

CALGARY BOARD OF EDUCATION

Minutes of the Regular Meeting of the Board of Trustees (the “Board”) held in the Multipurpose Room, Education Centre, 1221 – 8 Street SW, Calgary, Alberta on Tuesday, September 16, 2014 at 12 noon.

MEETING ATTENDANCE

Board of Trustees:

Trustee J. Bowen-Eyre, Chair
Trustee L. Ferguson
Trustee J. Hehr
Trustee T. Hurdman
Trustee P. King
Trustee A. Stewart
Trustee S. Taylor

Administration:

Mr. D. Stevenson, Chief Superintendent of Schools
Ms. S. Church, Deputy Chief Superintendent of Schools
Mr. F. Coppinger, Superintendent, Facilities and Environmental Services
Ms. C. Faber, Superintendent, Learning Innovation
Dr. C. Oishi, Superintendent, Human Resources
Mr. B. Brunton, Chief Communications Officer
Mr. G. Francis, General Counsel, Legal Services
Ms. J. Barkway, Corporate Secretary
Ms. J. Manfield, Recording Secretary

Stakeholder Representatives:

Mr. F. Bruseker, Alberta Teachers’ Association, Local 38
Ms. L. Robb, Calgary Board of Education Staff Association
Ms. C. Turner, Elementary School Principals’ Association

1 | **CALL TO ORDER, NATIONAL ANTHEM AND WELCOME**

Chair Bowen-Eyre called the meeting to order at 12:05 p.m. on the Link and O Canada was led by students from the Pineridge School Choir. Chair Bowen-Eyre and Trustee King, on behalf of the Board of Trustees, thanked the students for their performance.

Chair Bowen-Eyre acknowledged and welcomed staff and representatives from the aforementioned organizations.



2 | **CONSIDERATION/APPROVAL OF AGENDA**

MOVED by Trustee Stewart:

THAT the Agenda for the Regular Meeting of September 16, 2014 be approved as submitted.

The motion was
CARRIED UNANIMOUSLY.

3 | **RESULTS FOCUS**

3.1 **School Presentation - Pineridge School – Results 2**

Dr. D. Yee, Area III Director, provided a brief introduction to the presentation, noting that Pineridge School is a K-6 school located in the community of Pineridge. She stated that when principals engage in thoughtful evidence-informed school development planning, increased academic success for students is the outcome. Students shape their ideas into real world solutions, and are developing into motivated and resourceful citizens. She introduced Principal L. Reid, teacher L. Hartley, and grade 6 students Tyra and Levi.

Principal Reid stated that the school has focused on writing using the Teacher Effectiveness framework to guide their work to develop authentic tasks, and student engagement. Students moved from just making up a story, to seeing themselves as authors of stories. Ms. Hartley shared her perspective that providing authentic writing opportunities gives students a chance to find their voice; when students find their voice through authentic tasks, they become proud of their work and are eager to share their ideas. Student Levi shared that he likes to write because it helps him express his feelings; it makes him feel better and helps him communicate with others. Student Tyra told of how she learned that you have to put a lot of detail into the characters in a story so the reader can make an image in their mind which makes the reader feel they are actually in the story.

A video presentation of the school's 2013-14 development plan was shared and provided evidence of students' work and how the key competencies identified by the Minister are embodied in the work of Pineridge students and their teachers.

Trustee King stated she proudly represents Pineridge School and expressed that trustees appreciate how students demonstrate what they are learning and how teachers are supporting them to ensure they are successful.

3.2 **Update and Discussion – Student Learning Assessments (SLAs)**

Chief Superintendent Stevenson stated that there have been many discussions over the past few years around assessment practices and how it supports student learning, as well as many questions regarding changes to assessment practices in education in Alberta. The CBE is participating in the pilot of the new grade 3 Student Learning



Assessments (SLAs) this year. All CBE elementary schools will be involved in administering and working with the SLAs. This presentation will assist trustees, students, staff, parents and public to come to understand the changes.

Administration stated that the information being shared is provided by Alberta Education and is being translated into practice for schools, students and parents. SLAs will eventually be conducted in grades 3, 6 and 9 and will replace Provincial Achievement Tests (PATs) as part of a series of changes introduced by Alberta Education in fulfilling the vision of *Inspiring Education*. A key difference between SLAs and PATs is in the timing of the tests. PATs have been administered to all students in Alberta at exactly the same time at the end of grade 3, 6 and 9 and were a summative collection of information based on what had already happened. SLAs are conducted at the beginning of a school year and also have a look back perspective; they consider what students learned the previous year, and the information gathered is used to build students' learning.

SLA testing will occur this year at the end of September over 10 school days and includes four components. Some CBE schools participated in field testing last spring and the information gathered was incorporated into the pilot. The pilot for grade 3 is a 2-year pilot; 2015-16 will be a 1-year pilot for grade 6, and 2016-17 will be a 1-year pilot for grade 9. There is also more flexibility within the SLAs to provide students with additional time and/or to take a short break to complete all questions. SLAs also accommodate for a student's needs. For example, if a student has difficulty reading, a math assessment question may be read to them so that only their math is being assessed rather than their reading ability. Teachers now have the ability to work with students and observe their processes to assess their performance and submit results to Alberta Education.

Alberta Education has identified that the purpose of SLAs is to improve student learning, to enhance instruction, and to assure Albertans that the education system meets the needs of students and achieves the outcomes of the *Ministerial Order*. Assessment information allows students to be part of the process and will initiate activities that support their next steps. Having assessments at the beginning of the year helps teachers understand and meet the needs of students throughout the year. The information may be useful to determine resources and influences to support student success. The SLAs will assist Alberta Education to make the transition from an accountability model to an assurance model. Accountability is about measuring, and assurance is about measuring and putting the information to use. There will be no public jurisdictional information until after the pilot years; therefore SLA information for grade 3 will only be available for the 2016-17 school year.

Chair Bowen-Eyre thanked Administration for the presentation and stated that students and parents can view the presentation online to get a better understanding of the new assessment practices. Chief Superintendent Stevenson noted that participation in the pilot was voluntary; Administration decided it was critical for teachers and students to experience the pilot project to ensure that when it is mandatory that they are as prepared as possible.

Trustees posed questions, which were addressed by Administration and are summarized as follows:

- Trustees may be able to use information from SLAs to consider how their influence could best support education and student learning. Trustees will continue to receive information about PATs and diploma results to determine policy direction; SLAs will provide additional information over time that will allow trustees to make more informed decisions.
- SLAs are administered for the English Language Arts (ELA) and French Language Arts (FLA) programs and there is no allowance for translation of assessment questions. Students who do not have English language skills would not need to participate.
- There will be more opportunities to look at examples of a student's work and the progression of a student over time. Administration has been working on the principles of assessment to shift reporting to demonstrate and provide evidence of student success. SLAs will add to the overall assessment strategy and reinforce CBE's principles.
- As the programs of study change during the curriculum redesign, SLAs will also change. It was noted that competencies are embedded in SLAs which are part of the *Ministerial Order*. Students will benefit from SLAs as teachers will have information sooner and will be able to improve the student's learning experience.
- Parents will receive information about their individual student's assessment during the pilot period. Information will not be available to the public at a school or system level during the pilot period but principals may provide information to school councils about what they learned.
- Administration has confidence that the necessary technology will be available to every student to take the SLAs.
- Administration is aware that some students may not have the equity to access technology at home. It is a concern and the issue has been addressed in the CBE's technology policy framework.
- A trustee suggested that a discussion around the shift from accountability to assurance should be addressed in more depth at a future meeting.
- Support for teachers during the pilot period includes Alberta Education's website which has examples of the grade 3 SLA numeracy and literacy components, a regional consortia which serves teachers, and a CBE team comprised of technology, assessment, and curriculum staff who will work with Area Directors to inform principals. The pilot period will identify challenges and those issues will be addressed. There is also an online FAQ on the CBE website for parents and teachers to provide feedback.
- University teachers are aware of the changing face of education in Alberta. Although some teachers may not be aware of *Inspiring Education*, research on assessment is shared in many different places.
- The Alberta Teachers' Association's long-standing policy was to move away from PATs to assessments that will be more useful for students rather than an end of year



summative evaluation. Meetings will be held with the Chief Superintendent to discuss new directions and providing training for teachers.

Chair Bowen-Eyre thanked Administration for the presentation. She stated that undertaking this provincial initiative can be daunting for everybody and it will be a journey. The presentation helped frame the conversation and she asked for patience and kindness through the process.

4 | OPERATIONAL EXPECTATIONS

There were no items.

5 | MATTERS RESERVED FOR BOARD ACTION

There were no items.

6 | CONSENT AGENDA

Chair Bowen-Eyre declared the following items to be adopted as submitted.

6.1 Approval of Minutes

- Regular Meeting held September 9, 2014

THAT the Board of Trustees approves the minutes of the Regular Meeting held September 9, 2014, as submitted.

6.2 OE-2: Temporary Chief Superintendent Succession – Annual Monitoring

THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-2: Temporary Chief Superintendent Succession.

6.3 Items Provided for Board Information

The following report was provided to the Board for information.

6.3.1 Chief Superintendent's Update

7 | ADJOURNMENT

Chair Bowen-Eyre declared the meeting adjourned at 1:29 p.m.

