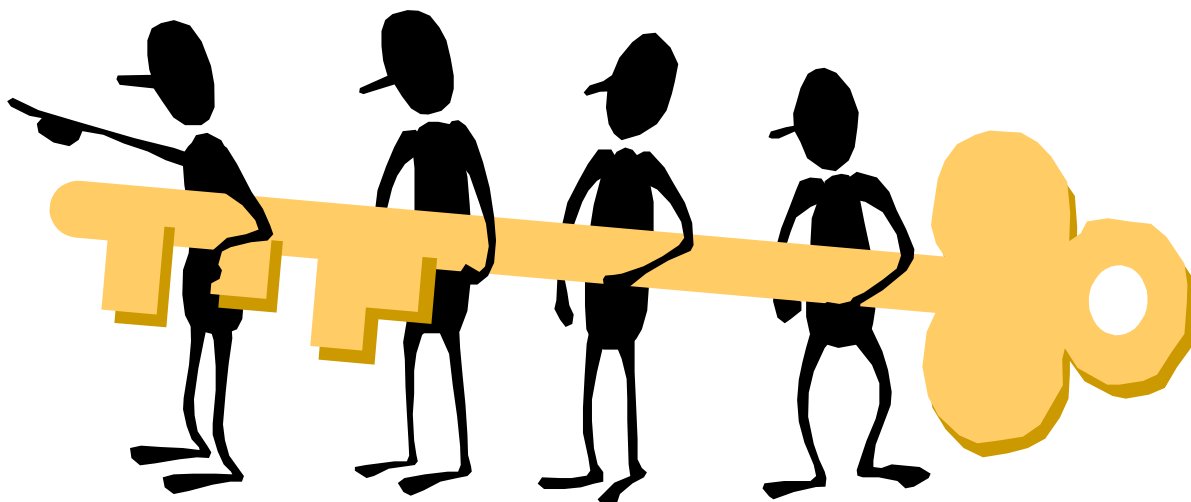


dream and believe
learn and achieve

T.E.A.M. Professional Learning Guide 2011-2012



2011-2012 DISTRICT PROFESSIONAL LEARNING CALENDAR

August 29 2011 Site-based Professional Learning Day	September 19 2011 Division Wide Professional Learning Day	October 11 2011 Site-based Professional Learning Day	November 15 2011 Division Wide Professional Learning Day
	<p><i>Teacher Professional Learning</i> (CCHS)</p> <p>8:30-8:45 Coffee and Conversation</p> <p>8:45-9:30 Carousel Session 1</p> <p>9:45-10:30 Carousel Session 2</p> <p>10:45-11:30 Carousel Session 3</p> <p>11:45-12:30 Carousel Session 4</p> <p>12:30-1:15 Lunch</p> <p>1:15-3:15 Collaborative Work (CCHS/VPES)</p> <p><i>Secretary Professional Learning</i> (CCHS) 9:00-3:00</p> <p><i>Library Staff Professional Learning</i></p> <p>8:45-11:30 Carousel sessions</p> <p>11:45-3:15 Librarian Staff Meeting</p>	<p>PAT/Diploma Analysis</p> <p>School Goals</p>	<p><i>Teacher Professional Learning</i> (CCHS/VPES)</p> <p>8:30 – 9:00 Coffee and Conversation</p> <p>9:00-12:00 Collaborative work</p> <p>12:00 – 12:45 Lunch</p> <p>12:45 – 3:00 Collaborative work</p> <p><i>Secretary Professional Learning</i> (County Central HS) 9:00-3:00</p> <p>Breaks to be determined by learning teams</p>

<p>January 31 2012 Site-based Professional Learning Day</p>	<p>March 12 2012 Division Wide Professional Learning Day</p>	<p>April 16 2012 Division Wide Professional Learning Day</p>	<p>May 22 2012 Site-based Professional Learning Day</p>
	<p><i>Teacher Professional Learning</i> (CCHS/VPES)</p> <p>8:30 – 9:00 Coffee and Conversation</p> <p>9:00 – 12:00 Seminars</p> <p>12:00 – 12:45 Lunch</p> <p>12:45 – 3:00 Collaborative work</p> <p><i>Secretary Professional Learning</i> (County Central HS) 9:00-3:00</p> <p>Afternoon break to be determined by learning teams</p>	<p><i>Teacher Professional Learning</i> (CCHS/VPES)</p> <p>8:30 – 9:00 Coffee and Conversation</p> <p>9:00 – 12:00 Collaborative work</p> <p>12:00 – 12:45 Lunch</p> <p>12:45-2:00 Collaborative work</p> <p>2:00-2:30 Collaborative Group Carousel</p> <p>2:30-3:00 Wrap-up Summary by Superintendent</p> <p>Afternoon break to be determined by learning teams</p>	<p>Accountability Pillar Survey Results Analysis</p> <p>School Goal Setting for 2010/11</p>

What is happening differently in *our schools* as a result of what we are doing in our collaborative learning?

Collaborative Team Working Assumptions

- Everyone has wisdom.
- We need everyone's wisdom for the wisest result.
- There are no wrong answers. There are no right answers – only the best answer at the time.
- The whole is greater than the sum of its parts.
- Everyone will hear others and everyone will be heard.

IT'S ALL ABOUT STUDENT LEARNING

Critical Questions of a Collaborative Team:

- What is it we want our students to learn/be able to do?
- How will we know when each student has learned it/can do it?
- What will we do to move our students along in their learning?

Creating Student Learning Goals:

The goal for our professional learning is *to support success for each learner through teacher engagement in collaborative learning that improves instructional practice*. This means that our collaborative team goals need to be focused on student learning. Rather than writing goals that focus on evidence of what teachers will do, team goals should focus on evidence of what students will learn.

Statements such as, “We will integrate technology into our course”, “We will align our curriculum with the newly adopted text book”, or “We will all increase the use of cooperative learning activities”, may describe worthwhile initiatives, but they do not represent student learning goals. If the purpose of these initiatives is to increase student learning, that purpose should be explicitly stated in a goal that will help answer the question, “How will we know our strategies are resulting in gains in student learning?” Effective team goals will focus on the intended outcome rather than on the strategies to achieve the outcome.

Exemplars of Student Learning Goals and Evidence of Attainment from recent Collaborative learning/work:

Student Learning Goal:

- ✦ Students will use oral storytelling to build understanding of story.

Evidence:

- ✦ Students were able to identify the parts of a story using a story map
- ✦ Students were able to retell stories and create their own oral stories using the parts of a story

Student Learning Goal:

- ✦ To adapt verbal and non-verbal language appropriately to make an effective oral presentation

Evidence:

- ✦ Students were effectively able to orally present information about themselves
- ✦ Outcome-based rubric was used to assess student presentations
- ✦ Videos of class presentations were used for peer, teacher and self-feedback
- ✦ Student feedback/self-feedback shows understanding of outcomes
- ✦ Students showed growth in all determined criteria

Student Learning Goal:

- ✦ Students will practice, critique, and execute an excellent finished product in each module of foods, fashion, or cosmetology

Evidence:

- ✦ Mark earned is higher
- ✦ Students are engaging and want to produce a quality product
- ✦ Students are using the rubric to make a more informed assessment of what constitutes a quality product

COLLABORATIVE LEARNING TEAM PLANNING TEMPLATE

(To be completed after the team's first session together)

Questions to guide professional learning:

- What are all students expected to know, understand and be able to do?
- What must teachers know, understand and do in order to ensure student success?
- Where must staff development focus to meet both goals?

Collaborative Team Name (grade/area on focus):

Facilitator:

Members:

Student Learning Goal:

How will we know we have met the goal?/How will we measure goal attainment?

Plan of action/strategies team will engage in to support students in meeting the goal:

COLLABORATIVE LEARNING TEAM SUMMARY TEMPLATE

(To be completed after each session. A copy will be placed on Moodle Collaboration Space for the purpose of sharing and celebrating our learning.)

Date:

Group:

Facilitator:

Members:

Goal:

Summary of Work Together:

Sharing/Reflections:

Next Steps:

Classroom application commitment:

Reminders:

COLLABORATIVE LEARNING TEAM FINAL SUMMARY TEMPLATE

To be completed after the final session.

Please submit a copy of this completed form to Donna Dalby by April 25, 2012.

Date:

Group:

Facilitator:

Members:

Student Learning Goal:

Goal Attainment:

- Where are we in relation to meeting the identified student learning goal?

< _____ >

Beginning

On the way

Met

- Evidence of goal attainment:

Reasons to Celebrate:

COLLABORATIVE LEARNING TEAM SIZE GUIDELINES

The important thing about professional learning through collaborative team work is that although we are working as a team, each individual is doing something that is meaningful for them. Collaborative engagement supports the work we do with students to positively impact their learning and achievement.

- The minimum number for a collaborative learning team is 3 with the maximum being 7.
- Any size of group may split depending on areas of interest and student learning goals.
- **Groups larger than 7 must split into more workable numbers.**
 - You might consider brainstorming for areas of interest and then dividing up according to those areas of interest
 - You may choose to meet together as a large group at the beginning or end of each session to share what you have learning/done/planned
- Each small group must designate a facilitator.
- Each group must keep a record of their planning and work together through completing the Collaborative Learning Team templates. Complete the planning template as you develop the student learning goal and identify what your learning together will look like and then at the end of every session complete a work summary template. Each group will then complete a Final Summary template during the final session together. Placing this information on Moodle allows for others to see the work being done

What evidence do you have that a difference is being made?

Teacher Induction Professional Learning Group

Palliser Regional Schools engages teachers new to the profession in an induction program.

First Year Teacher Induction Group: (full days at CCHS)

- October 13
- November 17
- March 15

Second Year Teacher Induction Group: (full days at CCHS))

- November 24
- March 1

Third Year Teacher Induction Group Session: (Waterton National Park)

- November 2, 3, 4

School-Based Administrative Assistants Professional Learning Group

- September 19 (Champion)
- November 15
- March 12
- April 16

Family School Liaison Counselors' Professional Learning Group

Team Meetings will happen on an on-going basis.

Career and Academic Counselors' Professional Learning Group

Team Meetings will happen on an on-going basis.

Learning Assistants'/Early Literacy Support Workers' Professional Learning Group

Available to this group of Palliser employees is the opportunity to participate in school staff Professional Learning.

Librarians' Professional Learning Group

Librarians will be involved in collaborative professional learning on **September 21**. A second meeting may be called in the spring.

Maintenance Team Professional Learning Group

Team Meetings will happen on an on-going basis.

For any additional information or support for your Professional Learning cohort please contact:

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