



INSTRUCTIONAL CAPACITY

The highest leverage of educational improvement efforts is development of staff capacity. We are making significant investments in quality professional learning for educators in current, research-based practice. The BC curriculum has been redesigned in recent years and has not been fully realized in all classrooms in the district. There are promising practices emphasized in the redesigned curriculum that are coming to life in pockets across our schools but there is more to be done to ensure every student is receiving effective instruction to meet their individual and collective needs.

Some examples of the work of our plan are:

- Shifting from one-off workshops to a robust learning series with successive sessions, time to practice and reflect in between, and a participant group as a community of practice to support one another.
- 2021/22 series with renowned and respected presenters: Reconciliation, Engaging All Learners, Thinking Classrooms, Numeracy, Self-regulation, Inclusive Learning Environments
- [Helping Teachers](#) for side-by-side professional development in the classroom (co-planning, co-teaching)
- Support the shift from externally developed programs to responsive teaching
- Common district assessments with support for learning how to administer them, analyze results, and use what is learned to plan for instruction
- Common standards and staff learning about reporting and communicating student learning
- [Mentoring program](#) for new teachers in their first three years

2021-2022 Year 1 of 3 Year Plan SCORECARD of KEY ACTIONS

Action or Initiative	Success Indicator	Target	Review date	Result	Outcome [Met, Not Met or In Progress]
Learning Series: Truth & Reconciliation, Inclusive Learning Communities, Thinking Classrooms, Engaging All Learners, Numeracy	▪Participation in series	▪Establish baseline participation rates: number of registrations	Jan 2022	[X/X]	----
		▪Establish baseline participation rates: number of unique participants	Jun 2022	[X/X]	----

Helping Teachers	▪Engagement with all Elementary Schools	▪Helping teachers have engaged with all elementary schools (working in collaboration with teachers of one or more classrooms over multiple days)	Jun 2022	[X/19]	---- ----
New Teacher mentoring	▪Teacher participation	▪All new teachers engaged in mentoring program	Jun 2022	[X/X]	----
District Assessments	▪Completion rate ▪Training provided	▪All schools have entered district read and write in Fall and Spring ▪Reading assessment protocol training session provided	Nov 2021 Jun 2022 Oct 2021	22/22 [X/22] Y	Met ----- Met
FSA Marking	▪Participation of teachers determined	▪Pilot reviewed with Cariboo-Chilcotin Teachers Association ▪Joint decision made for current year	Oct 2021	Y Y	Met Met (and teachers participated)
Reporting and Communicating Student Learning	▪Collaborative planning occurs	▪Team established ▪Initial plan developed for 2022-2023	Feb 2021 Jun 2022	[Y/N] [Y/N]	In progress ----