



# MENTORSHIP AND ASSESSMENT SUPERVISOR



# INCLUSIVE LEARNING IMPLEMENTATION PLAN

SUCCESS FOR ALL x ALL KIDS ARE OUR KIDS = ONE YEAR'S GROWTH

## VISION



### Essential Conditions

- Division engages in conversation around building shared beliefs including an understanding of what balanced assessment is and how it is best learned, the concept of *One Year's Growth* utilizing balanced assessment strategies, and how we are supporting teachers to improve their assessment practices.
- Division engages in planned mentorship and support of beginning teachers, and teachers new to GYPSD.

## ACTION



### The Mentorship/ Assessment Supervisor will:

- Determine how balanced assessment supports the vision of *One Year's Growth* with a focus on the four learning technologies to support assessment 'for' and 'of' learning.
- Provide multiple opportunities for connection and support for beginning teachers and their onsite mentors.

## SUCCESS



### Indicators

- Staff members across GYPSD refer to *One Year's Growth* as our overarching goal for all we do in GYPSD.
- All schools are engaged and utilizing universal screening and all teachers (K-12) are practicing balanced assessment practices including both formative and summative assessments regularly.
- Beginning teachers and onsite mentors will participate in mentorship opportunities, will connect through email, text, telephone and virtual evening sessions with the division mentorship/ assessment supervisor.

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## LEADERSHIP



### Essential Conditions

- Identify division leaders who:
  - Support and build the capacity of balanced assessment leaders in both formal and less formal roles;
  - Have a strong understanding of the research and foundations of assessment;
  - Are able to innovate and apply best practices in assessment;
  - Understand change;
  - Collaborate with other assessment leaders to mentor staff; and
  - Support principals/school based mentors in their leadership of beginning teachers.

## ACTION



### The Mentorship/ Assessment Supervisor will:

- Build capacity in understanding balanced assessment and how to apply assessment practices;
- Support the implementation of divisional assessment screens to enhance assessment across the division (best practices); and
- Acknowledge and comprehend specific observations shared in order to identify and target specific areas for support for beginning teachers.

## SUCCESS



### Indicators

- Observe teachers/students using divisionally supported universal screens and progress monitoring tools in their classrooms—embedded in their practice.
- Membership in the Alberta Assessment Consortium (Regional level) for community of practice.
- Visits with identified beginning teachers will be targeted specifically to their needs.
- Beginning teachers will demonstrate growth in the identified areas within their classroom.
- Participation in regional community of practice.

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## RESEARCH AND EVIDENCE



### Essential Conditions

- School, division and provincial assessments are analyzed by staff to track growth, to determine positive trends, to identify areas for improvement and to inform programming needs, next steps and further interventions.

## ACTION



### The Mentorship/ Assessment Supervisor will:

- Have a clear understanding of Mathletics, Our School, Thoughtexchange and how the data gathered can inform practice at the divisional level, school level and classroom level;
- Support learning support teachers (LSTs), instructional coaches (ICs) and principals so they have a deeper understanding of Mathletics, Our School, and Thoughtexchange and how to analyse the data from universal screens and progress monitoring to inform practice; and
- Facilitate tech support to ensure all users can effectively utilize the required software for universal screening and progress monitoring.

## SUCCESS



### Indicators

- Can answer questions about Mathletics, Our School, Thought-Exchange when asked (trouble shoot).
- Participate in zone meetings with LSTs, ICs and principals around data analysis and how it is used to inform our literacy practice.
- Mathletics, Aimsweb, and HLAT data is observed in student profiles in CRMS.
- SLT has regular meetings using CRMS and divisional data to analyze success measures.

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## RESOURCES



### Essential Conditions

- Instructional coaches, LSTs and principals are available at the school level to support the implementation of the balanced assessment vision with teachers using quality balanced assessments, and students have access to varied learning resources that complement their diverse needs as identified by universal screens and progress monitoring.

## ACTION



### The Mentorship/ Assessment Supervisor will:

- Collaborate with the school linked team, LSTs and IC's to design a framework for the *Gradual Release of Responsibility* that allows LSTs, ICs, and teachers to build their understanding of and ability to design effective instructional plans with incorporated balanced assessment strategies.

## SUCCESS



### Indicators

- DLT's and LST/IC meetings will continue to focus on universal screening, progress monitoring, and assessment practices.
- LSTs and ICs will be able to identify and model high yield balanced assessment practices for their schools

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## PROFESSIONAL GROWTH



### Essential Conditions

- Teachers collaborate with LSTs and ICs on balanced assessment practice programming and sharing of these high yield strategies in their professional learning communities.

## ACTION



### The Mentorship/ Assessment Supervisor will:

- Collaborate with the school linked team to design a framework for the *Gradual Release of Responsibility* that allows teachers to build their assessment practices over time.

## SUCCESS



### Indicators

- A professional development plan is in place that outlines on-going face-to-face and learning time for the SLTs and ICs who release information to school based staff on a regular basis.

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## TIME



### Essential Conditions

- Teachers, LSTs and ICs are given time and support to build, enhance, and/or modify their current assessment practices to more closely reflect effective and balanced assessment.
- School mentors and division lead are given time to mentor beginning teachers.

## ACTION



### The Mentorship/ Assessment Supervisor will:

- Collaborate with the school linked team to design a framework for the *Gradual Release of Responsibility* that allows teachers to embed high yield balanced assessment into their practices over time.

## SUCCESS



### Indicators

- A professional development plan is in place that outlines ongoing face-to-face and online PD for the school linked team's instructional lead teacher who then forwards to other applicable staff members for their information

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## COMMUNITY ENGAGEMENT

### Essential Conditions

- Division office and schools communicate with the board, parents and community members to build a common understanding of assessment practices and how universal screening, progress monitoring, and data analysis can improve teaching strategies to improve the achievement of all students and ensure *One Year's Growth* for all.

## ACTION

### The Mentorship/ Assessment Supervisor will:

- Participate in board presentations (when appropriate) to deepen their understanding of how assessment can enhance student learning and leverage one year's growth and share mentorship opportunities; and
- Participate in DLT presentations (when appropriate) to deepen their understanding of the power of their data for improving teaching quality and student achievement.

## SUCCESS

### Indicators

- Reference to *One Year's Growth* and literacy practices in division and school documents.