



Central Alberta Regional Consortium

**ANNUAL REPORT
2009-2010**

*Promoting student achievement
and school improvement through
professional development.*

Alberta Regional Professional Development Consortia*

Beliefs about Curriculum Implementation

Overarching Understanding

Effective curriculum implementation leads to a change in practice that enhances student learning.

Our pillars:



Effective Collaboration (process)

Collaboration and communication are at the heart of the project design. Effective collaboration guides the process by which the project is developed, implemented and evaluated. Collaboration with, between and among stakeholders is critical to successful provincial implementation. Effective curriculum implementation is a shared responsibility for all stakeholders and is developmental and contextual. Effective curriculum implementation must also be systemic, systematically planned and sustained.



Effective Practice (content)

Professional development opportunities are designed to impact teacher practice. They must include an emphasis on key program concepts and processes as articulated in the program of studies. Professional development is interactive, continuous and reflective. Collaboration leads to deeper understanding and shared commitment.



Effective Adult Learning (context)

Consideration for specific needs of the adult learner guides the design of professional learning opportunities. A variety of formats for professional learning exist, and these varied formats are reflected in the project plan. Consideration of adult learning is an essential component of successful implementation.

Effective curriculum implementation leads to a change in practice that enhances student learning. The CARC Curriculum Implementation Plan was designed to support teachers in this regard through consultation with zone four advisory committees and needs assessments.

Enduring Understandings

We have come to understand:

- Effective curriculum implementation is a shared responsibility for all stakeholders.
- Effective curriculum implementation is developmental and contextual.
- Effective curriculum implementation must be systemic, systematically planned and sustained.
- Collaboration leads to deeper understanding and shared commitment.
- PD is interactive, continuous and reflective.
- Effective adult learning is meaningful, purposeful and provided through a variety of learning opportunities for all stakeholders.

Essential Questions

- What strategies lead to change in professional practice for enhanced student learning?
- What are the measures of effective implementation?
- What does shared responsibility of all stakeholders look like?
- What does meaningful and purposeful stakeholder collaboration look like?
- How do you address the developmental and contextual variables of communities to achieve effective implementation?

* ARPDC is comprised of seven regional consortia across the province including: Northwest Regional Learning Consortium, Edmonton Regional Learning Consortium, Learning Network, Central Alberta Regional Consortium, Consortium provincial francophone pour le perfectionnement professionnel, Calgary Regional Learning Consortium and Southern Alberta PD Consortium. To link to each individual consortium please visit the provincial website at www.arpd.ab.ca

* ARPDC gratefully acknowledges the involvement of the ATA and Alberta Education in the development of these beliefs.



Our Vision

*Working Together:
Making a Difference*

Our Mission

To facilitate and support, through collaborative networks, the learning opportunities for all individuals and groups having an impact on student learning in Central Alberta.

Guidelines for Program Development

- Base programs on identified needs of Consortium members
- Involve Consortium partners in planning
- Create opportunities for ongoing development and support
- Open sessions to all Consortium members
- Collect ongoing and follow-up evaluations
- Provide interactive sessions and focus on practical application
- Provide multiple site locations
- Utilize local expertise and resources
- Incorporate a variety of presentation models

COMMENT FROM CARC DISTRICT SURVEY

CARC is a huge benefit to us as an educational organization; without their efforts to provide and broker PD on a regional level, our efforts to continuously improve would be severely hampered.

Thank you for all of the hard work you do. You provide a wealth of expertise and networking that is easily accessible to teachers. You listen to what the teachers have to say, and make them feel like their ideas and opinions are important.

Our Beliefs

The Central Alberta Regional Consortium believes our partnership will best be served through sharing resources, recognizing expertise within the region and designing professional development, in-service and training activities ongoing in nature.

Our Goals

1. **Facilitate** professional development, which supports the effective implementation of:
 - The Alberta Education Business Plan
 - Jurisdiction and school educational plans
 - Regional School Council plans
2. **Facilitate** professional development* which supports the effective implementation of curricula, including instruction, assessment and student learning outcomes.
3. **Coordinate, broker, and act as a referral centre** to assist stakeholder's access to available professional development resources.
4. **Deliver** professional development based on the identified and emerging needs of educational stakeholders.
5. **Promote and support** the development of professional development leadership capacity.
6. **Provide** stakeholders with access to professional development at a reasonable cost.

* "Professional development" here refers to the knowledge and skill development for all those who work with children to promote learning and achievement, including parents.



CARC Staff 2009-2010

Executive Director	Donna McRae
Executive Assistant	Veronica Sargeant
Administrative Assistant	Nancy Penney
Administrative Assistant	Lisa Yargeau/Jacinda Kitt
Casual Clerical Staff	Lianne Kruger & Sharon Schultz
* Math Consultants	Brenda MacDonald & Margo Nygard
* Math Lead Teacher	Carol Fitzel
* Social Studies Consultant.....	Sharon Richter
* Technology Consultant	Pat Bohnet

* Social Studies Consultant, Technology Consultant, Math Consultants and Math Lead Teacher are funded through Curriculum Implementation grants from Alberta Education for Social Studies, Distributed Learning and Math.



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Central Alberta Regional Consortium

Message from the Board Chair

The Central Alberta Regional Consortium has had a very successful and productive year providing top quality professional development across Zone Four as well as assuming leadership roles in the provision of professional development on several provincial initiatives. Clearly, the mission of “**Working Together: Making a Difference**” is being lived by our CARC leaders. I believe the Central Zone is an exemplar for the province in demonstrating the high levels of success that can be attained through focused efforts of collaboration among stakeholders. The resulting positive outcome of the collaboration has been an extensive offering of quality professional development that is largely determined by stakeholders and implemented by world class education experts working alongside local experts. The intentional practice to ‘build instructional leadership capacity’ in the zone is unfolding with an increasing number of Zone Four educators assuming facilitator and lead teacher assignments in the province.

This annual report shares our success in working with our partners, illustrates how we are meeting or exceeding planned goals and how school districts in the region are utilizing the services and providing strong support for the work of CARC. The Board is proud of the excellent satisfaction rates indicated in our district contact survey and applaud the efforts of CARC leaders to continue to be reflective professionals continually striving for ongoing improvement. It is evident that the CARC administrative team is responsive to emerging needs, is able to adapt to emergent challenges, and continues to handle a demanding workload meeting the expectations of Alberta Education while serving individual needs defined by the eight member school divisions in the zone.

In the past year, CARC has demonstrated innovation and forward thinking. Utilization of technology to enhance professional development has increased substantially resulting in a record breaking number of successful sessions. The variety of opportunities for educators to access ‘anywhere, anytime’ P.D. is generously available with increased participation in Elluminate sessions, use of Wikis, Moodles and video conferencing. As new technologies emerge, CARC is pursuing how these can be effectively utilized in professional development.

The annual Leading and Learning Conference was, once again, a tremendous success in 2009. This conference has gained a loyal following due to the high quality of presenters and the very positive reputation the conference has earned as an outcome of excellent management and planning as well as a showcase for local experts. Funding generated from this annual initiative goes towards other CARC programs which provide benefits to all members in the zone by way of many subsidized professional development sessions.

One highlight in the past year has been CARC’s role in the CTS Resource and Review Centre. As one of the partners in the zone, CARC was active in the proposal committee. An innovative proposal, utilizing collaboration of partners from the zone four school divisions, Red Deer College and CARC, was submitted to Alberta Education and the project was awarded to Red Deer Catholic Schools to coordinate with zone stakeholders. The resource centre is located in Red Deer College and is a centre for CTS for all Alberta teachers. CARC assumes a lead role in the professional development initiatives for CTS teachers across the province and these initiatives are enhanced by the placement of the resource review centre in zone four.

Our Executive Director, Donna McRae, is to be commended for her outstanding work in leading CARC. Donna has a very positive and well earned reputation throughout the province for her ability to provide the leadership necessary to explore innovations, act on opportunities and empower others to action. I would like to thank: a) the CARC Board members for their time and commitment, for supporting innovations and for dealing effectively with emergent issues, b) Executive Director Donna McRae for another outstanding year of leadership, and c) Veronica Sargeant, Executive Assistant, for the exemplary work that she carries out, with her office staff, so enthusiastically. I look forward to the upcoming year and the implementation of an exciting 2010 – 2011 program plan.

Respectfully submitted,

Lynne Paradis

Board Chair

Central Alberta Regional Consortium

Message from the Executive Director

As Executive Director of the Central Alberta Regional Consortium, I am pleased to present the 2009 – 2010 Annual Report. As you peruse this information, I am sure you will conclude that this has been a particularly busy and productive year for our consortium.

Over the course of the last year, the Central Alberta Regional Consortium has come a long way in fulfilling our goal to educate, inspire, engage and support educators in central Alberta. The CARC team successfully provided coordinated, comprehensive and collaborative professional development learning opportunities; the breadth and reach of our program offerings was outstanding.

There have been many changes in how professional development is delivered in recent years and the changes provided a great opportunity for CARC to explore a variety of methods of delivery. As we work with our education community to fulfill our responsibilities, we have committed to set an example by turning challenges into opportunities. Video conferencing, after school webinars (that are available for anytime, anyplace, any pace learning), cohorts meeting over time and district level job embedded learning opportunities are now part of “everyday PD” at CARC.

We appreciate and value the dedication of those involved in CARC including our Board of Directors and various advisory committees, whose efforts continue to help us shape our programming to suit the needs of educators in Central Alberta. We are extremely fortunate to have a devoted, concerned staff; progressive and proactive Board members; enthusiastic Central Office district contacts; committed session participants and facilitators; and supportive school districts.

I look back at 2009 - 2010 with a sense of accomplishment and pride and look forward to next year as we continue to grow our vision to “facilitate and support, through collaborative networks, the learning opportunities for all individuals and groups having an impact on student learning in central Alberta”.

Please take a few minutes to review our successes of the past year highlighted in our annual report.

Respectfully submitted,

Donna McRae
Executive Director

COMMENT FROM CARC DISTRICT SURVEY

CARC is very responsive to our local needs, and yet provides mechanisms by which we can collaborate on PD with neighboring jurisdictions; they aptly manage to blend 'targeted' PD with enough variety to prevent the trap of narrowing focus. Being so responsive to various jurisdictions ensures that there is the potential for cross-border learning and sharing, something that CARC capitalizes on when organizing inter-jurisdictional events like the annual Leading and Learning conference, facilitating AISI sharing, or when running common curricular initiatives.

Accountability Statement

The Central Alberta Regional Consortium Annual Report for the 2009 – 2010 school year was prepared under the direction of the Board of Directors of the Central Alberta Regional Consortium and in accordance with the reporting requirements provided by Alberta Education.

The results of this report are used to provide accountability on our services as a regional professional development provider for our stakeholders. In addition, it allows us to continue to advocate for quality professional development with our partners in order to develop, implement and assess professional development programs and comprehensive plans that support adult learning for students' sake.

Dr. Lynne Paradis
Board Chair

Donna McRae
Executive Director



CARC Board of Directors 2009 - 2010

Karen Shipka.....	Alberta Education (ex officio)
Tracy Kaley (contact)	Alberta Home and School Councils' Association
Kathleen Young	Alberta Teachers' Association (Administrators)
Andrea Berg	Alberta Teachers' Association (Provincial)
Barbara Gregory.....	Alberta Teachers' Association (Teachers)
Deanna Specht	Alberta School Boards' Association
Sherri Senger.....	Association of School Business Officials of Alberta
Cody McClintock.....	Red Deer Public Schools (Agent Board)
Lynne Paradis (Chairman)	College of Alberta School Superintendents
Brent Galloway (Vice Chairman)	Red Deer College

UNSOLICITED COMMENT FROM DISTRICT REGARDING A CTS PRESENTATION

...I was able to take in most of your two presentations and found them to be most informative and exactly what we needed. In talking to the participants, they felt the same, and quite pleased that we had someone with background and expertise come to present to our group. We appreciated the information shared in the presentations as well as the level of knowledge and expertise when it came to answering the varied questions that we had. Just this morning I received an email from a staff member regarding a proposal for her CTS assignment for next year. You certainly got people thinking and responding (taking action). That's a good thing! And for those who weren't at either session...we'll share!

Once again, on behalf of all of our staff (teachers and admin assistants) who will be affected by the CTS curriculum changes, thank you for your informative presentations. We are much better prepared for the CTS implementation as a result. - *What's New in CTS?*

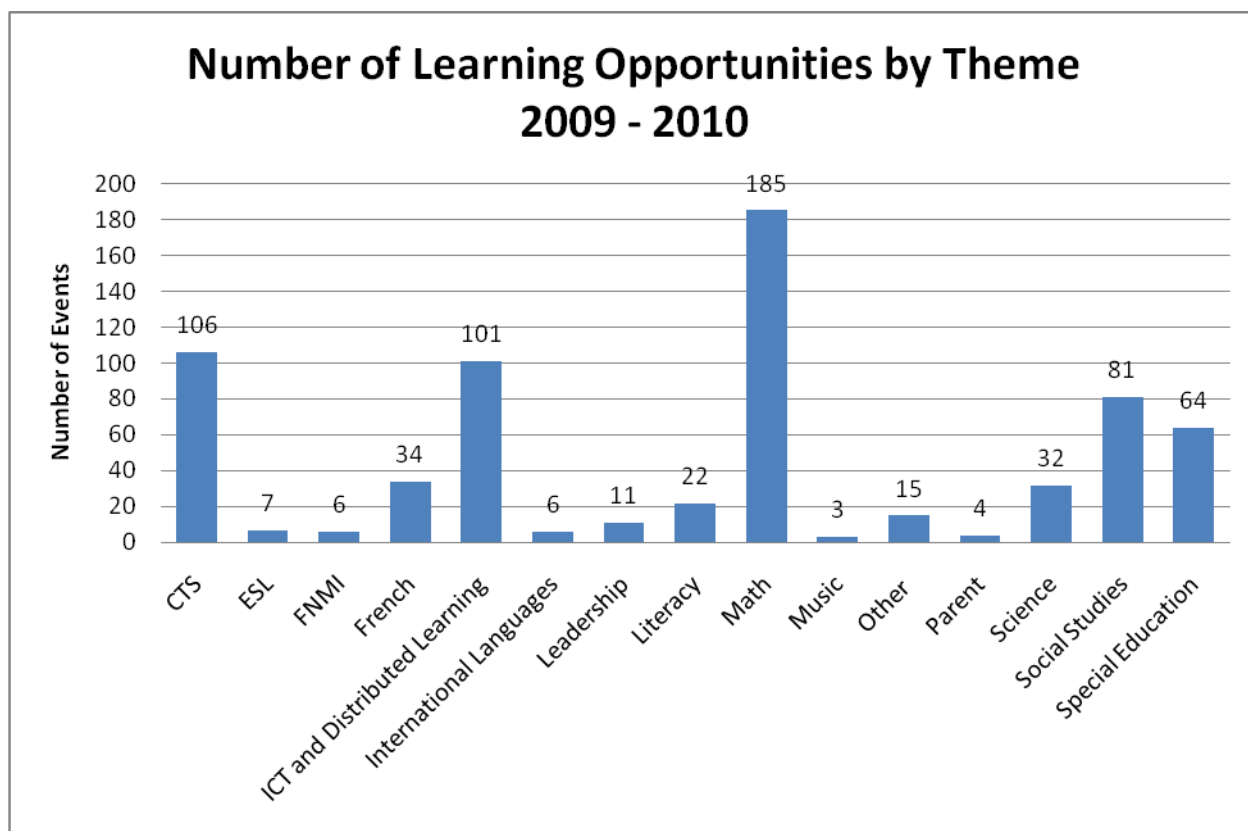
Contextual Information

In the 2009-2010 school year, the Central Alberta Regional Consortium operated with one Executive Director, one Executive Assistant and two Office Assistants. A Social Studies Coordinator managed the implementation of the Social Studies program and two part time Mathematics Consultants managed the implementation of the Mathematics program. A full time CARC Technology Consultant and a Mathematics Teacher Facilitator were also seconded.

CARC worked with seven face-to-face advisory committees and drew on two “electronic” advisory committees. Ongoing consultation with many education stakeholders occurred and numerous opportunities were provided to gather input and advice from Alberta Education lead managers.

Distance and sparsity within the region presents a challenge in providing professional development learning opportunities for all within the region. As a result, CARC continues to provide program offerings wherever feasible in both the North (Camrose) and the South (Red Deer), thereby reducing travel time for participants to attend sessions. CARC worked especially hard to provide sessions within individual Districts throughout the year. In 2009-2010, CARC also continued to provide and expand technology-mediated learning via webinars, video conference learning opportunities, a Social Studies wiki and a CARC Moodle for online communities of practice.

Learning Opportunities provided by Central Alberta Regional Consortium



Working in Collaboration with Regional and Provincial Partners

The Alberta Regional Professional Development Consortium (ARPDC) believes that “*effective curriculum implementation leads to a change in practice that enhances student learning.*”

Working within the Workforce Planning Framework for Action, we believe effective collaboration is a driving force behind our success as a professional development provider.

Workforce Planning Framework for Action - Strategic Action 9
Develop comprehensive and coordinated professional development planning and continuing education support for teachers and other education sector workers.

Working in a consultative and collaborative way in 2009-2010, CARC regularly met with:

- **Stakeholder groups** as part of their organization meetings (e.g. CASS Zone 4, Special Education Coordinators, Curriculum Coordinators, ATA - PDAC).
- **CARC Advisory Committees** (e.g. Second Languages/French Advisory, Social Studies Advisory, Mathematics Advisory, General Program Advisory, Library Advisory, Support Staff Advisory, and Technology Advisory) in addition to other ad hoc committees that were struck to provide input into planning to meet emergent regional needs.
- **Central Office Curriculum Coordinators** and other district representatives, as well as regional curriculum leaders at Curriculum Coordinator meetings where Alberta Education personnel provided curricular and/or initiative updates from the Ministry; followed by Zone Four “Think Tank” where Curriculum Leaders looked at the implementation implications and PD needs to develop a coordinated and comprehensive Regional PD Plan.
- **ATA Convention Boards** (CATCA, CAETCA) and ATA Specialist Councils (CTS) to plan partnership learning opportunities at their annual conferences.
- **Representatives of the Central Office Curriculum Coordinators and ATA PD Chairs** to review the electronic comprehensive Regional PD Needs Assessment instrument administered in 2009. Results were tabulated by CARC and sent to jurisdictions showing jurisdictional results as well as total regional results to inform comprehensive PD planning for 2009-10.
- **Provincial PD partner organizations**, including ATA, AAC, 2Learn, Galileo, ADETA, ATLE and post-secondary institutions to develop a common framework for distributed professional learning. This resulted in a Project Charter which directed coordinated, collaborative, comprehensive programming for 2009-10.
- **Alberta Education Curriculum Leads** to discuss curriculum implementation and the expectations and needs for each subject area. For Career and Technology Studies implementation, attendance at the provincial advisory meetings and the provincial CTS curriculum coordinators meetings enhanced the program planning.
- **Post secondary representatives** to discuss summer learning opportunities for teachers in Career and Technology Studies and to highlight Masters Programs in Educational Leadership.

ARPDC SURVEY RESULTS - ALBERTA EDUCATION SAMPLE RESPONSES:

- Provided excellent support for all initiatives
- Education supplies the "What" needs to be done and the Consortia helps educators implement by helping with the "How" it could be done.
- In facilitating communications with ARPDC Executive Directors, more effective responses to requests from the field have been achieved. The teacher responses have been favorable as we try our best to answer the needs of those delivering our programs of study.
- They are doing a great job and are always willing to improve.

Advisory Committees

Advisory Committees provide collaborative opportunities for input and direction for CARC professional development programs and plans. Advisory committees address the following Consortia goals:

- Facilitate professional development which supports the effective implementation of the Alberta Education Business Plan and jurisdictional and school council education plans.
- Facilitate professional development which supports the effective implementation of curricula, including instruction, assessment and student learning outcomes.
- Promote and support the development of professional development leadership capacity.
- Deliver professional development based on the identified and emerging needs of education stakeholders.

CARC Advisory Committees include:

Curriculum Coordinators	Zone 4 Think Tank	Library	French
High School Science	Social Studies	Math	Special Education
Distributed Learning	Leading & Learning Conference		

CARC as ARPDC Lead

In the role of Executive Director for CARC, Donna McRae served as the Alberta Professional Development Consortium lead on a number of grants:

- Planning a provincial, collaborative, comprehensive approach to supporting teachers with implementation of the revised **Career and Technology Studies** curriculum (year two). This involved working with a variety of partners including the Northern Alberta CTS Resource Review Center, the Southern Alberta CTS Resource Review Center, Alberta Education, the ATA CTS Specialist Council, post secondary institutions and other professional development providers. In this project, a provincial Moodle (<http://www.ctspd.ca>) and a dedicated CTS implementation website were developed (http://www.carepd.ab.ca/CTS_PD/index.html).
 - ★ The **CTS Moodle** presently has **1131 members**.
 - ★ Working with post secondary partners, **25 summer learning opportunities** were provided to teachers across the province.
 - ★ During the course of the year, **55 webinars** were organized which have been viewed by over **1200** teachers.
 - ★ In addition, there were over **4000 archive hits** on posted archived webinars
- Supporting teachers across the province in the ten pilot school districts with implementation of the revised **Career and Technology Studies Health Pathways** (year two). This involved planning a provincial symposium for pilot school districts to highlight lessons learned from the pilots, organizing professional development for the pilot schools, networking with PD providers for health pathways areas and holding provincial meetings for the pilot school districts. We also started to inform teachers and districts across the province about the Health Services area of the curriculum.
- Coordination of Consortium support for the **High School Science Gizmo** implementation (year two) and the planning for training of grades four through eight Science Gizmo trainers.

ARPDC SURVEY RESULTS - ALBERTA EDUCATION SAMPLE RESPONSE:

Consortia provided workshops and sessions to build leadership capacity in ESL. Each consortium participated in this initiative. There seems to be interest by the consortia to have more professional development in ESL, however, there is a lack of access to local expertise. Perhaps a provincial consortia initiative on an ESL strategy would help to facilitate leadership capacity building across the province and access to teacher PD via webinars or distance learning.

Regional Needs Assessment Results

Zone Four Joint PD Needs Assessment

In early 2009, a Regional Needs Assessment was administered by CARC and the Zone 4 ATA. The results of this survey, completed by **768** respondents, were used for program planning in the 2009–2010 year. Results revealed:

1. 33% of the teachers in the CARC region have 11 → 20 years of teaching experience, with 8% in their first five years of teaching and 30% with more than 20 years of experience.
2. The top five reasons which limit teacher participation in PD (in order of priority choice) are:
 - time away from students (53%)
 - time (at 38%)
 - accessibility/location (28%)
 - family obligations (26%)
 - substitute availability (26%)
3. The top three types of professional development activities in which educators like to participant:
 - Collaborating with other teachers (48%)
 - In-service/Workshops through CARC (37%)
 - Classroom Demonstration Lessons (23%)
4. The top four subject areas of most important interest/need for PD at elementary, junior and High School levels are:

Elementary	Junior High	Senior High
Mathematics (54%)	Mathematics (36%)	Social Studies (25%)
Language Arts (53%)	Social Studies (32%)	Language Arts (24%)
Social Studies (24%)	Language Arts (28%)	Mathematics (23%)
Computer Technologies (21%)	Science (27%)	Science (23%)

5. The top four specific areas of interest/need for PD are:
 - Differentiated Instruction (24%)
 - Critical Thinking (16%)
 - Dealing with Difficult Behaviors (16%)
 - Reading/Writing Across the Curriculum (15%)

CARC STAKEHOLDER SURVEY SAMPLE REPOSSES:

- CARC has gone above and beyond in supporting FNMI PD. The need is great and I hope this support will continue.
- We greatly appreciate CARC and value the local autonomy of having them operate in Zone 4. We would NOT wish to see PD become a provincial initiative, as we feel we would lose the responsiveness we currently enjoy.
- I really feel that CARC is responding to my PD needs.

Zone Four PD Needs Assessment for Support Staff

A needs assessment survey for Zone 4 support staff was also conducted in 2009. Six hundred, sixty-four (**664**) responses were received from Support Staff in Zone Four; 42% naming Elementary (Grades 1-6) as their main assignment, 15% Junior High and 12% Senior High.

Support Staff listed the following top five PD topics which would assist them with their work:

- Anger Management and Social Skills Coaching
- Dealing with Difficult Behaviors
- Building Self Esteem in Students
- Learning Disabilities
- Helping Students Read

Information from the surveys was provided to all District Curriculum Coordinators.

The information gathered in early 2009 was used to plan 2009-2010 programming for CARC.

Parent Sessions 2009 – 2010

<i>Date</i>	<i>Session</i>	<i>Number of participants</i>
October 19, 2009 (Drayton Valley)	<i>Math Parent Session</i>	<i>16</i>
January 7, 2010 (Killam)	<i>Math Demo Lessons</i>	<i>16</i>
January 18, 2010 (Tofield)	<i>Math Parent Session</i>	<i>15</i>
January 21, 2010 (Rocky Mtn.House)	<i>Math Parent Session</i>	<i>15</i>
TOTAL		62

CARC continues to provide schools and parents with access to two excellent parent newsletters - *Parents make the difference!*[®] (Elementary) and *Parents Still make the difference!*[®] (Middle School). These monthly publications provide brief, informative, timely articles ideal for parents to read and for schools to share with parents through their newsletters.

CARC is pleased to distribute electronic copies of these newsletters to parents, staff and community leaders in all the school districts we serve.

In 2009 – 2010, sixty-nine (**69**) schools took advantage of the CARC service agency subscription. In addition, hundreds of parents are accessing these articles on the CARC website.

SAMPLE REPOSES: SUPPORT STAFF CONFERENCE 2010

- I loved the chance to mingle with other EA's and share their passions. It was a chance to "sharpen the saw" as it were. I found the conference highly valuable.
- It was a very positive day, building and encouraging!!! I am continually grateful to work with kids each day. The speakers brought motivation and enlightening information, told great stories, and made me laugh. I was inspired and excited to get back to work on Monday...to smile and connect with kids!
- I thoroughly enjoyed this conference and it was very well organized. Probably one of the best conferences I have attended in all my years of working.
- I very much appreciated the opportunity for this Professional Development so close to home. I enjoyed not having to travel. I also very much appreciated the low price. The quality of speakers brought in (especially the keynote) shows that the role of the support staff in Central Alberta schools is valued.
- Please offer this conference again next year. Our entire EA team went and we were very pleased.



Use of Technology

A *Distributed Learning Strategy Proposal* to provide CARC learning opportunities, independent of time and/or location, was developed in 2007 and approved in September 2008. This gave CARC the infrastructure to provide more support to teachers via emerging technologies, thereby reducing travel time while increasing access to more regional learning opportunities. In 2009-2010, CARC continued to explore the use of technology tools in provision of learning opportunities.

The CARC Moodle was utilized for cohort groups in a variety of subject areas (Math, French, High School Science, and Technology) to collaborate, share and communicate between face to face sessions. Eleven courses were set up in the Moodle with 541 discussion threads and 1977 accesses to share resources. The Social Studies Wiki was also maintained for cohorts in that subject area.

The utilization of webinars to provide professional development was utilized for CTS, Special Education, Technology, Gizmos and High School Science. These webinars were often in a series format and were offered as after school webinars. The registration fee for webinars was \$20 per site and we, at times, had between 6 and 10 people at a site. CARC presented 41 webinars with 249 participants (excluding the 55 CTS webinars which were organized and have been accessed by over 1200 teachers). All webinars are advertised as provincial learning opportunities and are cached for any time, any place and any pace learning.

CARC explored the provision of professional development using video conferencing by developing a Special Education seven part series. Ninety-nine teachers participated in these sessions. Video conferencing was also utilized for Advisory Committee members to participate in meetings eliminating the need to drive to Red Deer.

The ability to have a full time educator as our Technology Consultant certainly enhanced CARC's ability to explore technology and to provide a wide range and number of technology mediated professional development events. The CARC office staff also played a role in the support for technology in VC and Elluminate meetings and sessions; there were other times that this support had to be outsourced. It is imperative to understand that time and expenditures in both the education aspect and the technology support aspect are important to the success of technology mediated professional development.

CARC STAKEHOLDER SURVEY SAMPLE REPNSES:

I thought this video conference was the best technically that I have done for education workshops. Everything was very clear - sound, picture - when anyone spoke, the site came up right away on the screen, I could see everyone; there were no glitches. Thank you!

- ESL VC Session - *Teaching English Language Learners in the Regular Classroom*



The ARPDC held 384 Elluminate sessions and these archived webinars had over 4000 hits in 2009 – 2010.

Trends in Professional Development in the Central Alberta Region

Through examination, consultation and discussions with CARC educational partners and ARPDC Executive Directors, the following trends were identified.

1. TREND: Emerging technologies

IMPACT: As a consortium, we need to explore emerging technologies to deliver learning opportunities for educators that allow for anytime, anyplace and any pace access to professional development. Changing teacher needs and expectations, as well as PD limitations, necessitate a need to continue to investigate and invest in alternate delivery methods. As CARC leadership continues to look to the future to ensure high quality adult learning opportunities, it is important that the consortium confidently seeks new approaches that provide choices for accessing adult learning with multiple CARC educational partners.

2. TREND: Evolving educational landscape...financial uncertainty

IMPACT: Each year the educational landscape is evolving and specific grant funds for curriculum implementation are decreasing due to the deceleration of revised or new curriculum. As our three year curriculum implementation grant enters its last year, the potential to provide access to regional CARC learning opportunities could be impeded. Advocating for sustained professional development funding will be imperative.

3. TREND: Professional development learning opportunities moving closer to the classroom

IMPACT: The value and importance in supporting the capacity of those identified as “PD leaders/instructional leaders” will change the way we design learning opportunities. Many of these leaders are facilitating adult learning opportunities closer to the classroom and require support with “PD Resources” and learning opportunities focused on the skills required to be an effective coach/instructional leader.

4. TREND: Collaboration to provide service in multiple ways with multiple CARC educational partners - Regional and Provincial approaches

IMPACT: As the CARC leadership continues to look to the future to ensure high quality adult learning opportunities, it is important that the consortium confidently seeks new approaches that provide choices for accessing adult learning, with multiple CARC educational partners and across various regions. Working collaboratively with existing and new stakeholders; looking to see what efficiencies can be reached by working provincially; and focusing on building professional development leadership capacity; is more complex, will be valued and will become the norm. Leading in the delivery of adult learning using emerging technologies will be an asset.

5. TREND: PD Matters...measuring our impact

IMPACT: CARC continually strives to ensure that the services provided are making a difference to those who receive them. The question: “**How do we know if professional development support enhances and contributes to improved practice and implementation?**” will continue to guide a continuous improvement model for the CARC. *A Guide to Support Implementation: Essential Conditions* has the potential to support the development of thoughtful and deliberate implementation plans – required prior to any measurement occurring.

Emerging Areas Anticipated in Central Alberta in 2010-2011

1. Measuring the impact of professional development

CARC will investigate the understandings and application of the conditions required to plan and evaluate effective professional development. Opportunities for school districts in Zone Four will be provided to pilot the “**Essential Conditions that Support Implementation**” document. CARC, in partnership with the ATA, will also conduct a Zone Four Joint PD Needs Assessment in spring 2011.

2. Movement to more district based professional development

CARC will continue to meet the needs of Zone Four districts and teachers by offering more sessions at the district level, on days when they feel teachers will be available for the learning opportunities (e.g. PD days). These opportunities will continue to be part of the regional comprehensive plan and will be open to registrations from other districts. This move will continue to help districts implement curriculum and initiatives with their shrinking professional development funds. We will also continue to explore other opportunities where teachers are gathered (Teachers’ Conventions, ATA Specialist Council Conferences) to provide quality professional development.

3. Technology Mediated Professional Learning

CARC will continue to increase the provision of learning opportunities using emerging technologies and continue to explore others. The sustainability of resources to deliver these sessions will be advocated for the future.

4. Promotion and Support of Embedded Professional Development Opportunities

Districts have identified a need to support teachers, during job embedded learning times, with materials that align with Alberta’s program of studies. CARC will work to move developed PD resources from password protected environments (Wiki, Moodle) to open access for teachers (<http://www.carcpd.ab.ca/>).

Emerging Curricular Areas 2010 - 2011

During the next year, CARC will focus on the following curricular areas:

- ★ **Mathematics** – implementation of the grades 3, 6, 9 and 10 curriculums and awareness of grade 11 Math
- ★ **Inclusive Education** – working with school districts to understand and prepare for changes related to “Setting the Direction” as well as providing professional development about inclusive education best practices
- ★ **Early Learning** – working with Alberta Education and school districts in collaboration and inquiry concerning inclusion and early learning
- ★ **English as a Second Language** – providing continued support in this area as Central Alberta grows in need for ESL assistance
- ★ **First Nation, Métis, Inuit** – continued work with sharing and collaboration about best practice and emerging strategies
- ★ **Technology** – teachers in Zone Four continue to request sessions related to integrating the use of emerging technologies into their instructional practice

Statistics/Participation Rates

Central Alberta Regional Consortium provides learning opportunities and services to **264** public schools, **20** separate schools, **52** private schools, **7** band-operated schools and **1** Francophone school.

Participating Jurisdictions

Battle River School Division
 Chinook's Edge School Division
 Clearview Public Schools
 Red Deer Catholic Regional Schools

Red Deer Public Schools
 Wetaskiwin Regional Public Schools
 Wild Rose Public Schools
 Wolf Creek Public Schools

	Number of Events	Number of Participants		
		Face to Face	Using Technology	Total Participants
CARC Regional Learning Opportunities				
Meetings / Advisory Groups	68	534	78	612
Provincial Conferences*	7	72		72
PD Learning Opportunities	677	12,651	257	12,908
Technology Mediated Learning Opportunities				
• Webinars	55		249	249
• Video Conferences	7		99	99
Learning Management Systems				
• Wikis	1			
• Moodle	1 (11 Courses)		231	231
Subtotal	816	13,257	914	14,171
District Delivered Learning Opportunities				
Delivered by Consortium Contractors (Math, Social Studies, Technology)	115	1,631		1,631
Delivered by Teacher Leaders (SMART Technologies)	151	3,036		3,036
CARC Delivered Provincial Technology Training	25	223	88	311
Subtotal	291	4,890	88	4,978
	Number of Events	Face to Face	Using Technology	Total Participants
TOTALS	1,107	18,147	1,002	19,149

*CTS Health Pathways Symposium, FNMI: Learning Together for Success, FSL Provincial Conference, FNMI Collaborative Frameworks, SAGE Gifted Provincial Conference, Charter Schools Conference, Reaching and Teaching¹⁰.

Provincial Learning Opportunities		
	Number of Events	Number of Participants
Technology Mediated Learning Opportunities		
Webinars	384	4,122 hits
Video Conferences	1	795
Webcasts	1	450
Learning Management Systems		
Wikis / Moodle	111 communities	2,027 users

Alberta Regional Professional Development Consortia (ARPDC) Model:

In order to be consistent in determining participant rates between consortia, ARPDC has developed a PD counting model. The guidelines used by all consortia are:

- Half day and full day sessions count as one day (i.e. the time to organize a full day or half day session is the same)
- Each day of a series counts as one day of PD – participant numbers are counted for each day
- Conferences over multiple days - each day counts as one day of PD (conference over 3 days counts as 3)
- An event/conference with multiple sessions in one day counts as one day of PD (regardless of the number of contracts/presenters presenting throughout the day)

CARC Learning Opportunities - Year to Year Comparison

	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010
Total Events	202	426*	659*	1,107*
Total Participants	6,119	8,986*	12,470*	19,149*

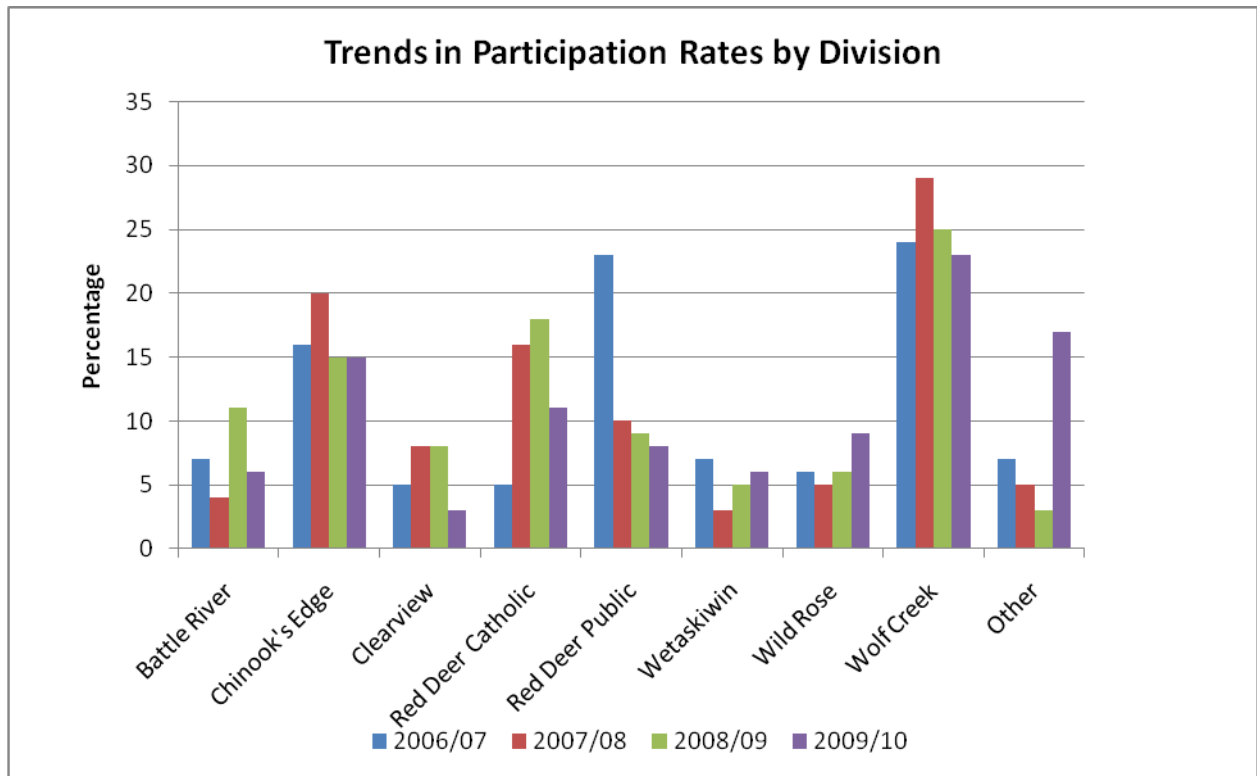
* includes meetings and ARPDC events

CARC PROGRAM FEEDBACK SAMPLE REPOSES:

... It was a very productive pair of days, and I think we've created some great resources to share. It is so nice to come to a meeting where we spend half an hour talking about what we are going to do and then 5 hours actually DOING it!
-Chemistry Cohort

...I'm finding uses for most of the labs you showed us – the best session I attended!
-CATCA Science Presentation

I would like to thank CARC for sponsoring the WRPS Science Workshop for grades 7 – 12 held March 5, 2010. We had 14 teachers attend and, from the feedback I have received, it was an overwhelming success! ...to hear teachers say what a great day and they learned lots, we could not ask for more. Many of the teachers indicated they had what I call "Monday morning ready" activities. Well done!!
-Connecting Students to Science



NOTE: The significant increase in the “Other” district category (i.e. jurisdictions outside of Zone Four) is due to Consortia use of technology mediated learning opportunities where webinars and video conferencing allow for online participation throughout the province.

UNSOLICITED DISTRICT COMMENT:

Thank you for your understanding, and for persisting with so many potential supports and solutions on your ends. It's a reminder of how terrific Zone 4 is. CARC's service and support orientation is very much appreciated in our school division. We don't tell you enough.

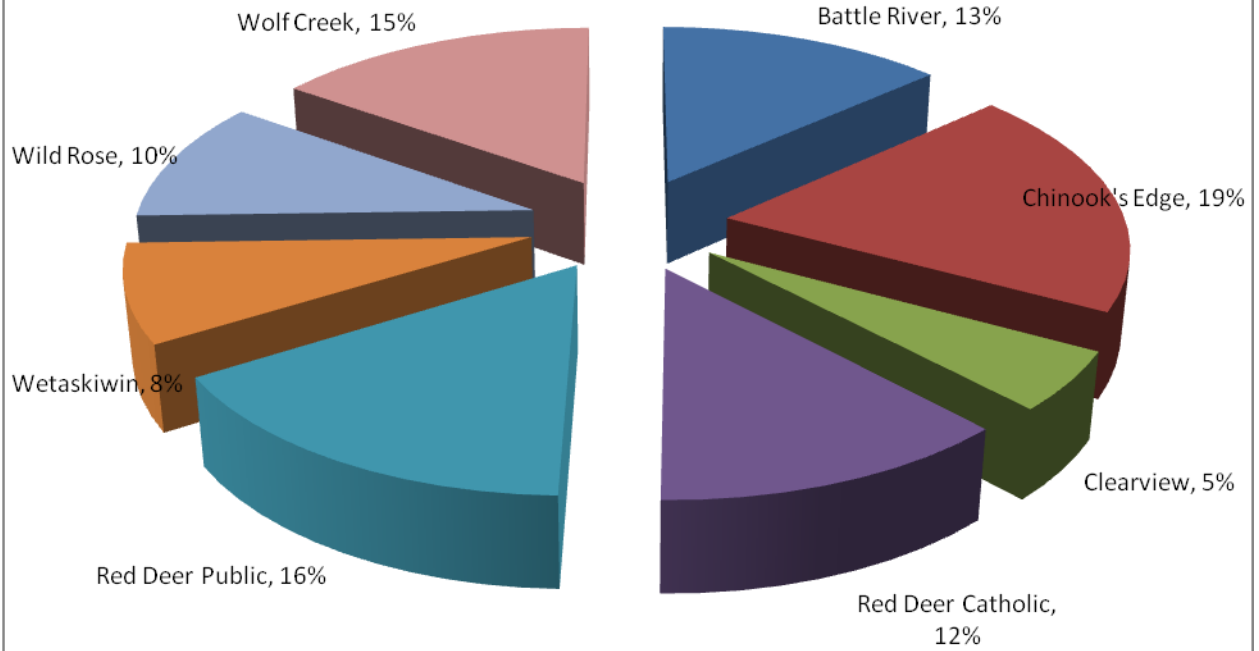
Battle River School Division
 Re: *The French Connection*

PROGRAM FEEDBACK COMMENTS:

- Very helpful and practical for all involved with young children
- The binder is practical and fantastic.
- This session provided new ideas and not just a repeat of my training.
- It gave me activities to begin using tomorrow morning and resources that can easily be incorporated.
- Kit and binder are so user friendly!
- I now know how to use the resources provided in the kit.
- Smaller sessions, variety of presenters, good blend of speech, speech specialists and classroom practitioners.
- The presenters were well prepared and interesting.

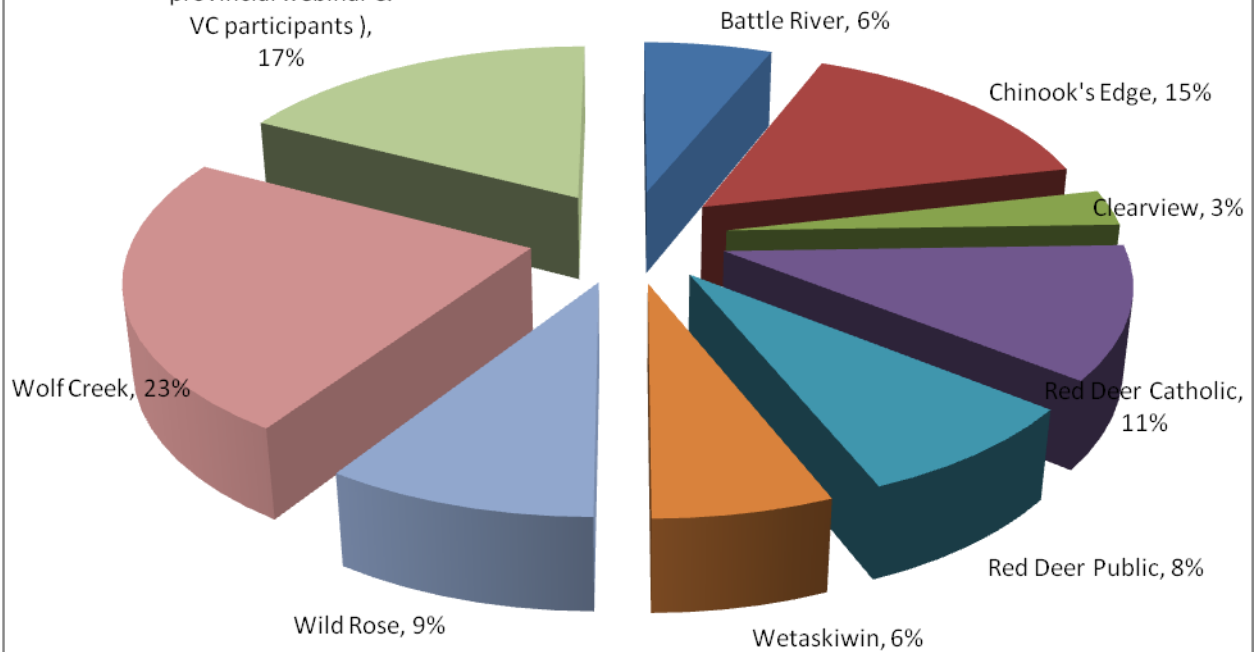
-Building Speech and Language Capacity – October 2009

Percentage of Teachers Employed by Districts in Zone 4



CARC Learning Opportunities Participation Rates By Division 2009 -10

Other (Includes provincial webinar & VC participants), 17%



Goals, Performance Measures and Targets

Goal 1

Facilitate professional development which supports the effective implementation of:

1. The Alberta Education Business Plan
2. Jurisdiction and school educational plans
3. Regional School Councils plans

Exceeded Expectations



Outcomes

CARC offerings align with needs identified through stakeholder planning documents and consultations.

<i>Performance Measures</i>	<i>Metrics</i>	<i>Target</i>	<i>Results</i>
<ul style="list-style-type: none"> • Percentage of stakeholder contacts who agree that PD offerings align with needs identified in their plan(s) • Number of participants attending Consortium PD offerings • Satisfaction of stakeholder contacts with Consortium services overall 	<ul style="list-style-type: none"> • Survey of educational stakeholders • Counts • Session evaluations; program feedback • Survey of Alberta Education Leads 	<p>Our goal is to maintain a satisfaction rating of 80%-89% in this area.</p> <p>Our goal is to maintain a satisfaction rating of 80%-89% in this area.</p>	<ul style="list-style-type: none"> • 100% of district contacts agreed that the PD offerings align with the needs identified in their plans • 19,149 participants attended CARC and/or ARPDC offerings • 100% of stakeholders indicated that, overall, they were satisfied with the services provided by the Consortium • 80.9% of Alberta Education leads agreed that Consortia provided effective leadership in planning for implementation of AE programs and initiatives

Progress & Accomplishments

- Executive Director attended CASS Zone 4 meetings, met and/or maintained continuous, open communication with ATA PD Chairs, Alberta Education, Curriculum Coordinators, District Contacts and ARPDC Executive Directors.
- ED communicated regularly with the Central Alberta Teachers' Convention Association (CATCA) committee.
- *CARC Program Feedback and Ongoing Needs Assessment* information, collected following each event, was used for planning purposes.
- Utilized the EventsPro software program to track registration and demographic information.

CARC Metrics	<i>Target</i>	<i>Result 07/08</i>	<i>Result 08/09</i>	<i>Result 09/10</i>
<i>Align with needs</i>	80%-89%	92.8%	100%	100%
<i>Services overall</i>	80%-89%	100%	97.7%	100%

Goal 2

Facilitate professional development which supports the effective implementation of curricula including instruction, assessment, resources and student learning outcomes.

Exceeded Expectations



Outcomes

CARC facilitated PD supports, effective implementation of curricula (inclusive of instruction and assessment), and student learning outcomes.

<i>Performance Measures</i>	<i>Metrics</i>	<i>Target</i>	<i>Results</i>
<ul style="list-style-type: none"> Percentage of stakeholders satisfied that CARC facilitated PD supports for effective implementation of curricula Percentage of PD program participants satisfied that the session supported their ability to apply the information learned to their situation Percentage of Alberta Learning designated leads for conditional grants who are satisfied 	<ul style="list-style-type: none"> Survey of educational stakeholders Session evaluations; program feedback Survey of Alberta Education Leads 	<ul style="list-style-type: none"> Our goal is to maintain a satisfaction rating of 80% – 89% in this area. 	<ul style="list-style-type: none"> 100% of district contacts were satisfied that CARC facilitated PD supports for effective implementation of curricula 98.1% of PD program participants were satisfied that they are able to apply the information learned to their classroom, school or jurisdiction 97.8% of PD program participants reported overall satisfaction with sessions attended. 83.3% of Alberta Education designated leads for conditional grants reported satisfaction with services provided by the Consortia

Progress & Accomplishments

- Facilitated Advisory Committees for: Curriculum Coordinators, French, Library, Mathematics, Special Education, High School Science, Social Studies, Leading and Learning Conference, Zone 4 Think Tank, Distributed Learning, and Support Staff
- Executive Director Donna McRae, served as the ARPDC Provincial Lead for CTS, CTS Health Strategies and Science Gizmos.
- Social Studies and Math Consultants and their Advisory Committees developed comprehensive regional implementation plans. (See Executive Summaries: Math-page 31; Social Studies-page 35)
- A Curriculum Implementation Plan was developed for additional curricular areas and Alberta Education priorities and initiatives (See Executive Summary: Implementation Plan–page 29)

CARC Metrics

<i>Target</i>	<i>Result 07/08</i>	<i>Result 08/09</i>	<i>Result 09/10</i>
80%-89%	100%	97.5%	100%

Goal 3

Coordinate, broker, and act as a referral centre to assist stakeholders to access available professional development resources.



Outcomes

CARC coordination, brokering and referral services are responsive to stakeholder needs.

<i>Performance Measures</i>	<i>Metrics</i>	<i>Target</i>	<i>Results</i>
<ul style="list-style-type: none"> Percentage of stakeholders accessing these services that are satisfied 	<ul style="list-style-type: none"> Survey of educational stakeholders contacts Session evaluations 	<ul style="list-style-type: none"> Our goal is to maintain a satisfaction rating of 80% - 89% in this area 	<ul style="list-style-type: none"> 100% of stakeholders accessing these services are satisfied 97.8% of program participants are satisfied

Progress & Accomplishments

Broker

- The Consortium utilized expertise within our own region, negotiated with private consultants and resource people to offer workshops, brokered services from partner associations and shared work among the Consortia.

Coordinate

Joint Consortia projects included several conferences: *FNMI: Learning Together for Success*, *FSL Provincial Conference*, *FNMI Collaborative Frameworks*, *SAGE Gifted Provincial Conference*, *Charter Schools Conference*, *Reaching and Teaching*¹⁰

SAMPLE REPONSES:
 The presenter was organized, well prepared, knowledgeable & personable. Excellent!

Great collaboration between teachers is always great learning. Merci bien!
 - *Pedagogy in the French Immersion Classroom* October 2009

- Coordinated international and national speaker agreements with other Consortia to reduce presenter travel costs.
- Worked with Zone 4 representatives to plan the Central Alberta *Leading and Learning* Conference held in November 2009. This conference focused on *Inspiring Learners* and offered a platform of keynote speakers who highlighted best practices in instructional strategies and use of technology.

Referral Centre

- Supplied information regarding speakers and resources to school districts. As we work with more and more speakers, consultants, and presenters, we have an increased number of requests for referrals.
- Advertised partner associations' events.
- Shared and recommended local expertise to other consortia, jurisdictions and schools.

CARC Metrics

<i>Target</i>	<i>Result 07/08</i>	<i>Result 08/09</i>	<i>Result 09/10</i>
80%-89%	92.9%	92.4%	100%

Goal 4

Deliver professional development based on the identification and emerging needs of educational stakeholders.

Exceeded Expectations



Outcomes

CARC programs meet the identified and emerging needs of educational stakeholders.

<i>Performance Measures</i>	<i>Metrics</i>	<i>Target</i>	<i>Results</i>
<ul style="list-style-type: none"> Percentage of stakeholders satisfied that the programs meet their identified and emerging needs Descriptions of services offered 	<ul style="list-style-type: none"> Survey of educational stakeholders Qualitative measures (descriptions /testimonials) 	<ul style="list-style-type: none"> Our goal is to maintain a satisfaction rating of 80%-89% in this area 	<ul style="list-style-type: none"> 100% of district contacts indicated satisfaction that the PD offerings align with those identified in their plans and their emerging needs Evaluation comments and testimonials noted throughout this report

SAMPLE REPOSSES: *Developing TPAK– January 2010*

Changes I will make in my practice as a result of this session:

- Adapt teacher training sessions to use more content specific rather than focus on the tool.
- Present info to staff members, encourage TPAK model.
- Reflect on what I do and what I think I do in terms of PD with teachers.
- Let teachers become more aware of pedagogy content and how that helps us make choices.
- I am going to try the 3 step test to integrate more technology tools into my daily lessons.
- Planning my instruction by integrating pedagogy, content knowledge and technology more frequently.
- Came in as a blank slate and loved this.
- Be more supportive of teachers; no more one size fits all.
- Continue reinforcement of strong curriculum goals -not solely tools.
- When I'm working with teachers, make sure that I differentiate and help them work tech into their program plans, the tool does not dictate the practices.
- Need to think about AISI goals - what are we actually trying to achieve?

Progress & Accomplishments

- 19,149 participants participated in 1,107 workshops, in-services, webinars and training sessions.
- Increased participation rates over a 15 year period.
- Provided learning opportunities for stakeholder groups including: parents, support staff, teachers, trustees, school council members and administrators.
- Collaborated with other consortia to co-sponsor provincial professional development conferences.
- Using the guiding document for effective curriculum implementation, we continue to witness the positive way we share the huge responsibility of making curriculum come alive for all students.

CARC Metrics

<i>Target</i>	<i>Result 07/08</i>	<i>Result 08/09</i>	<i>Result 09/10</i>
80%-89%	100%	95.5%	100%

Goal 5

Promote and support the development of professional development leadership capacity.

Met Expectations



Outcomes

CARC contributes to the development of PD leadership capacity.

<i>Performance Measures</i>	<i>Metrics</i>	<i>Target</i>	<i>Results</i>
<ul style="list-style-type: none"> Percentage of stakeholders satisfied that the efforts of CARC contribute to development of professional development leadership capacity Descriptions of services offered 	<ul style="list-style-type: none"> Survey of educational stakeholders Qualitative measures (descriptions & testimonials) 	<ul style="list-style-type: none"> Our goal is to maintain a satisfaction rating of 80% - 89% in this area 	<ul style="list-style-type: none"> 89.5% of stakeholders were satisfied that the efforts of CARC contribute to development of PD leadership capacity descriptions noted below testimonials noted throughout this report

Progress & Accomplishments

- Hosted Alberta Education/Zone Curriculum Coordinators' Meetings
- Provided facilitator training for:
 - Social Studies**
 - Three train-the-trainer sessions were held providing instruction to two facilitators per district.
 - Follow-up activities were provided for previously trained facilitators and lead teachers.

Mathematics

- Two teachers from each district continued to receive PD support and facilitation training throughout the year.
- Two French Immersion teachers attended facilitator training through the Francophone Consortium.

Assistive Technology for Learning

- Facilitators were trained in *Read and Write Gold* and *Board Maker*.
- Accessed twenty-two (22) local presenters at *Leading & Learning 2009*

French

- Twelve (12) French Immersion leaders participated in a technology cohort

Subject Specific Cohorts

- Numerous cohorts were created in Math, Social Studies, French, High School Science and Technology. Throughout the year, these groups met and participated in a Moodle or wiki between face-to-face sessions.

SAMPLE REPOSES:

Middle School SMART Cohort – April 2010

- Great time to work together and share resources. I gained knowledge of the SMART board; I was able to interact with peers and share ideas, there was time to work, not just listen.
- I was able to interact with other teachers at my grade level and with the Moodle will be able to continue to do so.
- I came in with very little understanding of the usefulness of this tool and now appreciate how it can enhance my lessons.
- Completely hands on – Social curriculum and SMART board tech combined.
- It was informative, let me work with others, gave me time to work on ideas.
- Greater implementation of higher level thinking activities in Social Studies activities.

CARC Metrics

<i>Target</i>	<i>Result 07/08</i>	<i>Result 08/09</i>	<i>Result 09/10</i>
80%-89%	100%	81.1%	89.5%

Goal 6

Provide all stakeholders with access to professional development at a reasonable cost.



Outcomes

CARC provides professional development at a reasonable cost.
 CARC offers P.D. on an over-all cost recovery basis.

<i>Performance Measures</i>	<i>Metrics</i>	<i>Target</i>	<i>Results</i>
<ul style="list-style-type: none"> Percentage of program participants agreeing that fees are reasonable Financial records indicating cost recovery operations 	<ul style="list-style-type: none"> Survey of stakeholders contacts Survey of district contacts Session evaluations 	<ul style="list-style-type: none"> Our goal is to maintain a satisfaction rating of 80%-89% in this area. 	<ul style="list-style-type: none"> 100% of the district contacts were satisfied CARC provided good value for the grant dollars received to support curriculum implementation 100% of district contacts were satisfied that CARC provided services at a reasonable cost 99.1% of program participants are satisfied CARC services are provided at a reasonable rate

Progress & Accomplishments

- Offered workshops across our region and supported provincially offered ARPDC events.
- In general, Central Alberta Regional Consortium operates on an annual cost recovery basis, subsidizing with discretion.
- Worked with partners to keep workshops at a reasonable cost. (e.g. facilities provided by various School Board offices)
- Collaborated and shared presenter expenses with other Consortia.
- Coordinated delivery of Alberta Education and ATA programs.
- Every effort is made to procure the most reasonable and appropriate rate for presenters, services and facilities.
- Explored use of technology mediated learning opportunities.

SAMPLE REPOSES:

- It is so nice to have the opportunity to attend these sessions as a pre-service teacher. The reduced cost is also a wonderful benefit. Registration process was easy. Website provides good info etc. – *Precision Reading*, Oct. 2010
- I believe that Leading & Learning is the best conference around for the price that is paid. I pay more at other conferences and get a lot less from them. Good for Central Alberta to be able to hold a conference of this caliber!! – *Leading and Learning* Nov. 2009

CARC Metrics

<i>Target</i>	<i>Result 07/08</i>	<i>Result 08/09</i>	<i>Result 09/10</i>
80%-89%	100%	95.1%	100%

Summary of Program and Presenter Evaluations

Program Feedback and Ongoing Needs Assessment

Of the 18,147 participants taking part in face-to-face Central Alberta Regional Consortium learning opportunities in 2009-2010, 29% completed program evaluations.

The following chart shows a summary of the data compiled from these evaluations.

Presenters	Strongly Agree / Agree
Provided opportunities for me to be actively involved in the learning	97.9%
Provided strategies for integrating new practices into my current context	97.5%
Feedback for Session Organizers	
The session cost was reasonable	99.1%
Reflections on My Learning	
I increased my knowledge of the topic	98.0%
I learned strategies/skills that will support student learning on this topic	98.1%
I was able to reflect on my attitudes and beliefs about the topic	97.8%
I plan to apply the information learned into my practice	98.1%
Overall, I was satisfied with this session	97.8%

SAMPLE REPOSSES:

- ... Teacher training, especially in the CTS areas, has finally come into its own in Alberta.
- The subsidies made available for attending summer courses is very encouraging.
- CTS Conference May 2009

- Knowledge is needed for this new health pathway.
- Entirely helpful and forthcoming-great resources.
- It answered the questions that I had; they were very organized and could anticipate what I needed.
- Health Pathways October 2009

Changes I will make in my practice as a result of this session

- Consider how to apply in a non core class.
- Utilize/adapt more of the D.I. strategies for the entire class (multi-grade) during subject areas
- More group projects; Provide choice!
- Develop writing and social activities for my next units that incorporate RAFTS, Jigsaw groups and tiered activities.
- Have students be more involved in goal setting. Provide more open-ended activities.
- Help my extremely low level students with participation in group work.
- Differentiated Instruction January 2010

- Good info as to "why" some children cannot read at grade level but how I can help them to get to their level.
- I feel I can use this process especially since we chose "reading improvements" as our school theme this year.
- Information was practical and easy to apply in the setting I work in. - Precision Reading October 2009

Leading and Learning 2009: *Inspiring Learners*

On November 19, 20 and 21, 2009, Central Alberta Regional Consortium organized the 5th Annual Leading and Learning Conference entitled *Inspiring Learners*. Eight hundred fifty-eight (858) delegates were in attendance to hear keynote presenters: John Antonetti, Alec Couros, Sharon Friesen, Betty Hollas, Laura Lipton and Will Richardson. **A total of twenty-two local educators also presented during the conference.**

DELEGATE COMMENTS FROM LEADING AND LEARNING 2009

SAMPLE REPOSES:

The purpose of professional development is to improve student learning. A key change I will make in my practice as a result of this conference is:

- ALL of Antonetti's things...he puts all of the focus on children; reiterated the great things that we are all already doing!!
- REFLECTION...for me and for my students... it is a huge part of what makes the learning successful!!
- Engaging in thoughtful conversation with teachers instead of just giving solutions. Let them take ownership.
- To model the way and understand that not everyone needs the same support at the same time or in the same amounts. The balancing plate analogy from Laura Lipton was something I will never forget and will help me to keep the demands I place on myself in balance.
- Well, it is hard to "pin down" a specific one as I got so many great ideas. However, a key change I will make in my practice is to support, encourage and coach my teachers in the high yield instructional strategies
- Thanks to everyone at CARC for making this Leading and Learning one of the best I have attended.
- Presenters Betty Hollas and Will Richardson were excellent - providing strategies and ideas I can use in my classroom, and some good food for thought. Perceptual shift/change in how we are education and assessing/evaluating our students is necessary -- the messages of these two presenters, for me, were conference highlights.
- Introduce more technology into my classroom to promote skills for the students in a technological world; which is already here!
- I will revisit teacher evaluation processes and integrate some of the ideas on a variety of fronts to build leadership capacity.
- Looking at the use of technology in a new way. Making and supporting connections with parents and greater community to move forward.
- To look at my approach to technology when planning student outcomes and learning

SAMPLE REPOSES:

- This was my first Leading and Learning conference. I was thrilled with the quality of speakers and very impressed with the organization of the event. The booklet of session handouts is very comprehensive. Thank you!
- Absolutely excellent - every session was full of relevant information, strategies and ideas to move education to a place that is more engaging and relevant for students. I was impressed by the technology presentation of Will Richardson who really gave me something to think about and challenged the way I look at education.
- There were some better sessions than others...it is difficult meeting the needs/interests of such a large group of educators/attendees and provide an array or variety of choices...
- Laura Lipton's Thursday preconference gave me some excellent ideas for working with our AISI team. Her keynote was repetitive for us and would have been more relevant a few years ago but perhaps for some schools and school divisions it was new. Betty Hollas was engaging, realistic, and has some fantastic ideas to share with respect to differentiated learning. I came away from both of her sessions with some specific strategies that my students are already enjoying and learning from. Her final keynote... reminded us to spend energy on the rocks in our life. It was a relevant and good message.
- Was an excellent conference with many helpful ideas for me to take back to my staff.
- The speakers invited are top notch, they definitely know their stuff!
- To look at my approach to technology when planning student outcomes and learning
- Use differentiated instruction with more focus in mind for the student Department to help support this initiative.
- Excellent in all aspects sums it up.
- Best conference EVER!!!!

Implementation Grant Executive Summary- Grant 2008-0653

2009 - 2010 (Year Two) Donna McRae, Executive Director

Introduction

This summary report highlights activities undertaken by CARC to support educators in Zone Four in their understanding of new and revised programs of study; Alberta Education Initiatives and Strategies; and Zone Initiatives. As per the grant deliverables, consortia activities are described in five areas including

- regional advisory committees;
- development and implementation of work plans;
- responsiveness and flexibility in adult learning; and
- partnerships and collaboration.

In addition, key findings, successes and challenges are outlined and a financial summary is provided.

Grant Background

Alberta Education provided a grant of \$385,000 to the Central Alberta Regional Consortium (CARC) to provide curriculum implementation support that aligned with Alberta Education's Curriculum Implementation Cycle.

Regional Characteristics/Context

The Central Alberta Regional Consortium provides services and learning opportunities for 218 public schools, along with various private, charter, and band-operated schools serving over 51,000 students within Zone Four. Approximately 3,050 teachers are employed within these school authorities in various subject and grade configurations.

Distance and sparsity within the region offers a challenge in providing professional development learning opportunities. As a result, CARC continues to provide program offerings wherever feasible in each district, thereby reducing travel time and costs for participants to attend sessions. Lack of substitute teacher availability is a challenge CARC is looking to overcome; we are investigating a number of alternative delivery methods.

Regional Advisory Committees

Each School Authority sends a representative responsible for their Board's curriculum implementation to planning meetings throughout the year. These representatives form CARC's Regional Advisory Committee. The role of the Regional Advisory Committee is to contribute to building the Regional Implementation Plan; provide ongoing feedback about the plan based on district needs and lessons learned; communicate the intent of the plan; gather evidence of success within their organizational network; and identify future regional needs.

Six subject specific advisory committees were also formed to discuss and share ideas and activities related to Consortia Implementation Plans.

Development and Implementation of Work Plans

CARC submitted a plan for curriculum implementation in October 2009 and has continually updated, added and revised sessions based on advisory committee input, participant enrolment and speaker availability.

Over 450 sessions were planned during the year in the various subject and initiative areas for approximately 5,360 participants.

Responsiveness and Flexibility in Adult Learning

CARC utilized the spring 2009 needs assessment survey, in partnership with the ATA, to determine the needs of teachers. Regular meetings with school curriculum coordinators also occurred including a face-

to-face meetings with each of the eight school districts in Zone Four. Learning opportunities offered by CARC were developed based on these consultations, as well as ongoing discussions throughout the year. The use of technology to conduct meetings of advisory groups and to explore distributive learning opportunities was also used.

The programs CARC offered met the identified and emerging needs of educational stakeholders and contributed to the development of PD leadership capacity within the Zone. CARC facilitated PD supports, effective implementation of curricula (inclusive of assessment and instruction), and student learning outcomes. A variety of learning opportunity choices were offered to allow participants to be engaged in different ways. As learning is socially constructed, opportunities were explored for educators to share planning and teaching materials, and learn from each other.

Partnerships and Collaborations

The ARPDC Executive Directors were provided with information from Alberta Education Lead Managers and Directors and were open to ongoing ideas and suggestions. Executive Directors met regularly to share ideas and programming.

Key Findings, Successes and Challenges

Regional learning opportunities planned and delivered through zone collaborations are advancing the goal of a coordinated, collaborative, and comprehensive approach to implementation of new or revised curricula. Regional curriculum advisory committees are helping to identify needs and establish priorities as well as design and deliver professional development opportunities.

Session feedback from participants indicated a high rate of satisfaction with the sessions and the impact it will have in their classrooms. The flexibility to include Zone initiatives definitely enhanced the participation in professional learning opportunities. CARC had many cohort groups during the 2009 – 2010 year which met a number of times during the school year to learn and share. These cohorts used a Moodle to communicate between face to face sessions. The use of technology mediated professional development opportunities increased during this year and teachers are continuing to develop their comfort level attending these sessions.

These successes are not realized without some challenges along the way. For example, competing priorities for professional development time and money led to a number of cancelled sessions. It is imperative to explore the use of technology to provide implementation programming in the future. Technology mediated PD does require more time and resources for planning and delivering.

Financial Summary

	Allocated	Expended
Math Teacher Lead	41,000	41,000
CARC Office Management Support	34,000	34,000
Mathematics	310,375	287,304
Languages	15,000	4,130
Knowledge and Employability	10,000	0
English As A Second Language	20,000	4,624
Literacy	25,000	12,974
FNMI	20,000	11,217
Wellness	10,000	990
ICT and Distributed Learning	25,000	32,020
High School Completion	3,000	1,725
Special Education	36,000	57,967
Science	10,515	13,289
Safety	10,000	0
Locally Developed Courses	5,000	881
	\$574,890	\$502,121

Mathematics Executive Summary 2009 - 2010

Margo Nygard and Brenda MacDonald – CARC Math Consultants

Year Three Results

There are many reasons that Year Three could be viewed as a success. The following report will give details and examples of success in the Grant Deliverables.

Advisory Committee

The Mathematic Advisory Committee (MAC) is a standing committee. The role of the MAC is to advise the CARC Mathematics Consultants on how to best meet the needs of all districts and all teachers in the Mathematics Curriculum Implementation Project. The Mathematic Advisory Committee spans all eight districts, and includes central administration, administration, practicing teachers, and ATA Mathematics Specialty Council.

- The Advisory met four times this year.
- The meetings were very productive. The meetings were interactive forums where voices from all districts and stakeholders were represented.
- Meetings incorporated Video Conferencing Technologies to enable effective half day meetings.
- The Advisory Committee currently consists of 12 members who represent a wide variety of stakeholders within the region including teachers, administrators, curriculum coordinators and curriculum directors.

CARC Zone Four Professional Development Learning Opportunities

Year Three of the Mathematics Project was extremely successful with a number of programs being offered and number of teachers attending sessions. There were a similar number of events and participants due to number of district delivered events. Our focus was to deliver quality district requested Professional Development.

	2008-2009	2009-2010
Total Events	44	50
Total Participants	631	781
Cancellations	12	15

CARC Delivered Learning Opportunities

- **96.0 %** of participants expressed satisfaction with the mathematics sessions that they attended.
- **93.8%** of participants reported they were able to apply the information learned in their sessions to their classrooms, school, or jurisdiction.
- The plan was adapted to suit the emerging needs of the zone.

COMMENTS FROM ADVISORY COMMITTEE, TEACHER PARTICIPANTS, AND DISTRICT LEADERS.

"I appreciate the concerted effort Margo and Brenda put in their roles as consultants, to ensure that our individual districts needs are met. The Math Consultants listen and provide quality PD providers to our district to support our specific needs on the journey of math implementation. Because our district math needs are very different than a neighboring district. I appreciated that each district could tailor their PD needs. Margo and Brenda also ensured the PD provider worked with us at the district office, at our schools and even at many of our remote sites. This is extremely helpful to get teachers trained in a timely and effective manner that was not cost or time prohibitive."

"Every subject area should have this kind of support prior to implementation."

"David and Carol were amazing! We appreciate their expertise"

Mathematics Executive Summary 2009 – 2010 (continued)

District Zone Four Professional Development Learning Opportunities

- 118 District-delivered learning opportunities were provided to 1,571 teachers and administrator registrations for sessions. These sessions were led by our Mathematics Expert and Facilitators – David DeCoste, Margo Nygard, Carol O’Brien and Brenda MacDonald.
- Districts were still offered Math Module sessions for Grade 2, 5, 8 and Grade 3, 6, 9 and we began working with the High School teachers - mostly Grade 10.

District – Delivered Learning Opportunities

	2008-2009	2009-2010
Total Events	106	118
Total Participants	1,967	1,571
Cancelled Sessions	6	2

District Days

COMMENTS REGARDING PD SESSIONS

“Carol is enthusiastic and very practical. I love when I can walk away with an idea that I can use tomorrow.” - *Participant*

“Best PD I have had in a long time. I loved the Math and Literacy Cohort because we were able to learn but we also built materials we could use. It was a great collaborative event.”
Math and Literacy Cohort Participant

“I love the Math leadership cohort. We have become a very close group. This year we built a wiki to share.”
Math Leadership Cohort Teacher

- Carol O’Brien was seconded for another year as Math Lead Facilitator to help support Districts in their implementation, host math sessions, facilitate professional development and be that “extra person” to help with implementation.
- We had a number of cohorts running this year including: Leadership, French Immersion, Literacy, Colony, Differentiated Instruction and Big Ideas and Technology Integration. The two most popular cohorts were Math and Literacy and Math Leadership.
- New Math Module from Alberta Education included – Circle Properties Grade 9 which was presented in most school districts and in the zone.
- Offered Math Assessment zone sessions for Grade 3 and Grade 6-9 based on recommendations from the Math Advisory Committee and from the field. Alberta Education facilitated one of these workshops.
- Offered French Math Professional Development for Francophone and Immersion teachers but we had to cancel as no one registered for the sessions for the second year in a row.
- The number of sessions increased from one school year to the next but there were fewer participants because individual schools were requesting classroom demonstration lessons and school based PD rather than Carol doing big presentations to district teachers. The approach was well received, although fewer teachers were reached.

Mathematics Executive Summary 2009 – 2010 (continued)

Next Steps

- Continue with the Lead Teacher Model – hire a High School Teacher
- Technology session – New Smart Math Notebook software
- Number sessions specific to Grade 3, 6, 9
- Grade 10C and 10-3 session continued
- Math 20-1, 20-2, 20-3
- Learner Assessment sessions to support the Grade 3, 6, 9 PAT
- Building common assessments Grade 10
- Creating an ARPDC Moodle 10-3 opportunity – hired Dustin Gustache and Ed Major from Notre Dame High School to lead the project.

Part One: Zone and District Professional Development Opportunities

A. Zone Delivered Learning Opportunities

CARC hosted Zone learning opportunities to explore the conceptual framework of the new mathematics curriculum with an emphasis on student learning, acquisition and understanding of mathematics. Wherever possible, these sessions were offered as a series of learning opportunities and equipped teachers with a deep conceptual understanding while building leadership within districts in relation to mathematics. The guiding principles behind CARC's Math Plan were to:

- Provide professional development to meet the needs of individual school boards, culture and clientele
- Build leadership capacity with Zone 4
- Provide specific opportunities to teachers and administrators responsible for implementing the math curriculum
- Provide sessions available to all teachers of mathematics
- Focus sessions specific to grades being implemented in 2010
- Work collaboratively between grades, schools and boards
- Emphasis on math pedagogy
- Focus on assessment for, of, and as, learning
- Provide opportunities and time for teachers to network
- The workshops focused on the following: front matter of the curriculum, mathematical processes, hands-on manipulatives, interactive learning, assessment and research that supports the change in the delivery of the new program of studies, and technology. The zone supported building leadership capacity and collaboration by: training teacher leaders, providing resources, offering specifically targeted sessions and communicating opportunities for further professional learning. Examples of themes for learning opportunities:
- Orientation and understanding of the new program of studies – target Gr. 3, 6, 9 & 10
- Assessment for Learning in Mathematics focused throughout sessions
- Technology and Mathematics
- Administrator sessions and Parent sessions
- High School Math Program of Studies introduction
- Pattern and Pre-Algebra, Measurement, Shape and Space, Personal Strategies sessions.

COMMENTS ABOUT THE DISTRICT DELIVERED LEARNING OPPORTUNITIES

"Margo and Brenda keep us well informed of our PD possibilities and provide us with extremely competent math PD facilitators. Last year we had David DeCoste for 4 days and we could also access Carol, the lead math teacher facilitator. In all, we had 8 days of PD provided to our teachers. In my role as curriculum specialist, I am not a Math facilitator. My district would have had to hire a PD provider as well as pay for sub release, but CARC provided that PD support at no cost to my division. This is a huge cost savings and without it I would have had limited PD with my Math teachers."

"I appreciate all the support CARC has provided over the past 3 years. Our teachers are very fortunate to have the quality of expertise CARC has provided. It doesn't get any better than David DeCoste."

"Individual district needs are being met through on-site district professional development meeting local needs focused on local teachers."

Mathematics Executive Summary 2009 – 2010 (continued)

B. District Delivered Learning Opportunities

CARC hosted District Delivered learning opportunities that explore the conceptual framework of the new mathematics curriculum with an emphasis on student learning, acquisition and understanding of mathematics. The majority of these sessions were delivered by the Math Consultant hired to Zone 4 – David DeCoste, as well as, Carol O'Brien (Fizzle). There were some sessions delivered by Trevor Calkins and Math Consultants (Margo and Brenda). The guiding principles behind CARC's Math Plan were to:

- Provide professional development to meet the needs of individual school boards, culture and clientele
- Build leadership capacity within Zone 4
- Provide specific opportunities to teachers and administrators who will be responsible for implementing the math curriculum
- Provide sessions available to all teachers of mathematics
- Focus sessions specific to grades being implemented in 2010
- Emphasis on math pedagogy
- Focus on assessment for, of, and as, learning
- Provide opportunities and time for teachers to network
- The workshops focused on the following: front matter of the curriculum, mathematical processes, hands-on manipulatives, interactive learning, assessment and research that supports the change in the delivery of the new program of studies.

"Pure mathematics is, in its way, the poetry of logical ideas."

~Albert Einstein

C. Building Zone and District Leadership Capacity

Central Alberta Regional Consortium Math Leadership Cohort

We continued the leadership group established 2007-2008 to assist districts with the increasing demand for math implementation support. Two teachers from each district continued to receive professional development support and facilitation training. Most of these lead teachers presented in their districts as well as presenting at the CARC Support Staff Conference, District PD Days, Teacher's Conventions and CASS Curriculum Conference. In the 2009-2010 year, the focus for this group will be to continue to develop themselves as District leaders so math implementation has some sustainability after the Grant Implementation money is no longer available. The additional focus for this group is the infusion of technology into the Program of Studies.

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"If students aren't learning the way you teach, teach the way they learn."

~ Unknown

Social Studies Project Executive Summary

Sharon Richter, Social Studies Project Coordinator

Common Project Goal

The common social studies project goals are to:

- provide in-service and pre-implementation support to all Grades 5, 8 & 10 teachers and administrators.
- provide ongoing in-service and implementation support to all Grades K- 4 & 7 teachers and administrators.

Grant Background

To support implementation of the new Social Studies Program, Alberta Education provided a \$635,000 grant to Central Alberta Regional Consortium on behalf of the districts and teachers it serves, to be used over three years, 2007-2010.

Plan Overview

The Central Alberta Regional Consortium Social Studies Curriculum Implementation Project Plan consisted of a comprehensive plan, as detailed within this report and attached as Appendix A. The intent of this three year grant is to support implementation of the social studies program in Zone Four during the school years of 2007/2008, 2008/2009 and 2009/2010. This report focuses on the third of three years of the project ending June 2010.

Regional Characteristics/Context

Central Alberta Regional Consortium is comprised of eight school jurisdictions, Federal Band Schools and Private Charter schools.

Geographically, our region extends several hundred kilometres both east/west and north/south. Some jurisdictions have a higher percentage of FNMI students, some have a higher than average number of Colony schools, and many include French Immersion Schools. These factors present interesting diversity as well as their own challenges on how needs can be effectively met.

CARC provides programs, when feasible, in many locations throughout the region, allowing for reduced travel time to sessions. Local facilitators, district-requested and organized days, as well as building more local expertise through the cohort programs have all helped to meet more local needs.

The CARC Social Studies Project has also been fortunate to partner with local agencies and organizations such as Red Deer College, Red Deer Museum and Art Gallery, Central Alberta Teacher's Convention Association, Central East Teacher's Convention Association, Central Alberta Social Studies Specialist Council, and Central Alberta Diversity Association.

Year Three Results

Year Three has been viewed as a success for many reasons. Details and examples related to each of the following appear within the report.

Advisory Committee

- Advisory Committee representation spans all eight districts as well as administration, FNMI and Private Schools.
- The Advisory Committee met three times this year.
- Advisory committee meetings were very productive. These forums allowed the CARC Social Studies Project to have input from and respond to representative voices from our Zone.

Zone Four Jurisdictions

Battle River
Chinook's Edge
Clearview
Red Deer Catholic
Red Deer Public
Wetaskiwin
Wild Rose
Wolf Creek
Charter-Private Schools
Aboriginal Frontline Program
Partners – ATA and Teachers' Convention

Social Studies Project Executive Summary (continued)

- A Focus Group comprised of several of the Advisory Committee members also met once this year to discuss legacy and sustainability pieces.

CARC Zone Four Professional Development Learning Opportunities

The plan to support implementation resulted in numerous learning opportunities and forums for presentation. CARC offered a variety of zone-wide learning opportunities, including full day workshops, project-based cohorts and conference sessions. The focus of these opportunities was always to explore themes, topics and grade level classroom implementation – all related to the new Social Studies Curriculum.

Many learning opportunities were initiated by requests from the districts, cohort or train the trainer facilitators, and feedback received on session evaluation forms and from district consultations.

Year Three of the 2007 – 2010 Social Studies Project saw a decrease in the number of general sessions and CARC sponsored sessions at ATA events offered, while maintaining meaningful cohort sessions. Related statistics are as follows.

Category	Description of Learning Opportunities	Learning Opportunities	Participants
1	CARC delivered general learning opportunities (including webinars and VC sessions) and Advisory	17	233
2	District Request, CARC delivered learning opportunities	9	151
3	Additional district organized days based on impact of CARC organized days	15	188
4	CARC Cohort Sessions	27	254
5	Partnership events including the ATA SS Conference, CATCA and CEATCA Sessions (Note: these are individual sessions)	13	354
TOTALS		81	1180

Note: an additional 23 sessions were organized and cancelled due to low registrations or presenter cancellations.

- 100% of participants expressed satisfaction with the social studies sessions they attended.
- 100% of participants reported that they were able to apply the information learned in sessions to their classroom, school or jurisdiction.
- CARC continued to adapt the Zone project plan based on emerging needs and trends in accessing professional development and in response to stakeholders.
- District requested PD opportunities, mostly in the form of frontloaded August district days and convention sessions, proved an effective way for social studies teachers to access implementation support without the complications of missing class time.

Social Studies Project Executive Summary (continued)

Building Leadership Capacity Programs

Teachers from all eight CARC districts as well as private and Band schools accepted the opportunity to participate in cohort planning groups.

- Grade level planning cohorts were offered for grades 6, 9, and 12. Participating teachers committed to either four cohort days spaced evenly throughout the year, or three days spaced evenly throughout January - June. These teachers have agreed to become resource teachers for their divisions. Teachers were very pleased with the depth of coverage this allowed and the inherent flexibility in planning pertinent “next” sessions. As always, the teachers also stated that the opportunity to work with teachers from other districts was a major highlight of their work.
- Cohort topics for 2009 – 2010 included grade level planning, technology in Social Studies, assessment, analysing text, and infusing FNMI.

Resource Development

- Many zone-initiated Collaborative Projects were completed through the work of the cohorts. These allowed teachers to work in-depth with a particular focus (performance assessment, FNMI, technology infusion, etc.) and with the program of studies; all districts and private schools were represented with participants in these projects.

New Initiatives

New initiatives for 2009-2010 included:

- The CARC Social Studies Project website <http://www.carcpd.ab.ca/social/index.html> was revised and updated in the 2009 – 2010 school year to organize and house newly created projects from this year’s cohorts as well as vetted materials from previous years to allow project accessibility in a user friendly domain for all teachers.
- All materials created by teachers participating in CARC cohorts during the 2009 – 2010 school year as well as items teachers participating in cohorts shared with their colleagues were posted on the CARC Zone 4 Moodle <http://www.carc Moodle.ca/>. This gave teachers a safe forum to post draft materials and receive feedback from others who had been through the same training process, creating a richer learning experience that exceeded the time frame of scheduled cohort days.
- Source analysis and promoting thinking using SMART Notebook were new cohort topics for 2009 – 2010.
- Because Zone 4 covers a large geographic distance, webinars and video conferencing sites were new means of delivery for presentations and a cohort session respectively.

Conferences

The CARC Social Studies Project presented and supported several conferences

- “Land, Stories, and Identity: The Wisdom of the Elders” was held on May 3rd, 2010 and took educators on an experiential field trip to Dry Island Buffalo Jump Provincial Park. The variety of speakers and the outdoor setting provided a rich and unique learning experience.
- The CARC Social Studies Project presented two sessions at the Central Alberta Regional Consortium’s Librarians’ Conference on supporting enduring understandings in social studies with literature.
- The CARC social studies grant supported social studies sessions at the CATCA and CEATCA teachers’ conventions as well as sessions at the October ATA specialist council conference in Lake Louise.

Stakeholders and Community Partnerships

CARC continued strong relationships with the local Central Alberta Social Studies Specialist Council, Central Alberta Teachers’ Convention Association, Central East Teachers’ Convention Association, and the Provincial Social Studies Specialist Council. These partnerships have helped to meet more regional needs of teachers.

**Regional Consortium
Statement of Revenues and Expenses
For the Year Ended August 31, 2010 (in dollars)**

CONSORTIUM NAME: Central Alberta Regional Consortia

	Budget 2009/2010	Actual 2009/2010	Actual 2008/2009
REVENUES			
Alberta Education:			
Management & Infrastructure (Note 1)	188,223	188,223	186,359
Conditional Programming Grants (Schedule 1):	1,000,916	1,305,276	1,395,730
Other Alberta Education			
Total Alberta Education:	1,189,139	1,493,499	1,582,089
Other Revenue:			
Program Registration (Note 2)	15,000	20,740	164,053
Grants - Non government sources (Note 3)			
Other (Note 4):			
Conference Registration (Leading&Learning)	200,000	198,666	235,966
Innovation and Incentives	60,000	45,575	60,729
Program Development	285,000	331,551	147,950
French Immersion	11,402	39,931	6,644
Program Initiatives			
TOTAL REVENUES	1,760,541	2,129,961	2,197,431
EXPENSES			
Management & Infrastructure (Note 5):			
Salaries, Wages, Benefits, Contracts and other fixed overheads (Note 6)	287,700	361,824	327,607
Board expenses (Note 7)	5,000	5,810	4,905
Programming:			
Costs of Delivering Programs (Note 8)	1,249,217	1,377,509	1,618,011
Other:			
Leading & Learning Conference	195,000	198,666	235,966
French Immersion	23,624	39,931	6,644
(Specify)			
TOTAL EXPENSES	1,760,541	1,983,739	2,193,133
REVENUES less EXPENSES (Note 15)	-	146,222	4,298
Accumulated Surplus at beginning of year	84,057	84,057	79,759
Accumulated Surplus at end of year	84,057	230,279	84,057

PLEASE RETURN hard copies of completed statements and schedules and the certification to School Finance Branch BY DECEMBER 31, 2010

Regional Consortium
Statement of Financial Position
As At August 31, 2010 (in dollars)

CONSORTIUM NAME: Central Alberta Regional Consortia

	August 31, 2010	August 31, 2009
ASSETS		
Cash in Bank and Temporary Investments	1,730,007	1,874,076
Accounts Receivable (Note 9):		
Province of Alberta	-	-
Alberta school jurisdictions	-	-
Other	-	-
Prepaid Expenses (e.g. deposits for programming)	-	-
Other assets	-	-
TOTAL ASSETS	1,730,007	1,874,076
LIABILITIES		
Accounts payable	-	-
Accrued liabilities (Note 10)	-	-
Deferred Revenue:		
Programming Grants (Schedule 1):	1,414,300	1,670,775
Prepaid registration (Note 11)	-	-
Other:		
Regional PD Consortium	52,393	70,000
Implementation Grant	-	5,250
CARC Initiative Funding	-	6,878
Leading & Learning Conference	32,572	13,491
French Immersion	464	23,624
Total Deferred Revenue:	1,499,728	1,790,018
TOTAL LIABILITIES	1,499,728	1,790,018
ACCUMULATED SURPLUS		
Operational Reserves (Note 12)	-	-
Unrestricted Funds (Note 13)	230,279	84,057
TOTAL ACCUMULATED SURPLUS	230,279	84,057
TOTAL LIABILITIES AND ACCUMULATED SURPLUS	1,730,007	1,874,076