

ADLC

Alberta Distance
Learning Centre

Three-Year Education Plan 2017-2020

June 21, 2017 REVISED

“Success for Every Student”

Education Plan 2017 - 2020

June 21, 2017 (REVISED)

Mission

Through connections, collaboration and innovation, we provide excellent learning opportunities in an equitable, inclusive, flexible learning environment supporting learners from grades 1 to 12.

Belief Statement

Success for every student.

Vision

To unlock the potential of each learner through equitable, inclusive, and flexible educational opportunities.

Values

- Excellence
- Innovation
- Collaboration
- Integrity
- Flexibility
- Inclusion

Outcome 1: Alberta’s students are successful

ADLC Outcome 1.1 Students have success with starting and sustaining their learning throughout their ADLC courses.

Outcome 2: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

Outcome 3: Alberta’s education system is inclusive.

Outcome 4: Alberta has excellent teachers, school and school authority leaders.

Outcome 5: The education system is well governed and managed.

ADLC Outcome 5.1 ADLC demonstrates open and transparent communication, collaboration, and engagement with internal and external partners.

Outcome 1: Alberta’s students are successful.

ADLC Outcome 1.1 Students have success with starting and sustaining their learning throughout their ADLC courses.

Measures

1.1 Student enrolment in ADLC courses through student instruction with schools

1.1.a ADLC teachers will determine baseline data for student progress

1.1.b ADLC will meet or exceed Provincial Assessment results

1.1.c Improvement in rate by which students pass their courses

1.2 Feedback from all partners, teachers, and learning network

1.2.a ADLC exit, satisfaction and accountability surveys

1.2.b Partner planning feedback at the Forecast event

Strategies

- ADLC will establish strong early connections and ongoing communications with students, families, and facilitators using, but not limited to, email, Skype, phone, regular mail, and web resources
 - ADLC Departments will develop and share, in collaboration with ADLC Communications, a communication strategy tailored to the unique needs of that Department
 - ADLC will provide information on readiness for learning in, and orientation to, distance education for students and school partners
 - Teachers will continue monitoring of student performance through the use of web resources, progress reports and non-working letters

- o ADLC will share distance education best practices and success rate/provincial assessment results with school partners
- Teacher presence is embedded in course resources and assessment practices
 - o Teachers will use continuous collaborative analysis and improvement of course resources and assessments
 - o ADLC will establish PLC time dedicated to collaborative data analysis including, but not limited to, Diploma Exam results analysis, Instructional Design reviews
 - o ADLC will build and share promising practices with all stakeholders of distance learning instruction and resources
- School staff will undertake data review to ensure quality of education service including, but not limited to in-service on reports built & accessible in SIS or PASI, Department generated data, survey & communications data
 - o School staff will share data, and resulting promising practices, with appropriate stakeholders and school partner facilitators along with
 - o School staff will develop formal processes for internal sharing of data

Outcome 2: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

Measures

- 2.1 Indigenous school and community satisfaction with ADLC will be baselined through formal satisfaction surveys
- 2.2 ADLC staff will demonstrate Indigenous cultural awareness and foundational knowledge

Strategies

- School staff will be provided, and supported in the pursuit of, professional development on Indigenous education to build school wide capacity and understanding
 - All school staff will participate in a blanket exercise at their local campus
 - All school staff will participate in professional development opportunities identified by school administration
- ADLC will establish new, and maintain current relationships, in the Indigenous community
 - Learnings from current relationships will be shared to all school staff
 - ADLC will design instructional resources to address specific community needs and expand accessibility to culturally relevant instructional resources
 - ADLC will expand the relationships with Indigenous partners by applying lessons learned in pilot projects with current communities.
- ADLC will enhance its Student Information System, and structure its exit, satisfaction, and accountability surveys, to offer students and partners the opportunity to self-identify

Outcome 3: Alberta’s education system is Inclusive.

Possible Indicators of Success (Measures)

- 3.1 Student satisfaction, through formal surveys, will baseline the sense that students feel valued and respected at ADLC
- 3.2 School staff demonstrate an understanding of inclusivity in the distance setting

Strategies

- School staff will collaborate to determine the application of the provincial Principles of Inclusion to the distance education context
<https://education.alberta.ca/inclusive-education/what-is-inclusion/>
- ADLC provides access to academic counselling, programming and enhancements that support students with unique needs or interests including, but not limited to, SEEDS Connections, Taking It Global, Successmaker
- ADLC provides flexible education options support students with non-traditional schedule restrictions
 - Access to academic support outside of regular school hours
 - Timelines for course completion that are outside of traditional school semester timelines
- ADLC adheres to best principles for inclusivity
 - International accessibility design standards in all communication and instructional design
 - Universal Design for Learning (UDL) principles are applied to all instructional design projects

Outcome 4: Alberta has excellent teachers, school and school authority leaders.

Possible Indicators of Success (Measures)

- 4.1 School staff and partner stakeholders demonstrate an understanding of distance education, its role within the education system and its pedagogical strategies
- 4.2 School staff actively participate in PLCs with internal and external partners
- 4.3 School staff will collaborate on Alberta Education curriculum initiatives

Strategies

- School staff will build and sustain a network of connections through engagement with local, provincial, and, where applicable, out of province partners by fostering a culture of distance education learning
 - Staff will establish communities of practice/PLC's and report on the impact on student learning
 - Staff will collaborate with partners in curriculum redesign to co-create and field test instructional materials, resources and assessments for blended and or distance delivery, reporting on the frequency of this collaboration
- School staff will engage in action research, designing, prototyping and publishing best-practices in teaching and learning at a distance through a process of:
 - Needs analysis
 - Small group field testing
 - Data collection
 - Survey results
 - Student success metrics

Outcome 5: The education system is well governed and managed.

ADLC Outcome 5.1

ADLC demonstrates open and transparent communication, collaboration and engagement with internal and external partners..

Measures

- 5.1 Students and school partners are satisfied with ADLC policies and practices as determined in formal surveys
- 5.2 The school has visible policies and practices that are accessed by stakeholders
- 5.3 The school is an effective steward of public funds
- 5.4 APORI data on collaboration

Strategies

- School administration will collaborate with Board governors on issues impacting distance education including, but not limited to, the purpose and direction of ADLC and funding from both provincial and unfunded student sources
- School administration will review and revise the school's Business Case, and its underlying assumptions, on an ongoing basis to ensure accuracy and relevance to current education landscape
- School administration will commit to open communication of issues and directions for the school
- Staff will be invited to participate in decisions affecting their scope of influence and expected to participate in accountability surveys.
 - o Utilize internal data processes to make decisions for setting direction.
 - o Improve communication internally and externally regarding decisions or directions.
 - o Involve staff in project management.

Summary of Strategies Completed in the 2016-17 School Year

Outcome 1: Students are Successful

- Teachers established early expectations with students, with survey data showing that 95.5% of students indicating what they expected to learn was clear and 93.0% agreeing they were informed about study skills that would help lead to success
- Teachers were inserviced in PASI functionality to use PASI data to help establish entering learning condition.
- Teachers developed processes to determine the level of need for improvement to ADLC courses and created a system to categorize the improvement needs in a given course..
- Some videos were developed to address student readiness for distance learning, especially in emergent issues such as plagiarism.
- Teachers undertook extensive Diploma Exam analysis by Course, exploring the impacts of each item.

Outcome 2: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

- An instructional unit on Treaties was developed and provided to Treaty partners for validation
- A pilot project was undertaken to share ADLC resources with a school based in Maskwacis

Outcome 3: Alberta's education system is Inclusive.

- 76% of students surveyed indicated that their teacher had made a connection with them early in the course to establish a teacher-student relationship

Outcome 4: Alberta has excellent teachers, school and school authority leaders.

- ADLC provided instructional resources to schools and school authorities across Alberta with approximately 70% of partners surveyed satisfied or very satisfied with these resources and almost 20% indicating they did not know if they were satisfied
- ADLC partnered with the Forestry Resource Improvement Association of Alberta to enhance school offerings in Forestry related CTS courses
- ADLC undertook detailed surveys of students and partners to determine satisfaction with ADLC services, resources and educational delivery
- ADLC established partnerships to offer on-site learning experiences enhanced by on-line learning tools

Outcome 5: The education system is well governed and managed

- ADLC staff planned and delivered a full day event, called Forecast, focussed on improving partner school understanding of distance education and effective school based facilitation with 135 attending in person and 50 through webcast connection