



Case Study



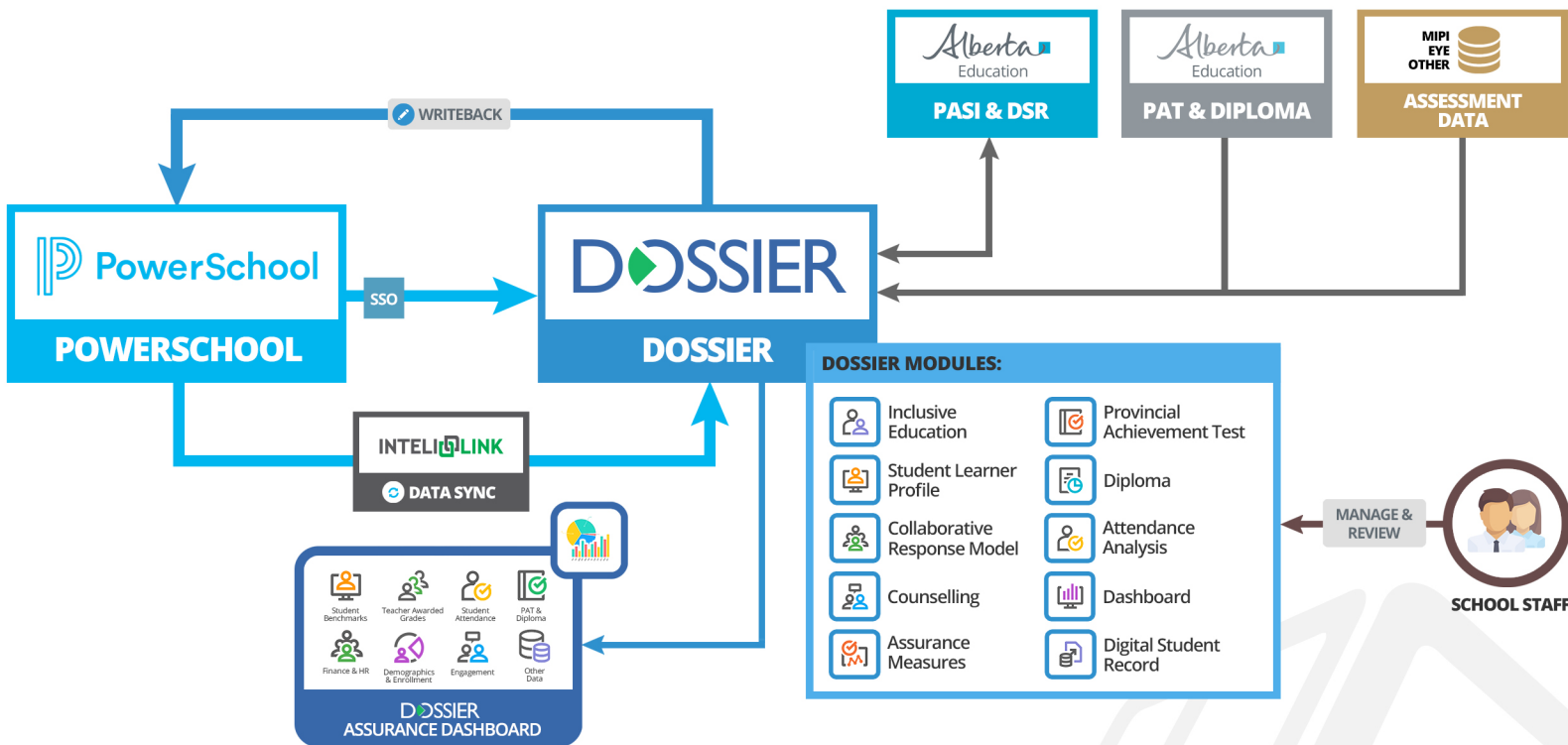
Golden Hills School Division Evidence-Informed Leadership and Practice

In Alberta, using data to inform leadership decisions and educational practice is required under the Professional Practice Standards. Golden Hills School Division is providing an efficient, secure way for education and key support services staff to access key data points to inform decision-making, target resources and track progress.

The Professional Practice Standards (TQS, LQS and SLQS) set the bar for quality teaching, leading, and learning environments by articulating the competencies necessary to foster and sustain optimal learning for students. Under the three standards, set out for teachers, school and system leaders, a cohesive set of competencies which, taken together, "ensure all Alberta students have access to quality learning experiences that enable their

achievement of the learning outcomes outlined in programs of study" (Alberta Education, 2018). Each of the competencies include several indicators of success which are intended to support the implementation of the standards in practice. For example, Alberta's Superintendent Leadership Quality Standard (SLQS) requires superintendents to lead learning by "establish(ing) and sustain(ing) a learning culture in the school community that promotes ongoing critical reflection on practice, shared responsibility for student success and continuous improvement" (Alberta Education (b), 2020, p. 4). Specifically, success under this competency includes "ensuring school authority student assessment and evaluation procedures are fair, appropriate, evidence-informed and used to enhance learning, teaching and leadership" (Alberta Education (b), 2020, p. 4).

DOSSIER DATA INTEGRATION



Increasingly, data is becoming an essential component of educational decision-making as school divisions strive to ensure resources are targeted to support student learning needs. There is also a recognized need to expand the data set, beyond student learning assessments, to include data related to wellness. Finding ways to efficiently and securely collect, analyze and share data is critically important as school and system leaders engage a range of specialized supports to provide wrap-around services to students and families.

Golden Hills school division is using Dossier to generate an assessment dashboard to support evidence-informed leadership and practice. The assessment dashboard brings together real-time data from multiple sources to support an inclusive, holistic approach to decision-making, communication and reporting.



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For Jeff Grimsdale, Associate Superintendent, the goal is to provide a “one stop shop for professional staff to coordinate planning, identify effective strategies, assess progress and adjust resourcing”. Currently, the division’s assessment dashboard houses student learning assessments, including numeracy and literacy measures, and Individual Programming Plans (IPPs), Individual Student Profiles (ISPs) and Behaviour Support Plans. The next phase of development will see Alberta Education’s screening assessments included.

For Christine Ottens, an Intervention Teacher, the assessment dashboard has already proved integral to her work. Christine especially appreciates the enhanced report generation features and the ability to leverage data to identify customized support plans for individual students with exceptional needs. She also uses the assessment dashboard as a planning tool with teams. The assessment dashboard becomes something for the professional staff to circle around as they easily access data to support collaboration, coordination and communication with colleagues, student support services, parents and stakeholders.

Similarly, Cori Hampson, a Principal of Westmount School, sees many practical benefits of the assessment dashboard. Because the Dossier platform pulls data from multiple sources and automates standard analysis functions, her staff is able to access the data they need quickly and easily. Cori also notes the assessment dashboard allows teachers to have informed conversations with parents about their child’s program and progress. The ability to use graphs to show progress is also helpful as it is a more visual way to represent changes over time and track cohorts of students.

“Using Dossier for support plans allows professionals to collaborate effectively to best meet students’ needs. Each professional working with a student can easily access and update information ensuring continuity and clear communication. School teams can quickly get an overview of students who are requiring support plans and when each of the plans is completed.”

Christina Hoover, Director of Learning at Golden Hills School Division

“By having access to both our provincial achievement data and our local achievement data, our teachers and administrators are equipped with valuable information to make informed decisions regarding programming and support.”

Jeff Grimsdale, Superintendent

Overall, Golden Hills School Division staff appreciate the time saved in data entry, the improved accuracy, and the integration of data sets across the system all of which allow teachers, school and system leaders to focus on the students.

In the next phase of development, the assessment dashboard will integrate data measures related to student wellness and school counsellors will be able to work with staff from across the division to ensure a collaborative response to supports and programming. For Golden Hills School Division the power of the Dossier platform is in creating a space for teachers and leaders to focus professional resources, strategies and supports in an intentional, coordinated way.

Ultimately, the Dossier empowers professional staff to leverage data to strategically allocate resources and optimize learning opportunities for students.

“Having our assessment data in an easily accessible dashboard encourages the inclusion of a process that references student achievement as part of the collaborative planning our teachers are already doing. The analysis tools allow for deeper understanding of the results which helps us to build stronger collaborative teams of educators focused on student achievement and results. Dossier is integral to developing a culture of collaboration and evidence-based instructional strategies.”

Bevan Daverne, Past Superintendent

