

*Central Alberta Regional Consortium (CARC)*

***Regional Curriculum  
Implementation Report  
Grant 2008-0653***

**2009 - 2010  
(Year two of three)**



**[www.carcpd.ab.ca](http://www.carcpd.ab.ca)**

**Submitted to Alberta Education  
by  
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November 2010**



## Table of Contents

Executive Summary .....	3
Project Background and Design.....	6
Regional Characteristics .....	6
Grant Deliverables and CARC Implementation Plan .....	7
Math .....	8
Languages .....	10
Knowledge and Employability.....	12
English as a Second Language.....	13
Literacy .....	14
High School Science .....	16
Workplace Health and Safety.....	17
FNMI.....	18
Wellness .....	19
ICT and Distributed Learning .....	20
High School Completion.....	22
Special Education.....	23
Locally Developed Courses .....	25
Consultations and Collaborations .....	30
Impact of Professional Development from the Participant Perspective .....	31
Appendix 1: Implementation Grant Budget.....	34
Appendix 2: ARPDC Beliefs about Implementation.....	35
Appendix 4: Executive Summary of Mathematics Plan.....	36



## Executive Summary – Implementation Grant

### 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.



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## **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 5360 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.



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## Financial Summary

Implementation Grant Budget 2009 – 2010                   \$385,000  
 Implementation Grant Carry Over 2008 – 2009           \$189,890  
   **\$574,890**

	2009-2010 Projected	2009-2010 Actual	
Math Teacher Lead	41,000	41,000	
CARC Office management and support	34,000	34,000	<b>\$75,000</b>

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	<b>\$296,058</b>

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 Implementation	5,000	881	<b>\$131,063</b>
<b>Total</b>			<b>\$502,121</b>

\*\* Funds from other grants expended in this area as well.

Carryover to 2010 – 2011 Mathematics \$ 34,709  
 Carryover to 2010 – 2011 Implementation \$ 38,060



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## Project Background and Design

Alberta Education has provided an annual grant of \$385 000 for each of three years (2009 – 2010 year two) to the Central Alberta Regional Consortium (CARC) to provide curriculum implementation support that aligns with Alberta Education's Curriculum Implementation Cycle.

As part of the grant deliverables, specific requirements have been identified including providing a comprehensive plan developed by CARC that meets the expectations of Alberta Education and matches the needs of Zone Four. The regional plan is based on *A Guide to Comprehensive PD Planning* with consideration given to the pillars that support Alberta Regional Professional Development Consortia (ARPDC) beliefs surrounding curriculum implementation.

## Regional Characteristics

Zone 4 is made up of eight school districts, along with private and band schools. We extend from Battle River School Division in the north, to Chinook's Edge School Division in the south, from Wild Rose Public Schools in the west, to Clearview Public Schools in the east. Beyond the thousands of teachers and tens of thousands of students in Zone 4, stakeholders within Zone Four include:

- Alberta Education
- Central Alberta Regional Consortium (Alberta Regional Consortia)
- Member schools/school districts (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, various Private Schools and Federal Band Schools)
- CARC Board members
- CARC Advisory Committees made up of representatives from each school district in the zone

The Central Alberta Regional Consortia provides services and learning opportunities for the 218 public schools, along with various private, charter, and band-operated schools serving over 51,000 students within this region. 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 and diminishing professional development funds is a challenge CARC is looking to overcome. We are actively pursuing and using a number of alternative delivery methods.

Rather than a specialist model, the norm for Zone Four has many schools where multi-grade configurations and staff who teach multiple subjects/grades can be found. This creates a challenge for teachers who deal with 'competing priorities' with new curricula and the need for on-going learning with limited access to professional development dollars and time. The competing priority for professional development also remains a challenge for teachers, districts and CARC.



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## Grant Deliverables and CARC Actions 2009 -2010

**\$385, 000 (each year for 3 years)**

1. Annual base funding in the amount of \$75,000 will be provided to assist with operational and equity issues. This is targeted for such items as administrative support, coordination, research, staffing, sustainable human resources funds for teleconferencing/videoconferencing etc.

**Action** – CARC used \$75,000 to maintain office staff and to pay a portion of the CARC Math Lead Teacher. This helped cover the extra cost of support/administrative staff salaries arising from the implementation of the new curriculum and the escalating need for mathematics curriculum implementation support.

2. Proportional funding in the amount of \$310,000 is provided to the consortium for implementation of new and revised programs of study according to the Implementation Schedule, strategic priorities outlined in the Alberta Education Annual Business Plan, and other priority programs in their respective zones / areas. During the 2009-2010 Consortia year, professional development and support activities will be provided for subjects and grade levels to be implemented and in preparation for the 2010-2011 pre-implementation and mandatory implementation years. Such will be the case for all three years of this grant. Key Deliverables for each of the ARPDC are as follows:

- a. *Each consortium, in consideration of the ARPDC goals, will work collaboratively with regional advisory committees (comprised of representatives from school authorities) and with one another to develop implementation plans, strategies and opportunities to meet provincial and locally identified needs in congruence with provincial direction.*

**Action** – Each School Authority regularly sent a representative responsible for their Board’s Curriculum Implementation to planning meetings throughout the year. These representatives form the **CARC’s Regional Advisory Committee**. The role of the Regional Advisory Committee is to contribute to the building of 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. Advisory meetings included a minimum of three meetings for each of the following:

- Curriculum Specialists
- French Advisory
- Technology Advisory
- Math Advisory
- Special Education Advisory
- Support Staff Advisory
- Librarian Advisory

The ARPDC meets regularly to discuss and share ideas and activities related to the Consortia Implementation plans.

- b. & c. *Each consortium will prepare a professional development / implementation strategy, including a work plan and budget and implementing the work plan for the 2009-2010 school year. The, work plans in accordance with the Alberta Education Implementation Schedule will be submitted by October 31, 2009 and October 31, 2010.*



## Action – CARC Curriculum Implementation Grant

Designated Funds	Programs Developed as of October 2009	2009–10 Support for Implementation
<p><b>1. <u>Mathematics</u></b></p> <ul style="list-style-type: none"> <li>• 2008/09 Imp. Grant remaining \$120,375</li> <li>• 2009/2010 Imp. Grant allocation \$190,000 plus \$41,000 from Base funding – total \$351,375</li> <li>• Two Mathematics Curriculum Consultants and a Regional Curriculum Facilitator have been seconded (total .4 FTE). CARC has also seconded a full time Math Teacher Lead Facilitator who is available for district and school requests.</li> </ul> <p><b>Highlights of the 09-10 Plan</b></p> <ul style="list-style-type: none"> <li>• Provide regional mathematics learning opportunities.</li> <li>• Provide support for district mathematics implementation plans.</li> <li>• Build leadership capacity within the CARC region.</li> <li>• Organize cohort groups where participants work together on a specific focus throughout the year. This will involve both face to face interaction and “Moodle” interaction.</li> <li>• Explore alternative professional development strategies.</li> <li>• Provide “After PD” support to individual teachers to help increase student math achievement in Zone 4.</li> <li>• Provide sessions for local Teachers conventions</li> <li>• Planning and participation in two Provincial/Regional Math Institute days.</li> </ul>	<ul style="list-style-type: none"> <li>- Building Literacy in Math (A Focus on Problem Solving)</li> <li>- Interpreting Achievement Test Results</li> <li>- What about Number? - Grade 6</li> <li>- Power of Ten</li> <li>- What about Number? - Grade 9</li> <li>- Implementation of the Revised Program of Studies for Math 10-12</li> <li>- Writing Effective Machine Scored questions for High School</li> <li>- What about Number? - Grade 3, 8 &amp; 9</li> <li>- Using Manipulatives to Teach to the Big Ideas in Math</li> <li>- Using Manipulatives/Interactives to Support HS Math</li> <li>- Incorporating SMART Learning into K-3 Math Curriculum</li> <li>- Patterns</li> <li>- Teaching to the Strands in the New Math Curriculum</li> <li>- Statistics &amp; Probability</li> </ul>	<p>One hundred eighty nine (189) Math sessions were planned:</p> <ul style="list-style-type: none"> <li>• 168 were delivered</li> <li>• <b>2352 participants</b></li> <li>• 17 were cancelled due to low enrolment or change in District plans</li> </ul> <p>Math cohorts were developed under the following topics:</p> <ul style="list-style-type: none"> <li>- Teaching Math in Colony Schools</li> <li>- Big Ideas &amp; Differentiated Instruction</li> <li>- Math Leadership Cohort</li> <li>- Infusing Literature In Math</li> </ul> <p><b>\$328,304 of Implementation Grant money spent.</b></p>



<p><b><u>Mathematics</u></b> (continued)</p> <p><b>Alberta Education Contacts:</b> Christine Henzel <a href="mailto:Christine.Henzel@gov.ab.ca">Christine.Henzel@gov.ab.ca</a> 780-415-8958 Lorne Lindenberg <a href="mailto:Lorne.lindenberg@gov.ab.ca">Lorne.lindenberg@gov.ab.ca</a></p>	<p><b>Cohort Groups</b></p> <ul style="list-style-type: none"><li>- Colony Cohort</li><li>- Math Leadership Cohort</li><li>- Math &amp; Literacy Cohort</li><li>- Big Ideas &amp; Differentiated Instruction Cohort</li><li>- Critical Thinking in Math</li><li>- Technology in the Math Classroom</li></ul> <p><b>High School Math Institutes</b></p> <ul style="list-style-type: none"><li>- Regional Institutes held in January and June using regional face-to-face and provincial VC sessions</li></ul>	
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## Lessons Learned / Next Steps:

- We will continue offering professional development at the district level upon request as this better met the needs of our Zone Four schools and teachers and allowed more hands on and less travelling time.
- Building relationships and leadership capacity among teachers in Zone Four remains top priority through face-to-face PD, distributed learning opportunities, embedded PD, use of digital tools such as VC, Elluminate, and Moodles.
- K-10 teachers in the CARC region had access to a wide variety of learning opportunities that included face-to-face sessions, cohort planning groups, and access via videoconferencing, webinars, and webcasting. Professional development will continue to change to engage and hone the skills of the 21<sup>st</sup> century teacher, thus we will work to offer PD opportunities in anytime, anyplace, any pace, and any space environments.



Designated Funds	Programs Developed as of October 2009	2009–10 Support for Implementation
<p><b>2. Languages</b></p> <p><a href="http://www.carcpd.ab.ca/programs/focus/french.html">http://www.carcpd.ab.ca/programs/focus/french.html</a>  <a href="http://www.carcpd.ab.ca/programs/focus/languages.html">http://www.carcpd.ab.ca/programs/focus/languages.html</a></p> <ul style="list-style-type: none"> <li>• 2008/09 AE Grant remaining (International Languages \$7,740)</li> <li>• 2009/2010 Federal French allocation may be available</li> <li>• 2009/2010 Implementation Grant allocation \$15,000</li> </ul> <p><b>CARC will promote and collaborate on Provincial Languages learning opportunities planned by lead Consortiums:</b></p> <ul style="list-style-type: none"> <li>• Calgary Regional Consortium</li> <li>• Edmonton Regional Learning Consortium</li> <li>• Southern Alberta Professional Development Consortium</li> </ul> <p><b>Alberta Education Contacts:</b>            Catherine Walker <a href="mailto:Catherine.Walker@gov.ab.ca">Catherine.Walker@gov.ab.ca</a>            780-422-0988            Christina Bexte <a href="mailto:Christina.Bexte@gov.ab.ca">Christina.Bexte@gov.ab.ca</a>            780-422-3216            Sigrid Olsen <a href="mailto:Sigrid.Olsen@gov.ab.ca">Sigrid.Olsen@gov.ab.ca</a>            780-422-2669</p>	<p><b>Second Languages (General)</b></p> <ul style="list-style-type: none"> <li>• technology sessions (SMARTBoards in Second Language classrooms)</li> </ul> <p><b>International Languages &amp; Culture</b></p> <ul style="list-style-type: none"> <li>• specific work is evolving re: international languages and culture</li> </ul> <p><b>French Language</b></p> <ul style="list-style-type: none"> <li>• Reading, the Role of Books in the Classroom</li> <li>• Writing, Your Students Can Write Better</li> </ul> <p><b>Cohort Groups</b></p> <ul style="list-style-type: none"> <li>• Collecting Evidence of Student Learning...Assessment in a FI Classroom Cohort (3 days face-to-face interaction and “Moodle” interaction between sessions)</li> <li>• Pedagogy of French Second Language Instruction Cohort (3 days face-to-face interaction and “Moodle” interaction between sessions)</li> <li>• Help! I'm Teaching FSL (Beginners) Cohort (3 day face to face interaction and “Moodle” interaction between sessions)</li> <li>• Best Practices in Your FSL Classroom (Intermediate/Advanced) Cohort (3 days face-to-face interaction and “Moodle” interaction between sessions)</li> <li>• Using Technology in a French Immersion Classroom - Day Cohort (3 days face-to-face interaction and “Moodle” interaction between sessions)</li> </ul>	<p><b>French Language</b></p> <p>Thirty-four (34) French sessions were planned</p> <ul style="list-style-type: none"> <li>• 21 were delivered</li> <li>• 13 cancelled due to low enrolment</li> <li>• <b>270 participants</b> including 4 cohort groups</li> </ul> <ul style="list-style-type: none"> <li>- Le profil d'un enseignement efficace en immersion: Où eu êtu-vos?</li> <li>- Creating an Enthusiastic FSL Learner</li> <li>- Pedagogy of French Second Language Instruction – 3 Parts</li> <li>- Collecting Evidence of Student Learning – 3 parts</li> <li>- Using Technology in a French Immersion classroom – 3 parts</li> <li>- Reading: The Role of Books</li> <li>- Your Students CAN Write Better</li> <li>- L enseignement effectif d'une langue second au 21è siècle</li> <li>- Are Your Students Having Difficulty Pronouncing French?</li> <li>- Are Your Students Having Difficulty Pronouncing French? Div 3 &amp; 4</li> <li>- Instill the 'Joie du Français' with your students. Grab the moment!</li> <li>- The French Connection (...but not the movie!) - 3 parts</li> <li>- Help! I'm Teaching FSL!</li> <li>- The French Connection ...but not the movie!</li> </ul>



<p><u>Languages</u> (continued)</p>		<p><b>International Languages &amp; Culture</b> Two (2) International Languages sessions were planned</p> <ul style="list-style-type: none"><li>• 1 was delivered</li><li>• <b>8 participants</b><ul style="list-style-type: none"><li>- Teaching Second Languages</li></ul></li></ul> <p>\$4,130 Implementation Grant money expended (Federal French grant funds also utilized \$19,016)</p>
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### Lessons Learned / Next Steps:

- Very few Districts are implementing mandatory FSL and this subject area appears to be a low priority for their PD needs.
- Continue to explore the use of French (French Immersion and French As A Second Language) Cohorts that meet and share throughout the year.
- Cohorts enjoyed using a moodle to share information and collaborate between sessions.



Designated Funds	Programs Developed as of October 2009	2009–10 Support for Implementation
<p><b>3. <u>Knowledge and Employability</u></b></p> <ul style="list-style-type: none"> <li>2009/2010 Implementation Grant allocation \$10,000</li> </ul> <p><b>CARC will promote and collaborate on Provincial Knowledge and Employability learning opportunities planned by lead Consortium:</b></p> <ul style="list-style-type: none"> <li>Learning Network</li> </ul> <p><b>Alberta Education Contact:</b>            Jocelyn Lamoureux <a href="mailto:Jocelyn.Lamoureux@gov.ab.ca">Jocelyn.Lamoureux@gov.ab.ca</a>            780 427 5406</p>	<ul style="list-style-type: none"> <li>Language Arts and the K and E Student (organized by Learning Network)</li> <li>Science and the K and E Student(organized by Learning Network)</li> <li>Other programs have not yet been planned for this area; topics have been identified but speakers have not yet been identified</li> <li>Possible cohort development</li> </ul>	<p>Two (2) K and E sessions were planned and both were cancelled due to lack of enrolment.</p> <ul style="list-style-type: none"> <li>Understanding the K&amp;E Science Curriculum and Developing Strategic Assessments</li> <li>Planning For Success, Best Practices and Resources for the K&amp;E ELA Course Student</li> </ul> <p>No Implementation Grant money was expended</p>

### Lessons Learned / Next Steps:

- Continued discussion with Inclusive Education Advisory Committee to determine more specific needs and possible speakers.
- There are so many competing priorities for teachers with Knowledge & Employability students, they feel they get ideas from sessions for specific curriculum areas.



Designated Funds	Programs Developed As of October 2009	2009 –10 Support for Implementation
<p><b>4. <u>English as a Second Language</u></b></p> <ul style="list-style-type: none"> <li>2009/2010 Implementation Grant allocation \$20,000</li> </ul> <p><b>CARC will promote and collaborate on Provincial English Language Learners learning opportunities planned by lead Consortium:</b></p> <ul style="list-style-type: none"> <li>Calgary Regional Consortium</li> </ul> <p><b>Alberta Education Contacts:</b>            Catherine Walker <a href="mailto:Catherine.Walker@gov.ab.ca">Catherine.Walker@gov.ab.ca</a>            780-422-0988            Mike Ettrich <a href="mailto:Mike.Ettrich@gov.ab.ca">Mike.Ettrich@gov.ab.ca</a>            780-644-8195            Kathy Salmon <a href="mailto:Kathy.Salmon@gov.ab.ca">Kathy.Salmon@gov.ab.ca</a></p>	<ul style="list-style-type: none"> <li>Teaching English Language Learners in the Regular Classroom (1-face-to-face session followed by 3 VC sessions)</li> <li>ESL Benchmarks Facilitator Training</li> <li>Follow-up capacity building as requested</li> </ul>	<p>Seven (7) ESL sessions were planned</p> <ul style="list-style-type: none"> <li>6 were delivered</li> <li><b>151 participants</b></li> <li>1 was cancelled due to low enrolment</li> </ul> <ul style="list-style-type: none"> <li>Understanding &amp; Using English Language Proficiency Benchmarks – 4 part series</li> <li>Teaching English Language Learners in the Regular Classroom – 4 part series</li> <li>Bridging the Gap: Building Confidence and Improving Reading Fluency at Home</li> </ul> <p><b>\$4,624 Implementation Grant money expended</b></p>

### Lessons Learned / Next Steps:

- Emerging need more so for some districts where regular teachers have ELL students in class as opposed to pullout. Program different for each audience.
- Explore needs with the Zone Four Special Education advisory meetings.
- Continue to explore use of technology to deliver sessions.



## Alberta Education Business Plan Strategic Priorities and Initiatives

Based on AE's Priorities & Initiatives	Programs Developed as of October 2009	2009 –10 Support for Implementation
<p><b>5. <u>Literacy</u></b></p> <ul style="list-style-type: none"> <li>2009/2010 Implementation Grant allocation \$25,000</li> </ul> <p><b>CARC will promote and collaborate on Provincial Literacy learning opportunities planned by lead Consortiums:</b></p> <ul style="list-style-type: none"> <li>Edmonton Regional Learning Consortium</li> <li>Calgary Regional Consortium</li> </ul> <p><b>Alberta Education Contact:</b>            Jocelyn Lamoureux <a href="mailto:Jocelyn.Lamoureux@gov.ab.ca">Jocelyn.Lamoureux@gov.ab.ca</a>            780-427-5406            Shelley Magnusson <a href="mailto:Shelley.Magnusson@gov.ab.ca">Shelley.Magnusson@gov.ab.ca</a>            780-422-3259</p>	<ul style="list-style-type: none"> <li>Programs have not yet been planned for this initiative (January – June)</li> <li>Many sessions have been planned for the Pan Canadian Literacy grant and additional programs will be planned based on the outcomes of these sessions.</li> <li><b>Examples:</b> <ul style="list-style-type: none"> <li>Writing with Results Workshop</li> <li>Creating Story: the Components of Narrative Writing</li> <li>Real Toads: Poetry</li> <li>Primarily Poetry</li> <li>Precision Reading</li> <li>Guided Writing for Primary Students</li> <li>Building Readers series – 6 part series</li> <li>Visual Literacy</li> <li>Guided Writing and the Dialogue of Revision</li> </ul> </li> </ul>	<p>Twenty-two (22) Literacy sessions were planned</p> <ul style="list-style-type: none"> <li>20 were delivered</li> <li><b>484 participants</b></li> <li>Writing with Results Workshop</li> <li>Creating Story: Components of Narrative Writing</li> <li>Real Toads: Poetry</li> <li>Primarily Poetry</li> <li>Precision Reading</li> <li>Guided Writing for Primary Students</li> <li>Building Readers series – 6 part series</li> <li>Guided Writing &amp; Dialogue of Revision</li> <li>Best Practices for Middle School Language Arts – 3 part series</li> <li>Develop Oral Language and Comprehension... Grades 4-6</li> <li>Close the Writing and Oral Languages Gaps in Grades K-3. It Works!</li> <li>Reaching 21st Century Learners</li> <li>Differentiated Instruction</li> <li>Enhanced Writing in Social Studies /Adding Value to Students' Story Writing</li> <li>Fluency Instruction CAN Make a Difference!</li> <li>The Bare Necessities of Writing</li> </ul> <p><b>\$12,974 Implementation Grant money expended (Pan Canadian Literacy grant funds also utilized \$19,760)</b></p>



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## **Lessons Learned / Next Steps:**

- Literacy sessions were very well attended.
- Needs assessment surveys indicate a high need in this area.
- Explore learning opportunities specific to high school teachers.



Designated Funds	Programs Developed as of October 2009	2009 –10 Support for Implementation
<p><b>6. <u>High School Science</u></b></p> <ul style="list-style-type: none"> <li>• 2008/09 AE Grant remaining \$12,473</li> <li>• 2009/2010 Imp. Grant allocation \$10,515</li> </ul> <p><b>CARC will promote and collaborate on Provincial Science learning opportunities planned by lead Consortiums:</b></p> <ul style="list-style-type: none"> <li>• <b>Learning Network</b></li> </ul> <p><b>Alberta Education Contact:</b>            Stella Shrum <a href="mailto:Stella.Strum@gov.ab.ca">Stella.Strum@gov.ab.ca</a>            780-422-2856            Ken Marcellus <a href="mailto:Ken.Marcellus@gov.ab.ca">Ken.Marcellus@gov.ab.ca</a>            780-415-6120            Wes Irwin <a href="mailto:Wes.Irwin@gov.ab.ca">Wes.Irwin@gov.ab.ca</a>            780-422-2928</p>	<ul style="list-style-type: none"> <li>- Using Science Gizmos in the High School classroom</li> <li>- Chemistry Cohort (8 day face to face interaction and “Moodle” interaction between sessions)</li> <li>- Physics Cohort (8 day face to face interaction and “Moodle” interaction between sessions)</li> <li>- Sr. High Science demos. Labs and Resources</li> <li>- Sessions at ATA Teacher Conventions</li> <li>- Provincial Physics 20/30 session (VC portions included)</li> <li>- Provincial Chemistry 20/30 session (VC portions included)</li> <li>- Provincial Biology 20/30 session (VC portions included)</li> </ul>	<p>Twenty-six (26) Science sessions were planned</p> <ul style="list-style-type: none"> <li>• 18 were delivered</li> <li>• <b>204 participants</b> including two cohort groups who met throughout the year</li> </ul> <ul style="list-style-type: none"> <li>- Physics 20/30 Cohort: 6 part series</li> <li>- Phenomenal Physics Workshop</li> <li>- Senior High School Science: Connecting Students to Science</li> <li>- Senior High School Science: Teaching the Right Stuff at the Right Level</li> <li>- Chemistry Cohort: 9 part series</li> <li>- Seeking Equilibrium in Your Chemistry Classroom</li> <li>- Connecting Students to Science</li> </ul> <p><b>\$13,289 Implementation Grant money expended (High School Science grant funds also utilized \$12,473)</b></p>

### Lessons Learned / Next Steps:

- High School Science (Chemistry and Physics) cohorts met and shared throughout the year. The Cohorts met on Fridays and Saturdays to minimize time out of classroom.
- Cohorts enjoyed using a Moodle to share information and collaborate between sessions.



Designated Funds	Programs Developed As of October 2009	2009 –10 Support for Implementation
<p><b><u>7. Workplace Health and Safety</u></b></p> <ul style="list-style-type: none"> <li>• 2009/2010 Imp. Grant allocation \$10,000</li> </ul> <p><b>CARC will promote and collaborate on Provincial Work-place Health and Safety learning opportunities planned by lead Consortiums:</b></p> <ul style="list-style-type: none"> <li>. Learning Network (Workplace Safety)</li> <li>. Northern Regional Learning Consortium ( Off Campus Handbook)</li> </ul> <p><b>Alberta Education Contact:</b> Corrinna Burdek <a href="mailto:Corrinna.Burdek@gov.ab.ca">Corrinna.Burdek@gov.ab.ca</a> 780-644-2960</p>	<ul style="list-style-type: none"> <li>- Add Some Fun to Safety Education in Your High School classroom (webinar)</li> <li>- Participation in provincially planned sessions by lead consortiums</li> </ul>	<p>Two (2) Health and Safety sessions were planned.</p> <ul style="list-style-type: none"> <li>• 2 were delivered</li> <li>• <b>15 participants</b></li> </ul> <p>- Eight Elements of a Health &amp; Safety System</p> <p>No Implementation Grant money was expended (Health and Safety grant funds from Learning Network accessed for these sessions)</p>

### Lessons Learned / Next Steps:

Numerous discussions were facilitated about the Off Campus Safety Guidelines.

Many Zone Four school districts have hired District Safety personnel to complete audits and reviews of facilities as well as provide for District level professional development on this topic.



Designated Funds	Programs Developed As of October 2009	2009 –10 Support for Implementation
<p><b>8. FNMI</b></p> <ul style="list-style-type: none"> <li>2009/2010 Imp. Grant allocation \$20,000</li> </ul> <p><b>CARC will promote and collaborate on Provincial FNMI learning opportunities planned by lead Consortia:</b></p> <ul style="list-style-type: none"> <li><b>Edmonton Regional Learning Consortium</b></li> </ul> <p><b>Alberta Education Contacts:</b>            Shirley Gaffney <a href="mailto:Shirley.Gaffney@gov.ab.ca">Shirley.Gaffney@gov.ab.ca</a>            780-427-5671            Stella Shrum <a href="mailto:Stella.Shrum@gov.ab.ca">Stella.Shrum@gov.ab.ca</a>            780-422-2856 (PDS)            Linda Pelly <a href="mailto:Linda.Pelly@gov.ab.ca">Linda.Pelly@gov.ab.ca</a>            780-415-9300</p>	<ul style="list-style-type: none"> <li>Active Engagement: Enhancing the Career Counselling Process</li> <li>Guiding Circles-Understanding Yourself - BOOK ONE</li> <li>Guiding Circles-Finding New Possibilities - BOOK TWO</li> <li>Engaging FNMI Students in Literacy</li> <li>“Our Word Our Ways” – as requested by Districts</li> <li>FNMI Library Resource selection</li> <li>Inspiring FNMI Students to Complete High School – (Conference with Native and Metis speakers talking about what influenced their success in High School and in their later lives as successful artists, illustrators and professionals)</li> </ul>	<p>Six (6) sessions were planned and delivered</p> <ul style="list-style-type: none"> <li><b>146 participants</b></li> <li>Active Engagement: Enhancing the Career Counselling Process</li> <li>Guiding Circles-Understanding Yourself - BOOK 1 - 2 part series</li> <li>Guiding Circles - Finding New Possibilities - BOOK 2 – 2 part series</li> <li>Inspiring FNMI Youth to High School Completion</li> </ul> <p><b>\$11,217 Implementation Grant money expended</b></p>

### Lessons Learned / Next Steps:

- Continue offering FNMI sessions through Social Studies.
- Conferences in Edmonton and Calgary met the needs of some Zone Four participants.
- Work with School Districts on their plans for addressing Goal Three and provide assistance to help them meet their goals.



Designated Funds	Programs Developed as of October 2009	2009 –10 Support for Implementation
<p><b>9. <u>Wellness</u></b></p> <ul style="list-style-type: none"> <li>2009/2010 Imp. Grant allocation \$10,000</li> </ul> <p><b>Alberta Education Contact:</b> Michelle Kilborn <a href="mailto:Michelle.Kilborn@gov.ab.ca">Michelle.Kilborn@gov.ab.ca</a> 780-644-2530</p>	<ul style="list-style-type: none"> <li>Spring programs will be planned for this initiative</li> </ul>	<p>Four (4) Wellness sessions were planned.</p> <ul style="list-style-type: none"> <li>3 were delivered</li> <li><b>26 participants</b></li> </ul> <ul style="list-style-type: none"> <li>FUNDamental Movement Skills for Elementary School Children</li> <li>F.I.T. Breaks - Fun - Innovative - Time for Students in the Classroom</li> <li>Add some Fun to Safety Education in Your High School Classroom!</li> </ul> <p><i>\$990 Implementation Grant money expended.</i></p>

### Lessons Learned / Next Steps:

- Limited need for professional development as the Wellness framework was not released.
- Competing priorities limit the need for programming in this area.
- Explore continuing partnerships with EverActive Schools.



Designated Funds	Programs Developed as of October 2009	2009 – 10 Support for Implementation
<p><b>10. <u>ICT and Distributed Learning</u></b></p> <ul style="list-style-type: none"> <li>2009/2010 Imp. Grant allocation \$25,000 plus other grants supporting this initiative</li> </ul> <p><b>Alberta Education Contact:</b>            Bette Gray <a href="mailto:Bette.Gray@gov.ab.ca">Bette.Gray@gov.ab.ca</a>            780-427-1509</p>	<ul style="list-style-type: none"> <li>- Smart Basic Training</li> <li>- Moderator Training for using Elluminate</li> <li>- Advanced Moderator Training</li> <li>- Digital Citizenship, FOIP, Copyright, Patriot Act – 4 Part series</li> <li>- Legislation and Digital Citizenship: Latest information on Copyright, FOIP, Patriot Act, and Web 2.0 Tools</li> <li>- SMARTBoard Supper Series Div 1 &amp; 2 - 2 part series</li> <li>- Grade 7-12: Cutting through the Jargon – 5 part series</li> <li>- Get SMART with Interactive Resources</li> <li>- Office 2007 for School and Central Office Based Staff</li> <li>- Podcasting in Education using Audacity Animation and Digital Storytelling</li> <li>- Tips on Videoconferencing Delivery</li> <li>- Creating Tutorials with Technology</li> </ul>	<p>One hundred one (101) Technology sessions were planned.</p> <ul style="list-style-type: none"> <li>• 88 were delivered</li> <li>• <b>849 participants</b></li> <li>• 13 cancelled due to low enrolment</li> </ul> <ul style="list-style-type: none"> <li>- Moodle - What is it? - Moodle2</li> <li>- SMARTBoard Cohort - Div2 - 3 parts</li> <li>- SMARTBoard Basic Training</li> <li>- SMARTBoard /Notebook Training</li> <li>- Developing &amp; Using TPAK</li> <li>- Podcasting in the Classroom</li> <li>- SMARTBoards! More than a flashy tool for sticky notes!</li> <li>- Digital Citizenship! What do we know ... Web 2.0 in the classroom</li> <li>- So You Have a SMARTBoard, Now What? &amp; Using Your SMARTBoard</li> <li>- Keynote &amp; Poetry, Garage Band Podcast</li> <li>- Digital Editing for Beginners</li> <li>- It was a Dark &amp; Stormy Night - Digital Storytelling</li> <li>- Footprints in the Clouds: An Exploration of Digital Citizenship &amp; Web 2.0</li> <li>- Integrate Your SMARTBoard with Math &amp; Science</li> <li>- Animation in the Classroom</li> <li>- SMART Response (SENTO)</li> <li>- Two Bright Stars in the Sky: Wikis &amp; Nings</li> </ul>



# Central Alberta Regional Consortium

Working Together: Making a Difference



## ICT and Distributed Learning (continued)

- SMART Ways Administrators....Use Technology
- Creating SMART Notebook Lessons in the Social Studies Classroom – 2 parts
- Communicating in Space...
- Digital Photography in the Classroom
- Sharing the Universe...
- Digital Literacy Projects (LA)
- How to Use Photoshop in your Classroom
- Moodle Basics: How to set up blocks and create your Moodle Course
- Moodle Part II - Moodle beyond the basic resource template in your classroom.
- Creating Tutorials with Captivate
- Integrate Your SMARTBoard with Social Studies & Language Arts
- Integrating Web 2.0 tools in your classes to engage your students with higher levels of critical thinking
- Word & Outlook

\$32,020 Implementation Grant money expended (Distributed Learning grant funds also utilized)

### Lessons Learned / Next Steps:

- Use of technology is a very high professional development need for practicing teachers.
- Creating cohorts that worked together throughout the year was very successful.
- Continue to expand the variety of sessions using and about technology.



Designated Funds	Programs Developed as of October 2009	2009 –10 Support for Implementation
<p><b>11. <u>High School Completion</u></b></p> <ul style="list-style-type: none"> <li>• 2009/2010 Imp. Grant allocation - \$3,000</li> </ul> <p><b>Alberta Education Contact:</b></p> <p>Becky Pretli <a href="mailto:Becky.Pretli@gov.ab.ca">Becky.Pretli@gov.ab.ca</a> 780 644 2282</p>	<ul style="list-style-type: none"> <li>- Your Students have Resumes....Now what? (webinar)</li> <li>- Inspiring FNMI Students to Complete High School – (Conference with Native and Métis speakers talking about what influenced their success in High School and in their later lives as successful artists, illustrators and professionals)</li> </ul>	<p>Three (3) sessions were held</p> <ul style="list-style-type: none"> <li>• <b>52 participants</b></li> <li>- Inspiring FNMI Youth to High School Completion</li> <li>- Helping Students with Writing MC and NR Tests</li> <li>- Your Students Have Resumes...Now What?</li> </ul> <p><i>\$1,725 Implementation Grant money expended</i></p>

### Lessons Learned / Next Steps:

- Zone Four school districts felt they could manage this initiative on their own.
- Many professional development learning opportunities held could be tied to High School Completion (e.g. Positive Behavior Supports, CTS, Literacy)
- Our work with Central Alberta Career Prep was valuable. Unfortunately, this initiative is no longer funded.



Designated Funds	Programs Developed as of October 2009	2009 –10 Support for Implementation
<p><b><u>12. Special Education</u></b></p> <ul style="list-style-type: none"> <li>2009/2010 Implementation Grant allocation \$36,000</li> </ul> <p><b>CARC will promote and collaborate with the local ATA specialist council in co-presenting speakers.</b></p> <p><b>Alberta Education Contacts:</b>            Lorraine Stewart <a href="mailto:Lorraine.Stewart@gov.ab.ca">Lorraine.Stewart@gov.ab.ca</a>            780-422-6554 (Learning Supports)            Gail Campbell <a href="mailto:Gail.Campbell@gov.ab.ca">Gail.Campbell@gov.ab.ca</a>            780-427-1199 (Early Learning)            Marni Pearce <a href="mailto:Marni.Pearce@gov.ab.ca">Marni.Pearce@gov.ab.ca</a>            780-422-5045 (Cross Ministry Service)            Catherine Walker <a href="mailto:Catherine.Walker@gov.ab.ca">Catherine.Walker@gov.ab.ca</a>            780-422-0988</p>	<ul style="list-style-type: none"> <li>Level B Assessment</li> <li>Level B Extended</li> <li>Signed Exact English</li> <li>Assistive Technologies (Read Write Gold, Boardmaker)</li> <li>Threat Assessment Level I and Level II</li> <li>Building Speech and Language Capacity</li> <li>Why Gender Matters</li> <li>Various topics (<b>21 webinars</b>)               <ul style="list-style-type: none"> <li>- Understanding Student Behaviour</li> <li>- Fetal Alcohol Disorder (2 parts)</li> <li>- Learning Disabilities</li> <li>- Emotional/Behavioural Regulation</li> <li>- Anxiety (2 parts)</li> <li>- Students displaying increased aggression and oppositional behaviour (2 parts)</li> <li>- Attention Deficit Hyperactivity Disorder (2 parts)</li> <li>- Sensory Defensiveness/Integration and Behaviour</li> <li>- Autism Spectrum Disorder (2 parts)</li> <li>- Building Upon Beliefs for Success</li> <li>- Domestic Violence &amp; the Effect on Early Brain development (Pre/K)</li> <li>- Social Stars</li> <li>- Social Skills Coaching</li> <li>- Anger Management</li> <li>- Using Boundaries and Consequences Effectively</li> <li>- Grief &amp; Loss</li> <li>- Inclusion (<b>8 VC sessions</b>)</li> <li>- Inclusion: What? Who? When? Why? How?</li> <li>- Working Together as a Team: The Role of Teacher and EA Within the Class</li> <li>- What About the Other Students?</li> </ul> </li> </ul>	<p>Sixty-four (64) Special Education sessions were planned.</p> <ul style="list-style-type: none"> <li>45 were delivered</li> <li><b>763 participants</b></li> </ul> <ul style="list-style-type: none"> <li>- Understanding Student Behaviour</li> <li>- Special Ed in Alberta: A Changing Landscape</li> <li>- Building Speech and Language Capacity</li> <li>- Threat Assessment Level 1 – 2 days</li> <li>- Level B Assessment: 3 part series</li> <li>- Domestic Violence and Its Impact on Brain Development</li> <li>- Inclusion: Who, What, When, Where, Why</li> <li>- Threat Assessment Level 2 – 2 days</li> <li>- Fetal Alcohol Disorder – 2 part series</li> <li>- BoardMaker V.6 Basics</li> <li>- Read &amp; Write Gold</li> <li>- Level B Extended – 2 days</li> <li>- Social Stars</li> <li>- Working Together as a Team - the role of the Teacher and EA</li> <li>- What About the Other Students</li> <li>- Learning Disabilities</li> <li>- Characteristics of Diverse Learners</li> <li>- Why Gender Matters</li> <li>- Emotional Behavioural Regulation</li> <li>- ADHD - 2 Parts</li> <li>- Positive Behaviour Supports</li> <li>- Anxiety - 2 Parts</li> <li>- Differentiated Instruction</li> </ul>



# Central Alberta Regional Consortium

Working Together: Making a Difference



## Special Education (continued)

- Characteristics of a Diverse Learner
- Differentiated Instruction
- Balancing Remediation & Accommodation
- Assessment
- Leveraging Technology

- Students Displaying Increased Aggression /Oppositional Behaviour – 2 parts
  - Classroom Suite 4 Training
  - Balancing Remediation & Accommodation
  - Anger Management
  - Using Boundaries and Consequences Effectively
  - Assessment
  - Sensory Defensiveness/Integration...
  - Solving School Problems: Solution Focused Strategies
  - Universal Design for Learning
  - Grief and Loss
  - How to Teach Academic Vocabulary When You're Not a Reading Teacher
  - Autism Spectrum Disorder 2 Parts
  - Building Upon Beliefs for Success
  - Leveraging Technology
- \$57,967 Implementation Grant money expended*

### **Lessons Learned / Next Steps:**

- Zone Four was not ready for Assistive Technology when grants were available, this year it was very important.
- This group of teachers is very anxious to participate in professional learning opportunities.
- The special Education webinar series was a huge success in the zone.



Designated Funds	Programs Developed as of October 2009	2009 –10 Support for Implementation
<p><b><u>13. Locally Developed Courses</u></b></p> <ul style="list-style-type: none"> <li>• 2009/2010 Imp. Grant allocation \$5,000</li> </ul> <p><b>Alberta Education Contacts:</b>            Shirley Gaffney <a href="mailto:Shirley.Gaffney@gov.ab.ca">Shirley.Gaffney@gov.ab.ca</a>            780-427-5671            Kaye Steward <a href="mailto:Kaye.Steward@gov.ab.ca">Kaye.Steward@gov.ab.ca</a>            780-422-3220</p>	<ul style="list-style-type: none"> <li>• Regional session to share new program software with all Districts</li> <li>• Follow-up sessions as requested</li> </ul>	<p>One (1) session was held</p> <ul style="list-style-type: none"> <li>• <b>13 participants</b></li> <li>- ABEd Locally Developed Courses - Training</li> </ul> <p><b>\$881 Implementation Grant money expended</b></p>

**Lessons Learned / Next Steps:**

Zone Four school districts felt they could manage this initiative on their own.



*d. The consortia plan will be responsive and built in flexibility to best serve the needs of school authority personnel within the area or zone in their efforts of providing quality learning opportunities for students. Consortia would offer a wide variety of learning opportunities and approaches which would include provision for such activities as capacity building, familiarity with programs of studies, facilitating assessment practices, establishing communities of teaching and learning practice based on related research, and assisting school authorities with their implementation plans. Emerging technologies will allow for increased variety for adults to learn.*

**Action** – This philosophy was embedded throughout the plan and is integral to the operation of CARC.

### **Outcome**

CARC conducted a 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 in May 2009. Learning opportunities offered by CARC were 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.

*e. The Consortia will consult with key Alberta Education Lead Managers and Directors (responsible for main implementation subject areas and priority programs) a minimum of twice during the year as well as on a needs basis. These consultations will help allocate funding parameters and priorities for implementations areas. Additionally Consortia Executive Directors will collaborate with one another to establish relative consistency or commonality across the province with respect to subjects, grades and strategic priorities on the Implementation Schedule and Business Plan.*

**Action** - A meeting with Alberta Education Lead Managers and Directors was held on April 7, 2009 with a follow-up meeting on September 11, 2009 to assist with direction for the development of the plan. Executive Directors also collaborated with each other to organize provincial activities and share plans.



### **Outcome**

CARC was open to ideas and suggestions for programming from Alberta Education Lead Managers throughout the year. Executive Directors met regularly to share ideas and programming.

- f. *As part of planning and reporting, the ARPDC will work with stakeholders to develop processes and tools to assist school authorities in the collection as well as tracking and reporting “evidence of success” of effective implementation.”*

**Action** - The ARPDC has established a “Partnership Committee” representing ASBA, CASS, AAC, ATA, Alberta Education, ASCA, Universities and Colleges to develop a framework of the essential conditions and necessary supports for successful implementation. This committee has met numerous times and plans to have a document ready this year. CARC will also explore the concept of longer term effects of professional development as we measure the impact with cohort groups who meet throughout the year.

### **Outcome**

The ARPDC established a committee representing ASBA, CASS, ATA, AB ED, and ASCA, related to the essential conditions necessary for successful implementation. Meetings were held throughout the 2009-2010 year and a document was created “*Guide to Support Implementation: Essential Conditions*” [www.essentialconditions.ca](http://www.essentialconditions.ca). This work will be utilized in 2010 – 2011.

- g. *The ARPDC will collaborate with other PD providers and stakeholders (e.g. AAC, Galileo, 2Learn, ATA, ADETA, and Alberta Post Secondary Institutions), when and where appropriate, in the planning and development of program offerings and supports.*

**Action** – In September 2009, ARPDC received a grant to collaborate with Alberta Education (Workforce Planning Branch, School Technology Branch and System Improvement Group) and partner with other provincial Professional Development providers and leaders to develop and implement a multi-partner, collaborative distributed professional learning demonstration project. In addition to Alberta Education, the principle DPL organizations involved are: 2Learn Education Society; Alberta Assessment Consortium; Alberta Teachers’ Association; Alberta Distributed Education and Technology Association; Galileo Education Network Association; Alberta Technology Leaders in Education; and representation from Alberta Universities (U of L, U of A, U of C, Athabasca University) and Alberta Regional Professional Development Consortium.



## Central Alberta Regional Consortium

Working Together: Making a Difference



CARC will create a cohort of “new teachers”, with representation from all eight Zone 4 districts, to participate in this demonstration project.

CARC has also formed partnerships and is working collaboratively with organizations such as Career Prep, Alberta Assessment Consortium, Careers Next Generation, ADETA, and Zone Four ATA Specialist Councils to plan and deliver learning opportunities.

### Outcome

The ARPDC and other provincial PD providers (Galileo, ATA, U of C, U of A, U of L, AE, 2Learn, and ADETA) met throughout the year to develop technology mediated learning opportunities for implementation of differentiated instruction based on the resource “*Making a Difference*”. CARC also had a regional cohort that met throughout the year to discuss this resource. <http://www.albertapd.ca/Index.aspx>

- h. The Consortium Executive Director will provide a Final Report, which is to include financial information, for this conditional grant to Alberta Education on or before November 30<sup>th</sup> in 2010 and 2011 respectively. The deliverables reported here, shall be from the “proportional funding” with additional details outlining the expenditure of “base funding”. The report will include information relative to evidence of success along with the key indicators and implementation features supported and accomplished during each of the implementation years.*

**Action** – Final report will be submitted.

### Outcome

This document meets the expectation of this deliverable.

- i. A Mathematics Summer Institute in the summers of 2010 and 2011 are to be part of this grant should Alberta Education and stakeholders determine that the institutes are to occur. Alberta Education will provide organizational support and the ARPDC will appoint a Consortia Project Lead, as was the case for two such previous institutes. Costs/Expenses for these will be shared by all seven consortia on a proportional basis (as per distribution formula for proportional funding).*

**Action** – The Executive Director from Northwest Regional Learning Consortium is consortia lead on this project and the Institute will take the form of two one-day regional institutes with provincial connectivity through the use of technology.



## Outcome

Two Math Institute days, using a regional and provincial format, were delivered in January 2010 and June 2010.

- j. *As determined in advance by Alberta Education and ARPDC, regional, provincial and/or other “one-time” activities such as a K&E Symposium(s), ESL Forums(s) and other such events will be part of this grant. ARPDC will coordinate these and appoint Consortia Project Leads as appropriate. All seven Consortium will share costs/expenses on a proportional basis (as per distribution formula for proportional funding).*

**Action** – A number of provincial learning opportunities are planned by Consortia leads. CARC advertises, actively promotes and provides assistance for these forums.

## Outcome

There were no requests for “one time” events during the 2009 – 2010 year that were part of this grant.

- k. *As part of the proportional and / or base funding, each Consortium may employ a subject area(s) coordinator/consultant(s) to help facilitate effective implementation and delivery plans and to suit regional and other stakeholders needs. It is anticipated that ARPDC would collaborate with one another and consult with Alberta Education with regard to the work of such coordinators.*

**Action** – The base funding provides partial funding for the CARC Math Lead teacher who provides regional, district, school, parent and direct teacher-based support for the implementation of the math curriculum.

CARC works with regional school district partnerships as well as other organizations (e.g. AAC, Career Prep, TC2, Central Alberta Teachers’ Convention Association) to provide specialists and to provide sessions, as needed. Other CARC subject area specialists are also utilized to help facilitate and deliver sessions. The Francophone Consortium collaborates with CARC to provide “leadership capacity development” to selected French Immersion teachers so they can provide sessions in Zone Four.

## Outcome

CARC successfully implemented a CARC Math Lead teacher position where this teacher provided regional, district, school, parent and direct teacher based support for the implementation of the math curriculum.



## **Consultations and Collaboration**

During the 2009 – 2010 year, CARC collaborated with various stakeholders to plan, develop and provide appropriate learning opportunities for Zone Four teachers.

Consultations included:

- Zone 4 Curriculum Advisory Committee
- Post Secondary Institution Leaders
- Specific Subject Advisory Committees
- Alberta Education Key Managers
- Alberta Teachers' Association Zone Specialist Councils
- Careers Next Generation
- Alberta Teachers' Association Convention Boards
- Alberta Teachers' Association Zone Four PD Chairs
- Career Prep
- Alberta Assessment Consortium
- College of Alberta School Superintendents – Zone Four



## Impact of Professional Development from the Participant Perspective

The following questions were asked of participants on their session feedback form. Included are a few of their responses:

**The purpose of professional development is to improve student learning. What specific changes will you make in your practice as a result of this learning opportunity?**

### Inclusive Education

- Need to have Read and Write Gold available for student use! This program would greatly improve students' independence and confidence.
- I need time to see where I will use it as there are so many options.
- I will use this program with a number of students that I wouldn't have thought of using it with.
- I will share with co-workers what I have learned. I am excited about using what I have learned.  
*-Read and Write Gold with Ross Ehalt*
- I will be more aware of and include more class activities to meet the needs of my IPP language students.
- I will have more info to relate to parents when they ask questions re: speech and language. I will also be able to suggest strategies to other teachers when they ask.
- I will incorporate these lessons into my planning with the purpose to increase speech and language capacity.  
*-Building Speech and Language Capacity*
- It is always good to get a refresher just to confirm what is being done in the class are good strategies. Use lots of visuals to help students with coping skills.
- I will incorporate more of the 'magic dot' method when using numbers.
- Many strategies were not applicable to our pre-school children and many strategies are being used already in my class.
- Paradigm shift from unwilling to needs a fresh look.
- Focus on students as "whole" people with a life outside of the school.
- The adult can make or break the students' day. I will continue to make my students day by being organized & positive.  
*-Positive Behaviour Supports Webinar Series with Dwaine Souveny*
- STAR – Stop.Think.Act.Respond.
- Use social skills coaching when dealing with discipline issues (the most common problems are related to poor choices in using/not using social skills).
- Have cue card with me with the Attributes of a Good Social Skills Coach; review them daily as to not forget them and implement them daily.
- Do more role playing with my students to help them.
- Practice, practice, practice!!
- Empathy... remembering to try to understand the 'why' behind the behaviour.  
*-Learning Disabilities Webinar with Dwaine Souveny*



### Technology

- I will use the critical challenge and lessons activities that are provided on the Alberta Learning web site more often.
- To be able to use other lessons that have a different view than I presented to add variety to my program.  
*-Middle School SMART Cohort with Kory Sholdice*
- To use SMARTBoard activities more often - less as a display tool and more hands-on for the kids.
- Use my SMARTBoard activities I created in the session and try to have students create activities as well.
- Use many of the resources and techniques to increase student engagement.  
*-SMARTBoard for Language Arts and Social Studies with Karla Holt*

### High School Science

- Provided instant hands-on activities that can be adapted for various levels in my classes.
- More hands on stuff and trying to think more out of the box.
- I will use the Planets, Constant lab, UV lab and Methanol labs this semester.  
*-Science Workshop for Grade 9-12 with Dan Merrills*
- Be able to help colleagues properly use the online submission system.
- Working online in this environment is wonderful!
- Had an opportunity to use thought concepts. Keep this in mind for further presentations.
- Thank you very much for all of your work on this system.  
*-Locally Developed Courses Implementation with Kaye Steward*
- Consider gender when making recommendations to administration, teachers and parents. Use gender norms for assessment.
- Be more cognizant of the power of choice given to students.
- Focus my next lesson on creative writing to include what I have learned today (choice/markings).
- Research along with concrete examples of how we can bring our new learning/understanding was crucial.
- Look at the type /frequency of choice that I offer to my students. Start conversations with other teachers.
- Consider gender differences in my dealing with students. Offer choices in assignments, select novel studies with gender differences in mind.
- Read the book.
- Re-evaluate my teaching practices and commit to integrating at least one new more gender equal activity per week.  
*-Why Gender Matters with Dr. Leonard Sax*



**Other comments regarding the session:**

- This is the hardest of the hard-hitting work we are sometimes called on to perform. Without this information the best we can do is flounder in incompetence. This is critical information for our teams to be trained in.
- Easily the best P.D. I have ever received.
- I am definitely going to be better at listening to content of disclosures not making assumptions before I have done data collection- report worrisome behaviour to my colleagues. The way I go about questioning. I have not assumed in the past that students want to talk or tell the truth.  
*-Threat Assessment Level 2 with Kevin Cameron*
- This was a very informative, practical session. I will definitely be able to use these strategies in my classroom.
- Excellent hands-on info.
- Awesome, well organized presentation with lots of opportunity to apply knowledge.  
*-Get Creative with Digital Video and Animation with Karla Holt*
- I learned a lot about the issue and am motivated to do my own further research. Dr. Sax certainly made his case that if you aren't careful you will reinforce and exaggerate gender differences.
- Stats are interesting. As a mother of boys and teacher I found this info useful.
- Brilliant speaker; well informed.
- It gave me a reason for why I struggled in L.A. class the day before, how I will change it for the day after session. I was able to see why my problems were occurring, given a practical way to change, he addressed my questions and concerns and I will actually be able to easily apply it tomorrow.  
*-Why Gender Matters with Dr. Leonard Sax*



## Appendix 1

Implementation Grant Budget 2009 – 2010	<b>\$385,000</b>
Implementation Grant Carry Over 2008 – 2009	<b><u>\$189,890</u></b>
	<b>\$574,890</b>

Base Funding	2009-2010 Projected	2009-2010 Actual	
Math Teacher Lead	41,000	41,000	
CARC Office management and support	34,000	34,000	<b>\$75,000</b>

Proportional Funding - Implementation Years	2008-2009	2009-2010	
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	<b>\$296,058</b>

Strategic Priorities and Initiatives Funding	2009-2010		
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 Implementation	5,000	881	<b>\$131,063</b>
<b>Total</b>			<b>\$502,121</b>

\*\* Funds from other grants expended in this area as well.

Carryover to 2010 – 2011 Mathematics	\$34,709
Carryover to 2010 – 2011 Implementation	\$38,060



## Appendix 2



Alberta **Regional** Consortia

### Alberta Regional Professional Development Consortia\* Beliefs about Curriculum Implementation

#### Overarching Understanding

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

<b>Our pillars:</b>	Effective Collaboration	(process)
	Effective Practice	(content)
	Effective Adult Learning	(context)

#### 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 7 regional consortium 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.arpdc.ab.ca](http://www.arpdc.ab.ca)

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

## Mathematics Executive Summary 2009 - 2010

Authored by: 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

	2008-2009	2009-2010
<b>Total Events</b>	<b>44</b>	<b>50</b>
<b>Total Participants</b>	<b>631</b>	<b>781</b>
<b>Cancellations</b>	<b>12</b>	<b>15</b>

participants due to number of district delivered events. Our focus was to deliver quality district requested Professional Development.

### 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 neighbouring 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"

**District Zone Four Professional Development Learning Opportunities**

- **118** District-delivered learning opportunities were provided to **1571** teachers and administrator registrations for sessions. These sessions were led by our Mathematics Expert and Facilitator – David DeCoste, Margo Nygard, Carol O’Brien and Brenda MacDonald
- District were still offered Math Module sessions to Grade 2, 5, 8 and Grade 3, 6, 9 and we began working with the High School Teachers mostly Grade 10.

*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*

**District – Delivered Learning Opportunities**

	<b>2008-2009</b>	<b>2009-2010</b>
<b>Total Events</b>	<b>106</b>	<b>118</b>
<b>Total Participants</b>	<b>1967</b>	<b>1571</b>
<b>Cancelled Sessions</b>	<b>6</b>	<b>2</b>

**District Days**

- 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.

## 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."

## **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 (Fitzel). 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 with 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*

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*“If students aren't learning the way you teach, teach the way they learn.”*

*~ Unknown*

## **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.