



Central Alberta Regional Consortium

Working Together: Making a Difference



*Central Alberta Regional Consortium (CARC)
Regional Curriculum
Implementation Report
Grant 2008-0653*

**2010 - 2011
(Year Three)**

www.carcpd.ab.ca

Submitted to Alberta Education
by
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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, 2010 and has continually updated, added and revised sessions based on advisory committee input, participant enrolment and speaker availability.

Over 247 sessions were planned, within the Implementation Grant, during the year in the various subject and initiative areas for approximately 3,837 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 2010 – 2011 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 continues to be imperative to explore the use of technology to provide implementation programming in the future. Technology mediated PD does, however, require more time and resources for planning and delivering.



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Financial Summary

Implementation Grant Budget 2010 – 2011	\$385,000.00		
Implementation Grant Carry Over 2009 – 2010	\$ 38,060.38		
Math Implementation Grant Carry Over 2009 – 2010	\$ 34,708.53		
		Total	\$457,768.91

Base Funding	2010-2011 Proposed	2010-2011 Actual	
Math Teacher Lead	41,000	41,000	
CARC Office Management and Support	34,000	34,000	\$75,000

Proportional Funding - Implementation Years	2010-2011 Proposed	2010 – 2011 Actual	
Mathematics (does not include \$41,000 base funding)	224,709	216,498	
Languages **	10,000	0	
Knowledge and Employability	5,000	0	
High School Science	10,000	6,520	\$223,018

Strategic Priorities and Initiatives Funding	2010-2011 Proposed	2010-2011 Actual	
Literacy**	35,000	43,700	
FNMI**	20,000	13,101	
English As A Second Language	10,000	5,067	
Special Education	30,000	71,053	
ICT and Distributed Learning	30,060	29,457	
Other	8,000	0	\$162,378
TOTAL	\$457,769		\$460,396
			\$2,627

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

Carryover to 2011 – 2012	Mathematics \$8,211.82
Carryover to 2011 – 2012	Implementation -\$10,839



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Project Background and Design

Alberta Education has provided an annual grant of \$385,000 for each of three years (2010 – 2011 year three) 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 as well as private and band schools. It extends 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 the Zone include:

- Alberta Education
- Alberta Regional PD 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 207 public schools, along with various private, charter, and band-operated schools serving over 51,000 students within this region. Approximately 3,000 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 such as video conferencing and webinars.

Rather than a specialist model, the norm for Zone 4 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 2010 - 2011

\$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 will use the \$75,000 to maintain office staff and to pay a portion of the CARC Mathematics Facilitator. This will help 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.

Outcome

CARC utilized these funds for a portion of the Math lead teacher, working elbow-to-elbow with teachers, as well as office and technical support for implementation sessions.

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 2010-2011 Consortia year, professional development and support activities will be provided for subjects and grade levels to be implemented and in preparation for the 2011-2012 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 sends 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. A variety of subject specific advisory committees also meet throughout the year. The ARPDC meets regularly to discuss and share ideas and activities related to the Consortia Implementation Plans.

Outcome

CARC worked collaboratively with all eight school jurisdictions in Zone 4.



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b + c. *Each consortium will prepare a professional development / implementation strategy, including a work plan and budget and implementing the work plan for the 2010-2011 school year. The work plans in accordance with the Alberta Education Implementation Schedule will be submitted by October 31, 2010.*

Action – CARC Curriculum Implementation Grant (see below)

Outcome

CARC offered over 240 programs to 3,837 participants in a wide variety of implementation subject areas, Alberta Education initiatives, as well as locally identified areas.

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 is embedded throughout the plan and is integral to the operation of the Central Alberta Regional Consortium.

Outcome

CARC conducted a needs assessment survey in Spring 2009, in partnership with the ATA, to determine the needs of teachers. This survey will be reoccurring every two years. Regular meetings with school curriculum coordinators also occurred including face-to-face meetings with each of the eight school districts in Zone Four in May, 2010. 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.*



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Action – Alberta Education has provided documentation to assist with direction for the development of the plan. Executive Directors also collaborate 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, and Universities and colleges to develop a framework of the essential conditions and necessary supports for successful implementation. This committee has met numerous times and prepared a document related to essential conditions to support implementation. CARC will invite school districts to participate in pilots to explore use of this document.

Outcome

CARC worked with school districts to promote use of the document “*Guide to Support Implementation: Essential Conditions*” www.essentialconditions.ca in their planning and implementation.

- 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 – Partnerships with other PD providers will be explored to plan and develop program offerings.

CARC has also formed partnerships and is working collaboratively with organizations such as Alberta Assessment Consortium, Careers Next Generation, ADETA, and Zone 4 ATA Specialist Councils to plan and deliver learning opportunities.

Outcome

The ARPDC and other provincial PD providers (Galileo, ATA, U of C, AE, 2Learn, and ADETA) met throughout the year to develop provincial technology mediated learning opportunities. CARC planned and delivered two projects (technology and math) to assist teachers from across the province with differentiation of instruction.

<http://www.albertapd.ca/Index.aspx>



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- 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 30th in 2010 and 2011 respectively. The deliverables reported on 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 reports 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 consortium 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 2011 and June 2011.

- 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 2010 – 2011 year that were part of this grant.



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- 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 Mathematics Facilitator 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, 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 4.

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. Two part time Math Consultants lead planning and consultation for CARC math implementation support.



Action – CARC Curriculum Implementation Grant

Designated Funds	Programs Developed as of October 2010	2010–11 Support for Implementation
<p>1. Mathematics</p> <ul style="list-style-type: none"> • 2009/2010 Imp. Grant remaining \$ 34,708.53 • 2010/2011 Imp. Grant allocation \$190,000 plus \$41,000 from Base funding – total \$265,708.53 • Two Mathematics Curriculum Consultants have been seconded (total .4 FTE). CARC has also seconded a full time Math Facilitator who is available for district / school requests. CARC has further seconded two part time Math 10-3 teachers to participate on a Moodle site in partnership with SAPDC. <p>Highlights of the 10-11 Plan</p> <ul style="list-style-type: none"> • http://www.carcpd.ab.ca/programs/focus/math.html • Provide regional and district mathematics learning opportunities. • Build leadership capacity within the CARC region. • 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. • Explore alternative professional development strategies. • Partner with SAPDC to post Math 10-3 teacher lesson plans/assignments/activities on a moodle where teachers across the province can access and participate in discussions http://moodle.sapdc.ca/ • Provide sessions for local Teachers’ Conventions. • Provide sessions on the Math Administrators toolkit. • Planning and participation in two Provincial/Regional Math Institute days. 	<ul style="list-style-type: none"> • Math Learning Carpet • Integrating SMART Boards with Elementary Math • Math SMARTBoard Session • Active Learning = "Mathletics and Lexercises" Integrating math into the Physical Education Classroom • Developing Thinking in Mathematics • Integrating SMART Boards with Elementary Math • Early Literacy & Numeracy Cohort K-3 SMART Boards • Circle Properties • How to use SMART Math Tools in your Math Classroom <p>Cohort Groups</p> <ul style="list-style-type: none"> • Early Literacy & Numeracy Cohort K-3 SMART Boards – 5 Days • Grade 10 Math Cohort • Time to Get SMART and Other Web 2.0 Tools in the Math Classroom - Gr.4-9 COHORT 4 Days <p>District Days</p> <ul style="list-style-type: none"> • Grade 10 Math • Grade 7/8 Math • Math 6-9 Math • Math 6 Math • Admin Toolkit for Math 	<p>Thirty-three (33) Math sessions were planned 26 were delivered (416 participants)</p> <ul style="list-style-type: none"> • Circle Properties • Circle Properties in Gr. 9 Math (x2) • Early Literacy & Numeracy t K-3 SMART Boards - (x5) • Grade 10 Math Cohort • How to use SMART Math Tools in your Classroom • Integrating SMART Boards with Elem Math (x3) • Junior / Senior High Round Table • Math Curriculum Makeover (x3) • Math Learning Carpet • Math SMARTBoard Session • Math10C: The Nspired Way from Texas Instruments • Power of Ten • SMARTBoard Math/Science Grades K-9 • The New Pre-Calculus 11 and You • High School Math Institute Games <p>9 were cancelled due to low enrolment</p> <ul style="list-style-type: none"> • Math Learning Carpet • Circle Properties (Camrose) • Developing Thinking in Mathematics • Active Math/Box Cars & One Eyed Jacks K-3 • Active Math/Box Cars & One Eyed Jacks Gr.4-6 • Active Learning = "Mathletics and Lexercises" (x2) • Circle Properties (Rocky Mountain House)



<p><u>Mathematics</u> (continued)</p> <p>Technology based alternative delivery methods are being utilized in current sessions and explored for further learning opportunities.</p> <p>Alberta Education Contacts: Christine Henzel Christine.Henzel@gov.ab.ca (780) 415-8958 Helene Gendron Helene.Gendron@gov.ab.ca</p>	<p>High School Math Institutes</p> <ul style="list-style-type: none">Regional Institutes held in January and June using regional face-to-face and provincial VC sessions	<p>District Days</p> <p>Fifty five (55) sessions were planned 47 were delivered (443 participants) 8 were cancelled due to low enrolment</p> <p>Cohort Groups</p> <p>Ten (10) sessions were planned 3 were delivered (18 participants) 7 were cancelled due to low enrolment</p> <p>High School Math Institutes</p> <p>2 sessions were planned and delivered (50 participants)</p> <p>\$257,498 Implementation Grant money spent</p>
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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.
- 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 21st century teacher, thus we will work to offer PD opportunities in anytime, anyplace, any pace, and any space environments.
- The Math demonstration classes for 10–C and 10-3 were very successful and will be continued next year. It is planned for other consortium to also have demo classes so all High School Math subjects are covered.



Designated Funds	Programs Developed as of October 2010	2010–11 Support for Implementation
<p>2. Languages</p> <p>http://www.carcpd.ab.ca/programs/focus/french.html http://www.carcpd.ab.ca/programs/focus/languages.html</p> <ul style="list-style-type: none"> • 2010/2011 Federal French allocation \$23 775 • 2010/2011 Imp. Grant allocation \$15 000 <p>Technology based alternative delivery methods are being utilized in current sessions and explored for further learning opportunities.</p> <p>CARC will promote and collaborate on Provincial Languages learning opportunities planned by lead Consortiums:</p> <ul style="list-style-type: none"> • Calgary Regional Consortium • Edmonton Regional Learning Consortium • Southern Alberta Professional Development Consortium <p>Alberta Education Contacts: Catherine Walker Catherine.Walker@gov.ab.ca (780) 422 0988 Christina Bexte Christina.Bexte@gov.ab.ca (780) 422–3216 Sigrid Olsen Sigrid.Olsen@gov.ab.ca (780) 422–2669</p>	<p>Second Languages</p> <p>French Language</p> <ul style="list-style-type: none"> • Help Your Students Learn to Pronounce French 6-12 • Help Your Students Learn to Pronounce French K-5 • Assessment in French as a Second Language Classroom <p>Cohort Groups</p> <ul style="list-style-type: none"> • French Immersion Literacy Cohort • La folie francofun' FI • La folie francofun' FLS 	<p>Twelve (12) French sessions were planned 9 were delivered (172 participants)</p> <ul style="list-style-type: none"> • French Camp Level 2/3 (x3) • Help Your Students Learn to Pronounce French 6-12 • Help Your Students Learn to Pronounce French K-5 • Assessment in French as a Second Language Classroom • Do Your Students Struggle to Pronounce French Clearly? (x2) • French Immersion for Administrators 3 were cancelled due to low enrollment • French Camp Beginners (x3) <p>Cohort Groups Sixteen (16) sessions were planned 13 were delivered (116 participants)</p> <ul style="list-style-type: none"> • La folie francofun' FI (x3) • La folie francofun' FLS (x3) • French Immersion Literacy Cohort (x4) • French Immersion Humanities, Math and Science Sharing Session Gr. 6-9 (x3) <p>3 were cancelled due to low enrolment</p> <ul style="list-style-type: none"> • French Immersion Technology Cohort (x3) <p>No Implementation Grant money spent</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 2010	2010–11 Support for Implementation
<p><u>3. Knowledge and Employability</u></p> <ul style="list-style-type: none"> 2010/2011 Imp. Grant allocation \$10 000 Technology based alternative delivery methods are being utilized in current sessions and explored for further learning opportunities. <p>CARC will promote and collaborate on Provincial K and E learning opportunities planned by lead Consortium:</p> <ul style="list-style-type: none"> Learning Network <p>Alberta Education Contact: Ann Marie Lyseng Annmarie.Lyseng@gov.ab.ca (780) 422-0820 Keith Millions Keith.Millions@gov.ab.ca (780) 422-1899</p>	<ul style="list-style-type: none"> 10-4 Social Studies (organized by Learning Network) Other programs have not yet been planned for this area; topics have been identified but speakers have not yet been identified Possible provincial cohort development 	<p>One (1) session was planned and presented (25 participants)</p> <ul style="list-style-type: none"> Knowledge & Employability Courses for Your Classroom <p>No Implementation Grant money spent</p>

Lessons Learned / Next Steps:

- There are so many competing priorities for teachers with Knowledge & Employability students; they feel they get ideas from sessions for specific curriculum areas.
- We will organize a series of webinars to promote this area.



Designated Funds	Programs Developed as of October 2010	2010–11 Support for Implementation
<p>4. <u>High School Science</u></p> <p>2010/2011 Imp. Grant allocation \$10 515 http://www.carcpd.ab.ca/programs/focus/science.html Technology based alternative delivery methods are being utilized in current sessions and explored for further learning opportunities.</p> <p>CARC will promote and collaborate on Provincial Science learning opportunities planned by lead Consortium:</p> <ul style="list-style-type: none"> Learning Network <p>Alberta Education Contact: Laura Pankratz Laura.Pankratz@gov.ab.ca (780) 422-5465 Francois Lizaire Francois.Lizaire@gov.ab.ca (780) 422 7992</p>	<ul style="list-style-type: none"> Using Science Gizmos in the High School classroom Chemistry Cohort (8 day face to face interaction and “Moodle” interaction between sessions) Physics Cohort (8 day face to face interaction and “Moodle” interaction between sessions) Webinars in Physics and Chemistry in planning stages 	<p>Twenty-two (22) sessions were planned 4 were delivered (84 participants)</p> <ul style="list-style-type: none"> Everything I Learned about Teaching, I Discovered Underwater Free Resource: Hands-On Science Workshops for Students and Teachers Engaging Students in High School Chemistry SMARTBoard Math/Science Grades K-9 Creation & Resources <p>18 were cancelled due to low enrolment</p> <ul style="list-style-type: none"> Physics Cohort (x5) Chemistry Cohort (x6) Middle School Science & Technology Cohort (x4) Geocaching 101 <p>\$6,520 Implementation Grant money spent</p>

Lessons Learned / Next Steps:

- While teachers requested sessions and cohorts, they did not register for the sessions.
- High School teachers do not like to leave their Science classrooms, but we will keep trying to find learning opportunities that work.



Alberta Education Business Plan Strategic Priorities and Initiatives

Based on AE's Priorities and Initiatives	Programs Developed as of October 2010	2010–11 Support for Implementation
<p>5. Literacy</p> <ul style="list-style-type: none"> 2010/2011 Imp. Grant allocation \$25 000 http://www.carcpd.ab.ca/programs/focus/ela.html Technology based alternative delivery methods are being utilized in current sessions and explored for further learning opportunities. <p>CARC will promote and collaborate on Provincial Literacy learning opportunities planned by lead Consortiums:</p> <ul style="list-style-type: none"> Edmonton Regional Learning Consortium Calgary Regional Consortium <p>Alberta Education Contact: Jennifer Bushrod Jennifer.Bushrod@gov.ab.ca (780) 422-0624 Shelley Wells Shelley.Wells@gov.ab.ca (780) 427-3776 Ann Marie Lyseng Annmarie.Lyseng@gov.ab.ca (780)-422-0820</p>	<ul style="list-style-type: none"> Integrating SMART Boards with Elementary Language Arts Adding Value To Student's Story Writing Differentiated Instruction using Technology with Digital Literacy Handwriting without Tears Writing Process Needs A Makeover Guided Learning Approach - Speaking & Reading Gr 1-3 Guided Learning Approach - Writing Gr 1-3 A Writer's Coaching Clinic Exemplars--Your Most Powerful Resource 	<p>Twenty-three (23) sessions were planned 15 were delivered (272 participants)</p> <ul style="list-style-type: none"> Integrating SMART Boards with Elementary Language Arts Adding Value To Student's Story Writing Handwriting without Tears Guided Learning Approach - Writing Gr 1-3 Putting Fluency Back in Perspective Universal Design for Learning - Teaching Everybody's Children WRITE ON! Writing Made Easy K - 2 Gr. 6 & 9 Achievement Test Writing SMARTBoard Humanities Grades K-9 Creation & Resources Curriculum, Assessment and the 6+1 Traits of Writing – How Do They Fit? Success Stories from the Classrooms: Using Non-fiction to Strengthen Competencies in Literacy, K-6 SMARTBoard Humanities Grades K-9 Creation & Resources Teaching the Critical Essay to 21st Century Learners Teaching "The Novel" To 21st Century Learners



<p>Literacy (continued)</p>		<p>8 were cancelled due to low enrolment</p> <ul style="list-style-type: none">• Differentiated Instruction using Technology with Digital Literacy• Writing Process Needs A Makeover• Guided Learning Approach - Speaking & Reading Gr 1-3• A Writer's Coaching Clinic (x2)• Exemplars--Your Most Powerful Resource• Curriculum, Assessment and the 6+1 Traits of Writing – How Do They Fit?• High School Humanities SMART Workshop <p>\$43,700 Implementation Grant money spent</p>
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Lessons Learned / Next Steps:

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



Based on AE's Priorities and Initiatives	Programs Developed as of October 2010	2010–11 Support for Implementation
<p>6. <u>English As A Second Language</u></p> <ul style="list-style-type: none"> 2010/2011 Imp. Grant allocation \$20 000 http://www.carcpd.ab.ca/programs/focus/esl.html <p>Technology based alternative delivery methods are being utilized in current sessions and explored for further learning opportunities.</p> <p>CARC will promote and collaborate on Provincial English Language Learners learning opportunities planned by lead Consortium:</p> <ul style="list-style-type: none"> Calgary Regional Consortium <p>Alberta Education Contacts: Catherine Walker Catherine.Walker@gov.ab.ca (780) 422-0988 Mike Ettrich Mike.Ettrich@gov.ab.ca (780) 644-8195 Kathy Salmon Kathy.Salmon@gov.ab.ca</p>	<ul style="list-style-type: none"> Understanding & Using English Language Proficiency Benchmarks Part 1 and follow-up in Spring 2011 	<p>Eight (8) sessions were planned and 8 were delivered (112 participants)</p> <ul style="list-style-type: none"> Understanding & Using English Language Proficiency Benchmarks Creating a Second Language Student Presentation English as a Second Language '101' Making a Difference in L2: Differentiated Instruction in the Second Language Classroom Storytelling to Bridge Culture and Build Language with ESL Students (x2) ESL Tips Building Leadership capacity in ESL - Benchmarks - Follow-up <p>\$5,067 Implementation Grant money spent</p>

Lessons Learned / Next Steps:

- This is an emerging need in central Alberta.
- We will continue to search out speakers and offer sessions.



Based on AE's Priorities and Initiatives	Programs Developed as of October 2010	2010–11 Support for Implementation
<p>7. FNMI</p> <ul style="list-style-type: none"> 2010/2011 Imp. Grant allocation \$20 000 <p>http://www.carcpd.ab.ca/programs/focus/fnmi.html</p> <p>CARC will promote and collaborate on Provincial FNMI learning opportunities planned by lead Consortiums:</p> <ul style="list-style-type: none"> Edmonton Regional Learning Consortium <p>Alberta Education Contacts: Linda Pelly Linda.Pelly@gov.ab.ca (780) 427-5411 Debbie Mineault Debbie.Mineault@gov.ab.ca Victoria Forchuk Victoria.Forchuk@gov.ab.ca (780) 415-9580 Gena Kolay Gena.Kolay@gov.ab.ca (780) 422-3258</p>	<ul style="list-style-type: none"> Learning from the Land FNMI Literature Resource Kit FNMI Family & Community Engagement Implementing FNMI Collaborative Frameworks 	<p>Fourteen (14) sessions were planned 12 were delivered (649 participants)</p> <ul style="list-style-type: none"> Learning from the Land FNMI Literature Resource Kit FNMI Family and Community Engagement Cross-Cultural Training Workshop FNMI Curriculum Infusion in the Elementary Classroom Moving Forward: Implementing FNMI Collaborative Frameworks Culturally Responsive Educational Practices & Resources (x2) FNMI Literature Resource Kit: K - 6 FNMI Families, Parents and Communities Engagement Workshop Culturally Responsive Educational Practises and Resources Moving Forward: Implementing FNMI Collaborative Frameworks <p>2 were cancelled due to low enrolment</p> <ul style="list-style-type: none"> Teaching Treaties in the Classroom FNMI Literature Resource Kit <p>\$13,101 Implementation Grant money spent</p>

Lessons Learned / Next Steps:

- Work with School Districts on their plans for addressing Goal Three and provide assistance to help them meet their goals.
- Continue to plan and organize local FNMI field trips “Learning from the Land”.



Based on AE's Priorities and Initiatives	Programs Developed as of October 2010	2010–11 Support for Implementation
<p>8. Inclusive Education</p> <ul style="list-style-type: none"> 2010/2011 Imp. Grant allocation \$36 000 <p>http://www.carcpd.ab.ca/programs/focus/specialed.html</p> <p>Technology based alternative delivery methods are being utilized in current sessions and explored for further learning opportunities.</p> <p>CARC will promote and collaborate with the local ATA specialist council in co-presenting speakers.</p> <p>Alberta Education Contacts: Dianne McConnell Dianne.McConnell@gov.ab.ca (780) 422-6544(Sp. Ed Branch) Gail Campbell Gail.Campbell@gov.ab.ca (780)427-1199 (Early Learning) Marni Pearce Marni.Pearce@gov.ab.ca (780) 422-5045 (Cross Ministry Service) Catherine Walker Catherine.Walker@gov.ab.ca (780) 422-0988</p>	<ul style="list-style-type: none"> Level B Assessment Level B Advanced Positive Relationship Building Building Speech and Language Capacity – Gr 1 Read & Write Gold Teachers and Educational Assistants Working Together Part 1 and 2 Deaf & Hard of Hearing Students in Inclusion Settings Modification of the Classroom Environment Supporting Speech & Language Needs in the Grade 2 Classroom Differentiated Instruction Understanding Student Behaviour Read and Write Gold Read and Write Gold Advanced Social Skills Instruction "Working with Hearing Impaired Students" Print Power Positive Reinforcement Read and Write Gold Fair and Predictable Consequences Collaborative Teamwork and a Wraparound process Data Driven Decision Making Individual Support Plans 	<p>Sixty-one (61) sessions were planned 61 were delivered (954 participants)</p> <ul style="list-style-type: none"> Attack Problem Behaviors Building Speech and Language Capacity - Grade One Collaborative Problem Solving for the Explosive Child (x2) Deaf & Hard of Hearing Students in Inclusion Settings(x2) Introduction to Autistic Spectrum Disorders: An Educational & Behavioural Service Delivery Model Level B Assessment (x6) Level B Extended Day 1 (x2) Positive Relationship (x10) Print Power Reaching Every Student: Universal Design for Learning (UDL) & Differentiated Instruction Read & Write Gold ADV (x2) Read & Write Gold for PDPsD Administrators Read & Write Gold Introduction (x4) Removing Barriers to Achievement: Supporting Students on the Autism Spectrum S.E.E. Introductory Level (x8) S.E.E. Level 1 (x10) Supporting Speech & Language Needs in the Grade 2 Classroom Teachers and Educational Assistants Working Together (x2) Threat Assessment Level 1 (x2)



<p><u>Inclusive Education</u> (continued)</p>		<ul style="list-style-type: none">• Trauma & Attachment: Understanding & Working with Them in School-Based Settings (x2)• Understanding Student Behaviour (Part 4 of 10)• Working with Parents of Children with Exceptional Learning Needs <p>0 were cancelled due to low enrollment</p> <p>\$71,053 Implementation Grant money spent</p>
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Lessons Learned / Next Steps:

- This group of teachers is very anxious to participate in professional learning opportunities.
- Inclusive education sessions attract support staff as well as teachers.
- Sessions on assistive technology are being requested more and more.



Based on AE's Priorities and Initiatives	Programs Developed as of October 2010	2010–11 Support for Implementation
<p>9. <u>ICT and Distributed Learning</u></p> <ul style="list-style-type: none"> 2010/2011 Imp. Grant allocation \$25 000 <p>http://www.carcpd.ab.ca/programs/focus/technology.html</p> <p>Technology based alternative delivery methods are being utilized in current sessions and explored for further learning opportunities.</p> <p>Alberta Education Contact: Bette Gray Bette.Gray@gov.ab.ca (780) 427 1509</p>	<ul style="list-style-type: none"> Intro to Word & Outlook 2007 Advanced Features of Word & Outlook 2007 Beginner Training for SMART Board & SMART Notebook Understanding and Teaching Digital Citizenship Learning to Use SMART Response with Student Assessment How to Facilitate Meaningful VC SMART Response - Formative Assessment Applications Digital Copyright - Where to find appropriate digital resources MS Publisher Workshop Word Advanced 2007 Integrating SMART Boards with Junior High Curriculum What's New in Word 2007 Google Earth – Learn navigation tools in Google earth for your Social Studies, Science or Language Arts classroom. Technology Leaders Series: Digital Copyright, Media Awareness Trainer, Passport to the Internet 5 Parts Excel Advanced 2007 SMART Student Engagement – Learn how to get your students more involved in your SMARTBoard lessons. Elluminate for Teachers & Student - Learn to engage and interact with students in Elluminate. Media Awareness Train the Trainer Google Sites for Student Portfolios Technology Conference Media Awareness – Fact or Folly! & Kids for Sale! 	<p>Seventy-two (72) sessions were planned 46 were delivered (526 participants)</p> <ul style="list-style-type: none"> Intro to Word & Outlook 2007 (x4) Advanced Features of Word & Outlook 2007 (x2) Beginner Training for SMART Board and SMART Notebook Understanding and Teaching Digital Citizenship Learning to Use SMART Response with Student Assessment SMART Response - Formative Assessment Applications How to Facilitate Meaningful VC MS Publisher Workshop Digital Copyright - Where to find appropriate digital resources Integrating SMART Boards with Junior High Curriculum What's New in Excel 2007 What's New in Word 2007 Excel Advanced 2007 Reality Bytes (x5) SMART Gallery Tools Moodle Mayhem: Next steps after your basic Moodle course SMARTBoard Workshop for Substitute Teachers A Gagggle of Advanced Features in Moodle Passport to the Internet Powerpoint 2010 Webinar – What are the changes? Understanding and Teaching Digital Citizenship Understanding and Using Web 2.0 Tools for Instruction Photoshop 5.0 for Beginners Professional Learning Communities for the Classroom Teacher SMARTBoard Workshop for Substitute Teachers Google Earth Social Networking in the Classroom How you can use an iPad/iPod in your Classroom SMARTBoard Assessment Workshop including Senteo! Google Apps - Picassa, Sketchup & Google Earth



ICT and Distributed Learning (continued)

- Leaping Forward in a Connected Age (x2)
- SMARTBoard Workshop
- Google Applications (x2)
- Integrating Technology into your Pedagogy! Let's Get SMART and Create a Classroom Collaborative Space!
- Using a SMART Table in your Elementary Classroom
- Learn About Video Streaming

26 were cancelled due to low enrollment

\$29,457 Implementation Grant money spent

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.



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Consultations and Collaboration

During the 2010 – 2011 year, CARC collaborated with various stakeholders to plan, develop and provide appropriate learning opportunities for Zone 4 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
- Alberta Teachers' Association Convention Boards
- Alberta Teachers' Association Zone 4 PD Chairs
- 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

- I will be very attentive to where my student is sitting in the classroom in relation to everyone else. As well I will be very aware of looking at him when I am dictating spelling words, giving information and when I am using the smartboard (as I often talk while writing on the smartboard with my back to the class).
-- Deaf & Hard of Hearing Students in Inclusion Settings with Kim Bizuk
- To develop a stronger awareness to the facets children are exposed to; recognizing typologies of individuals and utilize assessment.
- The additional knowledge and information I learned today will directly benefit my role as a VP and in dealing with students and parents.
--Threat Assessment Level 1 with Kevin Cameron
- To be more focused on noticing changes in students before meltdowns occur.
- Reinforces other teaching and learning about the importance of relationships.
- Instill Collaborative problem solving techniques in my classroom. Applicable immediately.
- Encourage teachers and other staff to learn more on this topic!
- As a result of this session, we plan to initiate school-wide and possible division-wide commitment to Collaborative Problem Solving.
--Collaborative Problem Solving for the Explosive Child with Deb Johansson

FNMI

- I was able to improve my understanding of the FNMI and have firsthand discussion with those that are actual First nations. I wish there were more opportunities like this for PD. My understanding of First Nations perspective grows with each one of these sessions. Thank you for providing this opportunity.
- Try to involve my students more with the ideas and understandings of the First Nations - inquire about possible conference teaching and getting some Elders to come to the school
--Learning from the Land with Dwayne Donald, Blair First Rider & Heinz Pyszczyk
- This session allowed us to focus on helping our native and aboriginal students.
- This session helped us to acknowledge the rich history and culture of the native people and to acknowledge the pain they survived.
--Cross Culture Training with Roy & Judy Louis

French

- It would be beneficial for each Grade level teacher to meet and collaborate with fellow colleagues in their school (We need the gift of time and support!) and even other grade level teachers from other schools to implement this process so that there is a common goal and process for all French teachers at all levels.
--Help Your Students Learn to Pronounce French K-5 with Myriam Lemay



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- I will use research-based practices, ideas and activities gained during this session. I learned so much and so much of it is extremely practical material/knowledge
- I will use the games Cecile presented. I will review the research and use the suggestions in my daily practice. Wow! Bravo Cecile!
--French Immersion Literacy Cohort with Cecile Ashley

Math

- Excellent structure. Allowed for collaboration and exploring activities. No time was wasted.
- Greater use of project integration using math skills can be applied at any grade level – we just need to stimulate our imagination!
--Math SMARTBoard with Pat Bohnet
- Loved the hands-on activities and different ways of teaching the same objectives – touches more students. Games!
- Making better use of arrays as an added part of differentiating my classroom instruction
--Grade 10 Math Cohort with Corey Borys

Technology

- I will no longer be intimidated with using a SmartBoard and will be able to tie it in with other activities.
- I will always make sure to bring one fun activity on a flash drive to each class.
- Actually use the Smartboard – even just for writing
--Smartboard for Substitute Teachers with Pat Bohnet
- I loved this course. I was familiar with the program but often found it frustrating when trying to work on other people's past documents. I was also able to discover many new ways of saving time and work on the tasks I currently handle.
--Word Advanced with Lianne Kruger

Other comments regarding sessions:

- It was a fabulous session. I came out of there with a wealth of information that I feel is very valuable in helping me with teaching my hard of hearing student. I gained a greater understanding of both his condition as well as the daily struggles he faces with his learning. I couldn't believe how quickly the 2 hours flew by. Thank you!!
- I truly appreciate the opportunity to receive such helpful assistance! The afterschool time slot allowed for little costs to me (ie. no sub costs at school) and no need for extra planning (for a sub). The venue was excellent for this type of presentation.
- I started using some of the strategies at school today - boy, did they make a difference in our day ! Thank you for all of your help!
- To be a better listener, to focus on building relationships and empower!
- Deaf & Hard of Hearing Students in Inclusion Settings with Kim Bizuk
- Money for fieldtrips or ideas on how to get my students to these cool places with First Nations speakers without a huge cost.
- I loved this session. It was so cool to be looking at and be standing on Alberta history It was not the typical in-service where you sit at a table and listen to presenters, which made it very meaningful. We were there! We could see with our own eyes. We could envision what the landscape looked like 1000



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years ago. We could smell the prairie grasses and feel the wind blowing against us on the top of the "mountains". We heard genuine First Nations stories in a real venue. Thank-you for taking the risk to let us venture out on this awesome fieldtrip. I can't wait to get my students there!

--*Learning from the Land* with Dwayne Donald, Blair First Rider & Heinz Pyszczyk

- Incorporate a few of the strategies brainstormed in the report into classrooms I work in. For example, bring a parent (or grandparent) to school day.
- Take it back to my administration and encourage some of the suggestions.
- Empowering Aboriginal parents to advocate for their children and encourage them to find their voice.

-- *Implementing FNMI Collaborative Frameworks* with Darlene Hays

- It was a terrific day! I learned a lot and my long trip from Calgary to come and listen to Myriam was certainly worth it. Thank you so much!

- Very well done we needed something like this thank you for listening

--*Help Your Students Learn to Pronounce French K-5* with Myriam Lemay

- Excellent, and Mark is a great presenter - interesting, knowledgeable and patient. I appreciated his ability to address the many levels of expertise and questions in the group.
- I would encourage this type of experience annually for more teachers, or as part of teacher's convention.
- I will definitely keep my eyes open for more sessions with your organization. Thank you, and keep up the great job you are so helpful to all of us.

-- *Integrating SMART Boards with Elementary Math* with Mark McWhinnie

- This was a wonderful day - probably one of the most positive and encouraging, inspiring PD sessions I've attended. I hope it's offered again next year in this division, because I now many of my colleagues would benefit from attending.
- Candace is an outstanding presenter. Always held our attention and let us do a lot of the work. Very hands-on. For a full day session....we didn't have that 2:00 crash!

-- *SMART Boards for Division 2 - Day 1* with Candace Beaton

- Great price for the time and content!
- Session was made available to subs at a great cost!
- Well organized, well taught and practical
- Awesome value, thanks!

-- *SMART Boards for Subs* with Karla Holt



Appendix 1

Financial Summary

Implementation Grant Budget 2010 – 2011	\$385,000.00		
Implementation Grant Carry Over 2009 – 2010	\$ 38,060.38		
Math Implementation Grant Carry Over 2009 – 2010	\$ 34,708.53		
		Total	\$457,768.90

Base Funding	2010-2011 Proposed	2010–2011 Actual	
Math Teacher Lead	41,000	41,000	
CARC Office Management and Support	34,000	34,000	\$75,000

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

Proportional Funding - Implementation Years	2010-2011 Proposed	2010–2011 Actual	
Mathematics (does not include \$41,000 base funding)	224,709	216,498	
Languages**	10,000	0	
Knowledge and Employability	5,000	0	
High School Science	10,000	6,520	\$223,018

Strategic Priorities and Initiatives Funding	2010-2011 Proposed	2010–2011 Actual	
Literacy**	35,000	43,700	
FNMI**	20,000	13,101	
English As A Second Language	10,000	5,067	
Special Education	30,000	71,053	
ICT and Distributed Learning	30,060	29,457	
Other	8,000	0	\$162,378
TOTAL	\$457,769		\$460,396
			\$2,627

Carryover to 2011 – 2012	Mathematics	\$8,211.82
Carryover to 2011 – 2012	Implementation	-\$10,839.00



Appendix 2

MATH IMPLEMENTATION 2010 - 2011

Revenue		2010-2011 Proposed	2010-2011 Actual
Carry Over 2009-2010		34,708	34,708
Implementation (Admin)		41,000	41,000
Implementation (Math)		190,000	190,000
Registration Fees		11,000	4,224
Total Revenue		276,708	269,932

Expenditure

Administration/Operation	400	25,000	22,865.19
Advisory Committee Meetings	615	3,500	1,905.83
Capital Expenses	750	2,000	0
Coordinator Expenses	620	15,000	4,964.88
Coordinator & Facilitator Salaries	411	185,000	181,794.20
Provincial Math Institute Days		7,000	3,264.83
Technology		15,000	15,000.00
		252,500	229,794.93

Zone/District Days

Facility/Food/Session Supplies	610	5,708	5,000.00
Presenter/Attendee - Travel/Subsistence	460	8,000	6,344.55
Presenter/Facilitator - Honorarium	590/411	5,000	10,481.39
		18,708	21,825.94

Cohort Days

Facility/Food/Session Supplies	610	2,000	2,115.22
Presenter/Attendee - Travel/Subsistence	460	2,500	1,000.00
Presenter/Facilitator - Honorarium	590	1,000	5,000.00
Sub Teachers	230	0	1,984.09
		5,500	10,099.31

Total Expenses

Balance Remaining

	276,708	261,720.18
	0	8,211.82