



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

**2010 - 2011
(Year Three)**

www.carcpd.ab.ca

Submitted to Alberta Education
by
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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 4. 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.

Effective curriculum implementation leads to a change in practice that enhances student learning. The CARC Curriculum Implementation Plan is designed to support teachers in this regard through consultation with Zone 4 advisory committees and needs assessments.

This Curriculum Implementation Plan includes quality professional development opportunities for teachers and leaders in the interest of improved student learning. Data collected for the implementation project remains focused on the specific processes surrounding the professional development experiences. Data collection reflecting student performance remains the responsibility of school jurisdictions as per policies and procedures set out by Alberta Education. CARC remains interested in data on student performance shared by school jurisdictions and is responsive to input from jurisdiction leaders as to how we might support teacher professional development in the interest of improved student learning.

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 3000 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.

Grant Deliverables and CARC Planned Actions 2010 -2011

Central Alberta Regional consortium \$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.

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.

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)

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.

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 – 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.

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.

- g. *The ARPDC will collaborate with other P.D. 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 P.D. 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.

- 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.

- 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.

- 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.

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.

CARC Curriculum Implementation Grant

Designated Funds	Programs Developed To Date (■ Planned for Spring 2011)
<p>1. <u>Mathematics</u></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 \$265,709 ● Two Mathematics Curriculum Consultants have been seconded (total .4 FTE). CARC has also seconded a full time Math Facilitator who is available for district and 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> <p>http://www.carcpd.ab.ca/programs/focus/math.html</p> <ul style="list-style-type: none"> ● 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 <p style="color: purple;">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>Summary of Plan in Appendix 4</p>	<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 <ul style="list-style-type: none"> ■ Math Curriculum Makeover – 3 days ■ SMARTBoard Math/Science Grades K-9 Creation & Resources ■ Active Math/Box Cars & One Eyed Jacks K-3 ■ Active Math/Box Cars & One Eyed Jacks Gr.4-6 ■ Math10C: The Nspired Way and what is New from Texas Instruments ■ Assessment as Learning Projects in Math 10C ■ The New Pre-Calculus 11 and You <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 <ul style="list-style-type: none"> ■ Time to Get SMART and Other Web 2.0 Tools into the Math Classroom - Gr. 4-9 Cohort - 4 days ■ Early Literacy & Numeracy Cohort K-3 SMART Boards – 5 days ■ Teaching Up the Math Classroom Gr. 7-12 – 3 days ■ Differentiation in the Math Classroom Doesn't Mean Individuals Lesson Plans – 4 days <p>District Days</p> <ul style="list-style-type: none"> ● Math 6 Math ● Math 6-9 Math ● Grade 7/8 Math ● Grade 10 Math

1. Mathematics (continued)

District Days (continued)

- Admin Toolkit for Math
- Math: Engagement Activities & New Math Program Implementation
- Admin Toolkit for Math
- Gr. 6 Math - Algebra & Pre-Algebra
- Gr. 6-9 Math - New Math Program Implementation
- Gr. 7/8 Math – Engagement Activities: Tiered Activities and Interactive Games
- Gr. 7-8-9 Math: Engagement Activities
- Circle Properties in Gr. 9 Math
- Gr. 10 Math: The New Math Program Implementation
- Gr. 10 Math: Measurement
- Gr. 10 Math: Engagement Activities
- Gr. 10 Math: Algebra & Numbers Unit
- Gr. 10 Math: Relations & Functions
- Gr. 10 Math: Math 20-1, 20-2, and 20-3
- Gr. 11 Math: Math 20-1, 20-2, and 20-3

High School Math Institutes

- Regional Institutes held in January and June using regional face to face and provincial VC sessions

2. Languages

<http://www.carcpd.ab.ca/programs/focus/french.html>

http://www.carcpd.ab.ca/programs/focus/international_languages.html

2010/2011 Federal French allocation \$23,775

- 2010/2011 Imp. Grant allocation \$10,000

Technology based alternative delivery methods are being utilized in current sessions and explored for further learning opportunities.

CARC will promote and collaborate on Provincial Languages learning opportunities planned by lead Consortiums:

- Calgary Regional Consortium
- Edmonton Regional Learning Consortium
- Southern Alberta Professional Development Consortium

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

French Language

- 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?
 - Putting Fluency Back in Perspective

Cohort Groups

- French Immersion Literacy Cohort
- La folie francofun' FI
- La folie francofun' FLS

3. Knowledge and Employability

- 2010/2011 Imp. Grant allocation \$5,000

Technology based alternative delivery methods are being utilized in current sessions and explored for further learning opportunities.

CARC will promote and collaborate on Provincial K and E learning opportunities planned by lead Consortium:

- . Learning Network

Alberta Education Contact:

Ann Marie Lyseng Annmarie.Lyseng@gov.ab.ca
(780) 422-0820

Keith Millions Keith.Millions@gov.ab.ca
(780) 422-1899

- 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
 - Knowledge & Employability Courses for Your Classroom
 - K & E Students in the Social Studies Classroom Gr. 4-6

4. High School Science

- 2010/2011 Imp. Grant allocation \$10,000

<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.

CARC will promote and collaborate on Provincial Science learning opportunities planned by lead Consortiums:

- . Learning Network

Alberta Education Contact:

Laura Pankratz Laura.Pankratz@gov.ab.ca
(780) 422-5465

Francois Lizaire Francois.Lizaire@gov.ab.ca
(780) 422 7992

- 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
 - Middle School Science & Technology Cohort - Online Resources; Science Gizmo's; Student Engagement & Lesson Development/Sharing – 4 days
 - Geocaching 101
 - Chemistry Cohort – 8 days
 - Everything I Learned about Teaching, I Discovered Underwater
 - Free Resource: Hands-On Science Workshops for Students and Teachers
 - SMARTBoard Math/Science Grades K-9 Creation & Resources

Alberta Education Business Plan Strategic Priorities and Initiatives

Based on AE's Priorities & Initiatives	Programs Developed to date (■ Planned for Spring 2011)
<p>6. <u>Literacy</u></p> <ul style="list-style-type: none"> 2010/2011 Imp. Grant allocation \$35,000 <p>http://www.carcpd.ab.ca/programs/focus/ela.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 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 ■ WRITE ON! ■ Writing Made Easy K - 2 ■ Universal Design for Learning (UDL) - Teaching Everybody's Children ■ SMARTBoard Humanities Grades K-9 Creation & Resources – 2 days ■ Curriculum, Assessment and the 6+1 Traits of Writing – How Do They Fit? – 2 days ■ High School Humanities SMART Workshop ■ Success Stories from the Classrooms: Using Non-fiction to Strengthen Competencies in Literacy, K-6 ■ Teaching the Critical Essay to 21st Century Learners ■ Teaching "The Novel" To 21st Century Learners
<p>7. <u>English As A Second Language</u></p> <ul style="list-style-type: none"> 2010/2011 Imp. Grant allocation \$10,000 <p>http://www.carcpd.ab.ca/programs/focus/esl.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 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 Etrich Mike.Etrich@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 ■ Making a Difference in L2: Differentiated Instruction in the Second Language Classroom ■ Creating a Second Language Student Presentation ■ English as a Second Language '101' ■ Building Leadership Capacity in ESL - Benchmarks - Follow-up ■ Storytelling to Bridge Culture and Build Language with ESL Students

7. FNMI

- 2010/2011 Imp. Grant allocation \$20,000

<http://www.carcpd.ab.ca/programs/focus/fnmi.html>

CARC will promote and collaborate on Provincial FNMI learning opportunities planned by lead Consortiums:
• Edmonton Regional Learning Consortium

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

- Learning from the Land
- FNMI Literature Resource Kit
- FNMI Family & Community Engagement
- Implementing FNMI Collaborative Frameworks

- Moving Forward: Implementing FNMI Collaborative Frameworks
- FNMI Literature Resource Kit: K - 6
- Teaching Treaties in the Classroom

8. Inclusive Education

- 2010/2011 Imp. Grant allocation \$30,000

<http://www.carcpd.ab.ca/programs/focus/inclusiveEd.html>

Technology based alternative delivery methods are being utilized in current sessions and explored for further learning opportunities.

CARC will promote and collaborate with the local ATA specialist council in co-presenting speakers.

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

- 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 Gr. 2 Classroom
- Differentiated Instruction
- Understanding Student Behaviour
- Read and Write Gold Advanced
- Social Skills Instruction
- "Working with Hearing Impaired Students"
- Print Power
- Positive Reinforcement
- Fair and Predictable Consequences
- Collaborative Teamwork and a Wraparound Process
- Data Driven Decision Making
- Individual Support Plans
- Signing Exact English (S.E.E.) Introductory – 8 days
- Signing Exact English(S.E.E.)Level 1 –10 days

<p>8. <u>Inclusive Education</u> (continued)</p>	<ul style="list-style-type: none"> ▪ Read and Write Gold Advanced ▪ Social Skills Instruction ▪ Deaf and Hard of Hearing Students in Inclusion Settings ▪ Read and Write Gold – 2 sessions ▪ Print Power ▪ Level B Assessment - 3 days ▪ Removing Barriers to Achievement: Supporting Students on the Autism Spectrum ▪ Attack Problem Behaviours ▪ Working with Parents of Children with Exceptional Learning Needs ▪ Positive Reinforcement ▪ Collaborative Problem Solving for the Explosive Child ▪ Fair and Predictable Consequences ▪ Threat Assessment Level 1 – 2 days ▪ Reaching Every Student: Universal Design for Learning (UDL) & Differentiated Instruction Through Technology to Support the Diverse Learners in your Classroom ▪ Collaborative Teamwork and a Wraparound process ▪ Data Driven Decision Making ▪ Individual Support Plans
<p>9. <u>ICT and Distributed Learning</u></p> <ul style="list-style-type: none"> • 2010/2011 Imp. Grant allocation \$30,060 <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 and 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 - What does it mean and 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 the navigation tools to use Google earth in 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 and engaged in your SMARTBoard lessons

<p>9. <u>ICT and Distributed Learning</u> (continued)</p>	<ul style="list-style-type: none"> ● 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! ■ Reality Bytes - A Workshop Series on Teaching & Learning for the 21st Century – 6 days ■ SMART Student Engagement – Learn how to get your students more involved and engaged in your SMARTBoard lessons. ■ Learning to Use SMART Response with Student Assessment ■ SMART Gallery Tools ■ Moodle Mayhem: Next Steps After Starting your Basic Moodle Course ■ Office 2010 - Word & Excel for Beginners ■ SMARTBoard Boot Camp for Substitute Teachers ■ A Gaggle of Advanced Features in Moodle ■ Passport to the Internet ■ Office 2010 – What’s Changed? Advanced ■ Podcasting & Digital Animation in the Classroom ■ Powerpoint 2010 Webinar – What are the changes? ■ Understanding and Teaching Digital Citizenship ■ Putting It All Together, the SMART Way (SMART Response and Document Camera) ■ Digital Storytelling ■ Understanding and Using Web 2.0 Tools for Instruction ■ Photoshop 5.0 for Beginners ■ Professional Learning Communities for the Classroom Teacher ■ 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 ■ How to Facilitate Meaningful Videoconferencing (VC) Experiences (Repeat of October 12) ■ SMART Classroom Suite ■ Leaping Forward in a Connected Age – 2 days ■ Google Applications - 2 Part series - Docs, Spreadsheets & Presentations ■ iPad iPod Project: “How You Can Use an iPad/iPod in Your Classroom”
<p>10. <u>Other</u> As other priorities and initiatives are identified programs will be organized.</p> <ul style="list-style-type: none"> ● 2010/2011 Imp. Grant allocation \$8,000 <p>www.carcpd.ab.ca</p>	

Note 1: As programs are developed they are posted on the CARC website. Stakeholders and Alberta Education can keep informed by checking the website regularly.
www.carcpd.ab.ca

Note 2: Allocated Funds not spent in 2009 – 2010 were redistributed in 2010 – 2011.

Consultations and Collaboration

During the 2010 – 2011 year, CARC will collaborate with various stakeholders to plan, develop and provide appropriate learning opportunities for Zone 4 teachers. Planned consultations include:

- 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 4 PD chairs
- Alberta Assessment Consortium

Indicators of Success

Every effort is made to determine the success of sessions through the use of session evaluation forms; the collection of “stories” related to strategies participants will integrate into their current context; and comments provided. For many sessions electronic evaluation forms are sent to participants immediately following the session. The resources and evaluation methods used are based on current, accepted and appropriate research strategies and/or professional development assessment approaches. Evaluation/Assessment methods about the effectiveness of the Support for Implementation Plan facilitated by CARC will include:

Effective Collaboration:

- completion of environmental scan and district needs assessments
- development of comprehensive professional development plans

Effective Planning:

- teacher involvement in communities of practice
- comments and connections made with teachers as a follow-up to learning opportunities
- satisfaction of CARC supports for districts

Effective Adult Learning:

- number of participants in attendance at each in-service
- session evaluation/feedback (see appendix 2 for sample)
 - based on the research in professional development about evaluation of adult learning from Joellen Killion, Thomas Guskey and others, participants will be asked to evaluate:
 - feedback for the presenter,
 - feedback on the session,
 - reflections on the participants learning, and
 - their needs for further learning on the topic
- number of professional development experiences provided to teachers, administrators and curriculum leaders/lead teachers
- number of hits and users of web tutorials, on-line courses and other technology related sessions
- review of the emerging “essential conditions to support implementation” framework to explore ways of measuring impact of professional development on teacher practice

The concept of measuring longer term impact on teacher practise will be explored this year, especially with participants of cohort groups.

Year End Reporting

The final report for the Implementation Plan will:

- report on the results of planned sessions;
- summarize the services and professional learning opportunities provided to teachers, administrators and curriculum leaders/lead teachers;
- assess whether the Alberta Education grant deliverables were met;
- highlight successes;
- outline challenges;
- address future needs; and
- provide a financial summary.

Appendix 1

Program Feedback & Ongoing Needs Assessment 2010-2011 for the Central Alberta Regional Consortium

Session: _____

Speaker: _____ **Date:** _____

I am (please ✓ one): a Grade _____

Teacher Administrator Support Staff Parent Other

Please indicate, by checking the appropriate category, your opinion of the following statements.

SA = Strongly Agree A = Agree D = Disagree SD = Strongly Disagree

FEEDBACK FOR THE PRESENTER	SA	A	D	SD
During this learning experience, the presenter:				
• provided opportunities for me to be actively involved in the learning.				
• provided strategies for integrating new practices into my current context.				
Comments/suggestions for the presenter	(additional comments on back)			
FEEDBACK FOR THE SESSION ORGANIZERS	SA	A	D	SD
• The session cost was reasonable.				
Additional Comments and or Suggestions for CARC (e.g. registration process, communications, etc.)	(additional comments on back)			
REFLECTIONS ON MY LEARNING	SA	A	D	SD
As a result of this learning experience:				
• I increased my knowledge of the topic.				
• I learned strategies/skills that will support student learning on this topic.				
• I was able to reflect on my attitudes and beliefs about the topic.				
• I plan to apply the information learned into my practice				
The purpose of professional development is to improve student learning. A key change that I will make in my practice as a result of today's session is	(additional comments on back)			
What I need to support my further learning on this topic	(additional comments on back)			
MY OVERALL IMPRESSION:	SA	A	D	SD
I was satisfied with this session because:				
(additional comments on back)				

Appendix 2

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	
Math Teacher Lead	41,000	
CARC Office management and support	34,000	\$75,000

Proportional Funding - Implementation Years	2010-2011	
Mathematics (does not include \$41,000 base funding)	224,709	
Languages	10,000	
Knowledge and Employability	5,000	
High School Science	10,000	\$249,709

Strategic Priorities and Initiatives Funding	2010-2011	
Literacy	35,000	
FNMI	20,000	
English As A Second Language	10,000	
Special Education	30,000	
ICT and Distributed Learning	30,060	
Other	8,000	\$133,060

TOTAL	\$457,769
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Appendix 3



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

Overarching Understanding

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

Our pillars:	Effective Collaboration	(process)
	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

* ARPDC gratefully acknowledges the involvement of the ATA and Alberta Education in the development of these beliefs 2005

CENTRAL ALBERTA REGIONAL CONSORTIUM

REGIONAL MATHEMATICS PLAN

2010 - 2011

Submitted

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Central Alberta Regional Consortium Math Grant

Alberta Education has provided a grant to the Central Alberta Regional Consortium (CARC) to provide implementation support for the new Mathematics Program of Studies for the 2008 – 2011 school years. As part of the grant deliverables, specific roles and responsibilities have been identified for the continued operation of a regional mathematics advisory committee and the hiring of part-time mathematics project consultants.

The goal of teacher professional development is to impact student learning. The Central Alberta Regional Consortium is a partner in the process, working alongside Alberta Education, school jurisdictions, other stakeholder groups, school based administrators and classroom teachers. The regional consortium collaborates and consults with their districts to develop a regional plan to support regional and district implementation based on the Alberta Education developed math program of studies. The school jurisdictions develop a district plan to meet the needs of their unique context, allocating resources and responsibilities to support implementation while schools in turn work through the same process, with teacher drawing upon the available learning opportunities available to them. The goal of all parties is successful implementation of the curriculum to positively impact and increase student learning and achievement.

The CARC Mathematics Implementation Project Plan, in conjunction with Zone 4 and ARPDC, provides a framework for providing quality professional development opportunities for teachers and leaders in the interest of improved student learning. Data collected for the implementation project is focused on the specific processes surrounding the provision of the professional development experiences. Data collection relative to student performance remains the responsibility of school jurisdictions in conjunction with policies and procedures set out by Alberta Education. As a team player, CARC remains interested in data on student performance shared by school jurisdictions and is responsive to input from jurisdiction leaders as to how CARC might support teacher professional development in the region in the interest of improved student learning.

Required Elements to Meet Grant Deliverables

A. Regional Mathematics Advisory Committee

An advisory committee has been formed to provide advice and direction as to how the grant can best meet regional needs for the Mathematics Curriculum Implementation Project for CARC. The purpose of the Advisory Committee is to oversee planning of the math project, promote CARC in their divisions, and help monitor the project plan and goals. 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. Members represent the following:

- Battle River School Division
- Chinook's Edge School Division
- Clearview Public Schools
- Red Deer Catholic Regional Schools
- Red Deer Public Schools
- McATA Specialist Council
- Prairie Association of Christian Schools
- Wetaskiwin Regional Public Schools
- Wild Rose Public Schools
- Wolf Creek Public Schools
- Central Alberta Regional Consortium



B. Mathematics Curriculum Consultants

Two Mathematics Curriculum Consultants and a Mathematics Facilitator have been seconded. CARC added the position of a full time Mathematics Facilitator to be available for district and school requests. Each math consultant will provide a minimum of 40 days to the consortia for math project implementation while the Math Facilitator will provide full time services from August 2010 to June 2011.

Responsibilities of the Math Consultants are to:

- Act as mathematics contacts for Central Alberta Regional Consortium
- Liaise with Alberta Education Mathematics Team and Zone Project Coordinators
- Coordinate all CARC services related to mathematics support for the implementation plan
- Consult with Zone 4 members regarding planning and implementation to ensure that all districts have input into the planning process and approval of the zone plan
- Carry out project management, leadership, and planning through implementation of plan directives, district consultations and management of project evaluation

Responsibilities of the Mathematics Facilitator is to:

- Deliver the Elementary Alberta Education Modules for districts and schools
- Develop grade specific workshops – Grade 10C & 10-3 – available to zone, districts and schools
- Present Planning for Math Using the LearnAlberta Website – Zone – full days and after school sessions for schools and districts
- Develop New Math Cohorts: Math and Technology
- Create materials to post on the CARC website in Math e.g.) products from cohort work
- Travel in Zone 4 to attend to the needs of schools, districts and the zone.

C. Regional Comprehensive Mathematics Curriculum Implementation Project

Improved Student Learning

The ultimate reason for the CARC Mathematics Project is to work with teachers and district staff to help improve student learning and confidence in the area of mathematics through the new program of studies. The main goals of mathematics education are to prepare students [and teachers] to:

- Use mathematics confidently to solve problems
- Communicate and reason mathematically
- Appreciate and value mathematics
- Make connections between mathematics and its applications
- Commit themselves to lifelong learning
- Become mathematically literate adults, using mathematics to contribute to society.

Students [and teachers] who have met these goals will:

- Gain understanding and appreciation of the contributions of mathematics as a science, philosophy and art
- Exhibit a positive attitude toward mathematics
- Engage and persevere in mathematical tasks and projects
- Contribute to mathematical discussions
- Take risks in performing mathematical tasks
- Exhibit curiosity (Alberta Education, 2007, p. 2-3)



Orientation Sessions for Administrators and Counsellors

Sessions will be held for school and/or central office administrators and counsellors to orient them to the new high school math curriculum and help create a picture of what a mathematics classroom might look like once the new program of studies is implemented. Administrators must see their active participation as integral to the successful implementation of this program.

Districts and schools requesting guidance in classroom walkthroughs & coaching in math implementation will also have requests honoured.

Alberta Education Training Sessions for French Immersion Teachers

Sessions will be held for French Immersion teachers to orient them and provide them insight into the new curriculum in conjunction with CPFPP. Through these sessions, teachers will explore what a classroom might look like once the new Program of Studies is implemented and will be actively involved in activities that can be used to engage students and help them achieve the concepts within their outcomes.

These sessions are promoted through regular advertising as well as the CARC French Language Advisory Committee.

Infusion of Mathematical Processes, Natures of Mathematics, Information and Communications Technology [ICT], and First Nations, Metis, Inuit [FNMI] Perspectives throughout the Strands

CARC recognizes that explicit infusion of mathematical processes, natures of math, ICT and FNMI are important foundations to the new program. Teachers and administrators must be sensitive to these and need to be provided with information designed to assist them in their understanding and use.

Project Evaluation

Data from the Year One, Two & Three Reports will inform Year Four of the project so we may continue, refine, delete or replace elements of the plan to ensure continued successful implementation. This evaluation will assess if the project plan has met its goals and participants' needs, as well as show how the implementation of varied approaches within the plan has affected teachers' repertoire of effective skills and strategies, resulting in evidence of improved student learning.

Continued Conversations with Stakeholders

CARC and Math Consultants will strive to maintain ongoing, effective communication with our Zone Advisory Board, ARPDC Math Consultants, Alberta Education, ATA Math Specialist Council, and teachers and district staff within Zone 4.



Goals and Strategies for 2010 – 2011

The guiding principles behind CARC's Math Plan are to:

- Provide on-site professional development to meet the needs of individual school board cultures and clientele
- Build leadership capacity within Zone 4 in regards to mathematics
- Provide specific opportunities to teachers and administrators who will be responsible for implementing the math curriculum
- Provide sessions available to all teachers of mathematics from Kindergarten to Grade 12
- Focus sessions specific to grades being mandatorily implemented in 2010 & 2011
- Work collaboratively between, grades, schools, and boards
- Emphasize math pedagogy – specifically, instructional methods to promote adult learning which mirror methods to be used with students
- Attention will be placed on the mathematical processes by building on teachers' current mathematical knowledge, skills, and attitudes
- Infuse FNMI and ICT outcomes into the mathematical program
- Focus on Assessment FOR, AS and OF Learning in the mathematics classroom
- Provide opportunities and time for teachers to network
- Provide alternative approaches to traditional professional development through anytime, anywhere synchronous and asynchronous learning opportunities

Summary of CARC Goals

CARC will host 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 will be offered as a series of learning opportunities and will equip teachers with deep conceptual understanding and build leadership within the districts in relation to mathematics. These workshops will focus on the following:

- front matter of the curriculum,
- processes,
- hands-on manipulatives,
- interactive learning,
- technology integration,
- assessment, and
- research that supports the change in the delivery of the new program of studies.

The zone will support building of 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 audience – mandatory implementation grades as well as early adopters
- Assessment for Learning in Mathematics
- Differentiated Instruction in Mathematics
- Inquiry based Learning
- Building common assessments – Framework
- On-line Guide to Implementation
- Literature and Mathematics
- Use of Technology in Mathematics classrooms
- Administrator sessions
- Targeted Outcome Sessions
- Personal Strategies sessions
- Number Sense sessions
- Use of manipulatives

Alberta Education Developed Sessions

As part of this project, CARC will continue to offer elementary sessions: Patterns & Pre-Algebra, Measurement, Number, Personal Strategies, Problem Solving and Shape & Space to Division I to III audiences. Audience one will be any teacher, zone or district, who would like to attend the sessions to learn more about the new program and ideas to present concepts in their classroom. The second audience will focus on district chosen representatives to train as teacher leaders in these areas with the intention of using these individuals as math leaders in their school districts.

District Delivered Learning Opportunities

CARC will continue to support district delivered learning opportunities. We will meet with facilitators and curriculum coordinators to discuss each Districts implementation plan for mathematics.

Funding to jurisdictions: CARC Mathematics Project will provide:

- Maximum of \$10 000.00 per jurisdiction for lead teacher access.
 - Support is based on approximately \$1000 per day. This may be used to cover facilitator fees (maximum of \$650) and travel and subsistence. Any cost exceeding \$1000 per day is to be covered by the district. The cost of using the CARC Math Facilitator is free to the districts.

Through the math consultants, districts will be required to:

- advertise CARC funded PD sessions on the CARC website and invite participants from other divisions to attend.
- have participants complete the CARC session evaluation
- report to CARC on dates/sessions/number of attendees and submit evaluation forms.
- Ensure there is a minimum of 6 participants at each session.



Further professional development suggestions from Math Advisory Committee and Zone 4 Curriculum Coordinators to consider:

- High School Awareness, Preparation and Collaborative Cohort Sessions
- Mathematics and Literacy
- Differentiated Instruction
- Technology in the Math Classroom
- English Language Learner Math Strategies
- Anytime, Anywhere Opportunities
- Tools for Administrators
- Information for Parents

***It is the commitment and dedication of all stakeholders
- Advisory Committee, Curriculum Coordinators, Senior Staff, School Administrators,
Classroom Teachers, and CARC –
that will make Math implementation successful throughout Zone 4.***



MATH IMPLEMENTATION 2010 - 2011

Revenue		2009-2010 Budget	2009-2010 Actual	2010-2011 Proposed
Carry Over 2009-2010		120,375	120,368	34,708
Implementation (Admin)		41,000	41,000	41,000
Implementation (Math)		190,000	190,000	190,000
Registration Fees			11,422	11,000
Total Revenue		351,375	362,789	276,708

Expenditure				
Administration/Operation	400	25,000	43,100	25,000
Advisory Committee Meetings	615	4,000	3,214	3,500
Capital Expenses	750	2,000		2,000
Coordinator Expenses	620	13,000	17,240	15,000
Coordinator & Facilitator Salaries	411	148,000	192,674	185,000
Provincial Math Institute Days		20,000	15,000	7,000
Technology				15,000
		212,000	271,227	252,500

Zone/District Days				
Facility/Food/Session Supplies	610	14,000	14,404	5,708
Presenter/Attendee - Travel/Subsistence	460	15,000	7,647	8,000
Presenter/Facilitator - Honorarium	590/411	23,000	14,999	5,000
		52,000	37,275	18,708

Cohort Days				
Facility/Food/Session Supplies	610	14,000	1,000	2,000
Presenter/Attendee - Travel/Subsistence	460	10,000	3,619	2,500
Presenter/Facilitator - Honorarium	590	6,000		1,000
Sub Teachers	230	57,375	15,183	0
		87,375	19,802	5,500
Total Expenses		351,375	328,304	276,708
Balance Remaining		0	34,485	0