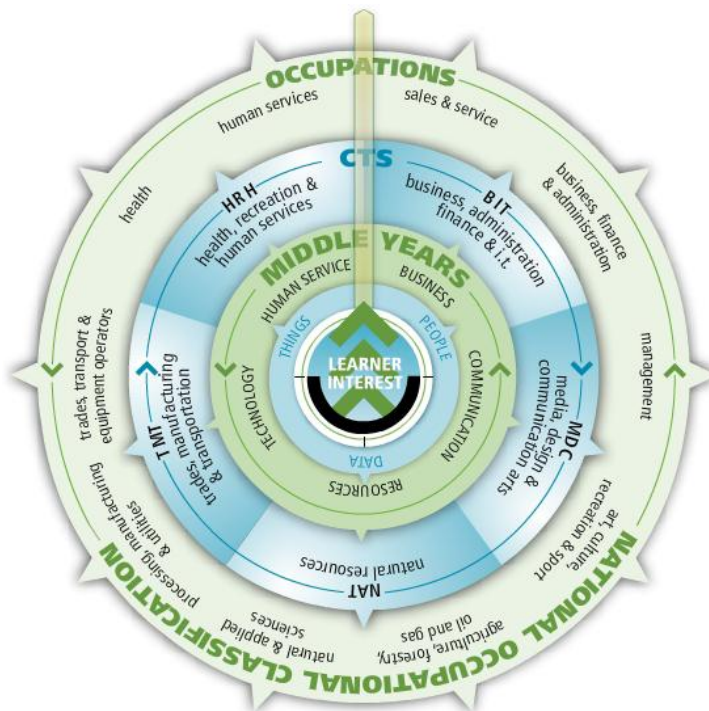
Priority Area #2: High School CTS Programming

The 2010-2011 program implementation in high school CTS pathways featured three new clusters:

- Health, Recreation, and Human Services (HRH);
- Media, Design and Communication Arts (MDC);
- Natural Resources (NAT)

The goal this year is to continue to provide ongoing implementation support for the new CTS Framework and all associated pathways.

CTS	Philosophy & Rationale	Resources	
2009 >	BIT business, administration, finance & info technology	TMT trades, manufacturing & transportation	
2010 >	HRH health, recreation & human services	MDC media, design & communication arts	NAT natural resources
2010 >	Safety Plan		



There are a significant number of professional development opportunities provided through ARPDC, CARC and through the CTS Learning and Teaching Resource Centre – Red Deer, housed at Red Deer College (which hosts the entire collection of resources authorized for both the BIT and TMT clusters).

Additionally, we will strive to foster and support opportunities for collaboration between Wolf Creek CTS teachers, and promote regular contacts through VC, EXfiles and email as well as encouraging inter-school visitations.