



Social Studies Project Report

Central Alberta Regional Consortium

FINAL REPORT 2005-2011

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The Goal

The goal of this project was to provide in-service and implementation support for the new Alberta Social Studies Program of Studies.

Because the five year project was based on the Alberta Regional Professional Development Consortia Pillars, which include Effective Collaboration, Effective Practice, and Effective Adult Learning, this report is also structured around those pillars.



Project Summary Five Years of CARC Social Studies Implementation At A Glance



Leadership Capacity Development

Human Resource Development

Tangible Resource Development

	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009	2009 - 2011
Pillar 1: Effective Collaboration	Advisory Committee – representing 8 districts, administration, FNMI and private schools				
			High School Advisory Committee		
	Curriculum Coordinators consulted for needs assessment				
	Curriculum Facilitator Program		“Train the Trainer” Program and Facilitator training in cohorts		Facilitator training in cohorts
	Partnerships with educational and community organizations (ATA, Red Deer Museum and Art Gallery, CARE, CADA, TC ²)				
					Partnership with AAC
	Collaboration with ARPDC Social Studies Consultants				
	District PD Requests	District PD Requests	District PD Requests	District PD Requests	District PD Requests
Pillar 2: Effective Practice	Familiarity with Social Studies Curriculum – Overview sessions	Familiarity with Social Studies Curriculum – Overview sessions	Familiarity with Social Studies Curriculum – Overview sessions	Familiarity with Social Studies Curriculum – Overview sessions	Familiarity with Social Studies Curriculum – Overview sessions
	Administrator Sessions	Administrator Sessions	Administrator Sessions	Administrator Sessions	Administrator Sessions

	Project Creation Cohorts Topics: ✓ Planning ✓ Museum Artifacts Project ✓ Grade Level Website Project	Project Creation Cohorts Topics: ✓ Critical Challenges ✓ Infusing Technology ✓ “Museum in a Box” ✓ Assessment ✓ Grade Level Website Project	Project Creation Cohorts Topics: ✓ Critical Challenges ✓ Infusing Technology ✓ Assessment ✓ “Museum in a Box” completion	Project Creation Cohort Topics: ✓ Critical Challenges Using Literature ✓ FNMI Infusion ✓ Grade Level Planning ✓ High School Leadership ✓ Assessment	Project Creation Cohorts Topics: ✓ Critical Challenges Using Technology ✓ Grade Level Planning ✓ Performance Assessment ✓ FNMI Infusion ✓ Analysing Text
	CARC Social Studies Website – for sharing of projects and information	CARC Social Studies Website – for sharing of projects and information	CARC Social Studies Website continues	CARC Social Studies Website continues	CARC Social Studies Website revitalization and sharing
	Two year partnership with AB Education and Calgary Regional Consortium (CRC) – infusing technology into online guide				
				Assessment Item Writing partnership with AB Education and CRC	
Pillar 3: Effective Adult Learning	Professional Development Over Time: Cohort Work				
	Curriculum Facilitators Cohort	Curriculum Facilitators Cohort	“Train the Trainer” Program and Facilitator training in cohorts	“Train the Trainer” Program and Facilitator training in cohorts	Facilitator training in cohorts
	Individual Session	Individual Session	Individual Session	Individual Session	Individual Session

	Topics : ✓ Program Overview ✓ Inquiry Based Learning ✓ Planning ✓ Critical thinking ✓ Technology ✓ Differentiated Instruction	Topics: ✓ Program Overview ✓ Assessment ✓ Online Guide ✓ Technology ✓ Diversity Awareness ✓ Inquiry Based Learning	Topics: ✓ Program Overview ✓ Museum (Glenbow and Red Deer) ✓ Multiple Perspectives ✓ Technology ✓ Planning ✓ Assessment ✓ Critical Thinking ✓ Literacy ✓ Diversity	Topics: ✓ Program Overview ✓ Literacy ✓ Diversity ✓ FNMI ✓ Technology ✓ Museum ✓ Assessment ✓ Critical Thinking	Topics: ✓ Program Overview ✓ Literacy ✓ Diploma Exams ✓ FNMI ✓ Technology ✓ Assessment ✓ Instructional Practices ✓ Debate
	Input for sessions at ATA Teachers' Conventions	Input for sessions at ATA Teachers' Conventions	Sessions at ATA Social Studies Conference, Teachers' Conventions	Sessions at ATA Social Studies Conference, Teachers' Conventions	Sessions at ATA Social Studies Conference, Teachers' Conventions
	April 27: Aboriginal Perspectives: Quest for Understanding	April 26: Aboriginal Awareness Conference	May 5: Land, People and Stories - Aboriginal Awareness Conference	May 11: Land, People and Stories: Central Alberta Métis Perspectives	May 3: Land, Stories and Identity: The Wisdom of the Elders - A Day at Dry Island
		Provincial newsletter (4)	Provincial newsletter (3)		
	Zone 4 Summer Conference (Aug 2006)	Zone 4 Summer Conference (Aug 2007)	Zone 4 Summer Conference (Aug 2008)		
		Dinner Series	Dinner Series		
			Participation in 1 st Zone Four Librarians' Conference	Participation in 2 nd Zone Four Librarians' Conference	Participation in 3 rd Zone Four Librarians' Conference
			Webcast sessions (3)		Webinars (4)
				Zone 4 Wiki	Cohort Moodle Spaces



Section 1

Pillar 1: Effective Collaboration (Process)

The Central Alberta Regional Consortium (CARC) was pleased to collaborate with many different organizations which not only enriched the project, but was an integral part of its success. Collaborative partners included the CARC Social Studies Advisory Committee, districts, community organizations, educational organizations, Alberta Regional Professional Development Consortia, and Alberta Education.

1.1 Advisory Committee

The Advisory Committee played a vital role in the success of this project. It provided advice and direction on the ways this grant might best meet regional needs. Focusing on coordinating professional development in the region, networking and sharing adult learning/pd approaches that would best meet student learning needs, the Committee discussed challenges and successes in support of zone and district implementation plans.

From 2005 onward, the Advisory Committee was thoughtfully comprised of a cross-section of stakeholders including central office personnel, administrators, teachers, and FNMI representatives. This team consisted of representatives of all eight districts in Zone Four as well as private schools, the Aboriginal Frontline Program and partners like the ATA. As the project grew in subsequent years, new members were added while several previous members remained, evolving with the changing needs of the project. Occasionally, when more advice was required between Advisory Committee meetings, a smaller focus group comprised of available Advisory Committee members convened to act as a sounding board providing advice on new ideas, projects, and legacy initiatives that were being considered.

On the advice of the Advisory Committee, a High School Advisory Committee was also established in April 2008 to meet emergent high school needs. As this was a pre-implementation year, the Social Studies Project was able to meet the specific needs identified by this committee as well as encouraging ownership and commitment from high school teachers. The High School Advisory Committee continued into the 2008 – 2009 school year.

1.2 Consultation with Districts

Besides encouraging district representation on the Advisory Committee, each year of the project the Social Studies Project Coordinator met with Curriculum Coordinators from each district to conduct a needs assessment. As needs differed in jurisdictions, the CARC Social Studies Project was able to tailor professional development to meet district needs. Each of the pre-implementation years saw an increase in the number of professional development opportunities brought to the districts in the form of “district-requested” sessions. Meeting specific needs of districts, these sessions allowed learning opportunities to reach people who may not have otherwise received the in-servicing they needed.

Because of accessibility to the CARC Social Studies Grant, districts were able to bring in speakers they could not otherwise host. The benefits of these learning opportunities were two-fold. First, though these sessions were held within districts, they were opened to other jurisdictions as well. Individuals could now attend professional development that was sometimes closer to their location than sessions located centrally in their own jurisdictions or the zone. Secondly, networking, collaboration, and sharing among individuals in different districts became common as well as the development of both personal and professional relationships.

1.3 Community Organizations

From the beginning of the project, collaboration with educational and community organizations has been important. Beginning in 2005-2006 collaboration with the Red Deer and District Museum (now the Red Deer Museum and Art Gallery) resulted in object based inquiry project development by Zone Four teachers. For several of the subsequent years, the museum, in conjunction with CARC also held open-house evenings to showcase the programs and artefacts available to teachers and the projects created by Zone Four teachers based on them. This collaboration sparked relationships with other outside agencies. Accessing the expertise of community organizations such as the Central Alberta Refugee Effort (CARE) and the Central Alberta Diversity Association (CADA) allowed teachers to experience professional learning opportunities which increased their awareness and understanding.

As the project progressed, more and more collaborative efforts with these community stakeholders were organized and new relationships were established. In the second year of the project, the Park Plaza Theatre and Vold Audio in Red Deer provided a private screening space and audio, respectively, for the film "Hank Williams: First Nation" and discussion with the director, Aaron Sorenson. The third year saw teachers beginning to access CARE and CADA for guest speakers within their classrooms as a result of their experiences with these agencies through CARC sessions. As the project moved into implementation for Division III and IV, fewer of the sessions with these community agencies ran due to a lack of registrants.

1.4 Educational Organizations

Collaboration with educational organizations remained strong throughout the five year project. In 2005-2006, collaboration with the ATA teachers' convention boards serving central Alberta ensured input for sessions within some of the teachers' conventions in Zone Four. This relationship continued through the project and in 2007-2008, sponsorship of sessions at various teachers' conventions in Zone Four began. Between 2007 and 2010, CARC sponsored 41 learning opportunities at teachers' conventions and 12 opportunities at Provincial Social Studies Council Conferences (many of which highlighted the work of educators in central Alberta) and greatly expanded the number of teachers exposed to in-servicing.

The Critical Thinking Consortium (TC2) was another extremely valuable partner to central Alberta teachers. Through every year of the project, many workshops and cohorts were facilitated by members of TC2. Their critical thinking model became the basis of many project based resources developed in central Alberta. Not only were teachers able to access the expertise of TC2, but CARC also hosted very successful parent nights facilitated by TC2 in two years of the project.

CARC also partnered with the Red Deer College Bachelor of Education Middle Years Program. Collaboration began in 2005 when the two worked together to place pre-service teachers with mentors involved in the CARC collaborative cohorts. In 2006-2007, not only did Dr. Amy von Heyking present at the Curriculum Facilitator Conference, she also involved her students in a sharing session hosted by CARC. The education students shared projects they created for implementing the new Social Studies Program of Studies and were able to network with the 30 teacher attendees. In 2008-2009, CARC sponsored a Social Studies speaker session for RDC students and welcomed several student participants to cohorts. Although collaboration attempts were made each year of implementation and the relationship between Red Deer College and CARC remained strong, scheduling was the main factor preventing more shared ventures.

The Alberta Assessment Consortium (AAC) also became a partner as the project developed. CARC sponsored a representative to be involved in the AAC summer workshop for three consecutive years beginning in 2008 to bring skills and expertise back to the zone. AAC also provided facilitators for a three day cohort joint venture in 2010.

1.5 Alberta Education and the Alberta Regional Professional Development Consortia

The Alberta Education team and the six provincial coordinators were invaluable sources of support for this project. The wealth of shared experiences and expertise provided increased clarity, innovation and leadership and was an essential component to the success of the project. (See Section 6)

The Alberta Education Summer Institutes were springboards for curriculum leaders in Zone Four. In 2005, CARC offered \$2000 in funding per district allowing up to eight participants in some districts to be partially funded. Some of these participants agreed to become Curriculum Facilitators following the solid background provided by the summer institute. In 2007, Alberta Education also provided sessions by zones during the summer institute which increased networking within the zones and provided direction. Feedback from zone curriculum leaders in subsequent years revealed a sense of deeper grounding in the intent of the new Program of Studies as a result of the summer institutes.

The online guide was another source of expertise accessible by Zone Four teachers. As the online guide was rolled out in 2006-2007, its use was the subject of several learning opportunities. Initially the guide was not used to a large extent by Zone Four teachers, but as time passed more and more teachers became aware of its usefulness and the increased user friendliness of the site as it was reorganized and renamed. Most learning opportunities facilitated through CARC ensured LearnAlberta.ca was highlighted and/or time was given to allow teachers to begin to integrate its use.

In 2007-2008, another collaborative bond was forged with LearnAlberta.ca. All four of the “Modelling the Tools” videos were shot in Zone Four classrooms where teachers had workshop training with CARC. These teachers were chosen because of their knowledge of the program and the work in which they had participated. A fifth video segment series took place in Zone Four at the FNMI field day (Making Connections to Land, People and Places Conference) allowing not only Zone Four teachers to experience this unique outdoor learning opportunity, but allowing accessibility for all Alberta teachers.

Beginning in 2007, in collaboration with the Calgary Regional Consortium and Alberta Education, CARC hosted a two year ICT infusion cohort. Many participants used existing critical challenges from the online guide and infused them with effective, appropriate technology processes.

A similar collaborative effort took place during the fall of 2008. Facilitated by Tim Coates (Learner Assessment), Wally Diefenthaler(TC2), and Karen LaRone (Alberta Education), Red Deer hosted an assessment cohort focusing on choosing and using appropriate sources and writing effective multiple choice questions. Representatives from five of seven provincial consortia worked collaboratively on these exemplars for Learn Alberta.

Section 2

Pillar 2: Effective Practice (Content)

Professional development strategies employed by CARC during each year of the project focused on effective practice. These strategies were generally very well received and included overview, administrator, cohort, and single day sessions. Projects created by central Alberta teachers were vetted and posted on the CARC Social Studies Project website.

2.1 Overview Sessions

In 2005-2006, not only did CARC host very successful overview sessions, but also provided curriculum facilitators with starting-point materials and skills for conducting overview sessions in each division. Because each year of the social studies project between 2005 and 2009 was a pre-implementation year, CARC also hosted very well attended overview sessions in each of those years. Beginning in 2007 the overview sessions were presented in two parts: “The Essentials #1: Beginning the Journey” and “The Essentials #2: Furthering the Journey” to allow multiple entry points. These sessions offered grounding in the pedagogical shift of the program for teachers both new to the grade level of the pre-implementation year and for those who were new to social studies. In 2009-2010 an overview opportunity was again offered in September but was cancelled due to low enrolment.

2.2 Administrator Sessions

Orientation sessions for administrators were another very effective strategy for implementation. In 2006-2007, teachers who conducted a Kindergarten to Grade 3 Lesson Demonstration Project (see Section 3.7) helped with orientation for administrators. In 2007-2008, the Administrators’ Toolkit, developed by the Southern Alberta Professional Development Consortium, aided CARC in providing administrators with tools to support implementation in their schools. The Administrators’ Toolkit presentation was refined to accommodate administrator time restrictions allowing presentation of the basics in a short period of time.

2.3 Cohort Model

The CARC cohort model, based on the premise of “from theory, to practice, to creation,” was one of the most successful strategies for implementation. In its infancy in 2005-2006 with the curriculum facilitator cohort, teachers were brought in over time to engage in the deep understanding of the new Social Studies Program. With the guidance of expert facilitators, curriculum facilitators from around the zone collaborated on understanding and presenting topics like critical thinking, object based inquiry, historical thinking, etc. Not only were teachers involved with working deeply with the curriculum, but a collegiality and networking grew into lucrative personal and professional relationships.

In 2006-2007, the model matured and expanded as many of the cohorts became zone-initiated project-based cohorts where teachers came together to create projects on topics like critical challenges, ICT outcomes, assessment, inquiry based learning (museum based), grade-level websites, and infusing technology. Because the learning occurred over time, teachers gained a far deeper understanding of best practices with respect to the cohort topic.

The program expanded again in 2007-2008 as the number of single-day learning opportunities decreased. These cohorts became almost exclusively project-based and included the topics of overarching critical inquiry, ICT integration, performance assessment, and multiple choice assessments.

In 2008-2009, a new dimension was added to the cohorts with the introduction of a Zone Four wiki for sharing projects. This wiki met with success in that a large number of projects were shared for those involved in the cohorts. As some projects were not as aligned to the program of studies or copyright as hoped, they were not posted in a completely public forum. Cohort topics this year included literature in social studies, authentic assessment tasks, FNMI infusion, and grade level planning.

In 2009-2010, the cohort model was again very successful with a shift in topics to using SMART Notebook to promote critical thinking, division IV planning, infusing FNMI, performance assessment, and analyzing text. Many of the projects were vetted for alignment with current copyright laws, the program of studies, and current assessment practices and posted on the CARC Social Studies Project website.

As 2009-2010 was no longer a pre-implementation year, an attempt was made to allow entry points in two grade level planning cohorts, grade 6 and grade 9, for teachers that were interested in only individual topics. These drop-in attendees as well as cohort members received workshop-style in-service on the topics of instructional practices, PAT overview to inform instruction, technology and source based assessment. The drop-in component added discontinuity, and these two cohorts were not well attended.

Overall, the success of the CARC cohort model is obvious in the feedback from teachers and enrolment in each year of the project. Another indicator of success is the mirroring of this model in several districts who conducted their own cohorts with CARC trained facilitators.

2.4 Website

See Section 5.1 below.

Section 3

Pillar 3: Effective Adult Learning (Context)

The new and innovated professional development practices employed during implementation included Facilitator /“Train the Trainer” Model, cohorts (see Section 2.3), individual learning opportunities, FNMI field days, administrator sessions (see Section 2.2), demonstration lessons project, dinner series, museum projects (see Section 1.3), summer institutes, parent nights (see Section 1.4), post-secondary project sharing (see Section 1.4), and technological support tools.

3.1 Facilitator/ “Train the Trainer” Model

The facilitator model in some jurisdictions in Zone Four was an extremely effective model in the initial stages of the project particularly for those jurisdictions that did not have curriculum coordinators or which had coordinators with responsibilities for numerous district initiatives. Beginning in 2005, two to four high energy classroom teachers from each of the eight Zone Four districts (a total of twenty) attended a two day workshop with expert facilitators. Equipped with training in numerous areas, materials (provided on CDs, DVDs, and binder formats), and activity ideas, many new curriculum facilitators conducted both formal and informal learning opportunities and mentoring activities within their districts. At times, these new facilitators joined those in other districts as co-facilitators. In a few of the districts, though, the facilitators were not utilized to any great extent at the district level.

Because of the success of the facilitator model in many districts, this program continued into 2006-2007. New facilitators were added as specialists in their grade levels while others developed workshops in their own areas of expertise (thirty-two facilitators in total). This “ever-greening” of facilitators ensured a shared, lateral leadership capacity. The number of district-offered sessions grew, and demand on the facilitators’ time became a challenge.

In 2007-2008, the model evolved. Now instead of facilitators for the entire curriculum, individuals were involved in “Train the Trainer” sessions where each specialized in one area, i.e., technology, differentiated instruction, literature, or assessment. This reduced the responsibility and demands on any one facilitator.

The Train the Trainer model was again offered in 2008-2009 but was not accessed to any large extent. Beginning in 2008, capacity building shifted to training accessed during cohorts. Jurisdictions enrolled individuals in cohorts with the expectation they would play some leadership role locally. Several zone cohort members conducted their own cohorts within their jurisdictions as a result of training they received through CARC. This training and expectation of cohort members continued into 2009-2010.

3.2 Cohorts

See Section 2.3 above.

3.3 Individual Learning Opportunities

A wide range of individual learning opportunities was provided each year of the Social Studies Project. Initially the project focused mainly on single day professional development sessions. The following years saw a decrease in the number of zone-delivered PD sessions in favour of the cohort model and district-requested PD sessions. See Project Summary (pages 4-6) for a list of yearly topics of Individual Learning Opportunities.

3.4 FNMI Field Days

April 2006 saw the beginning of the annual CARC First Nations, Métis, and Inuit (FNMI) field experiences. A cross-section of unique presenters, representing numerous aboriginal groups provided quality learning opportunities. The Pesakastew Healing Centre in Hobbema offered an authenticity to the experience which was highly valued as expressed by participant feedback. In April 2007, CARC again took educators to the Pesakastew Healing Centre for a day of understanding FNMI perspectives as they relate to

students in our classrooms and the new Alberta Social Studies Curriculum. In May 2008 educators in central Alberta and others ventured to Dry Island Buffalo Jump and Rumsey to experience the sharing of cultural stories, ceremony, and the connection of First Nations people to the land. The focus for the May 2009 field day in Tail Creek was experiences and perspectives that connected to Métis land, people, culture, stories and ceremony. May 2010 saw a return to Dry Island Buffalo Jump and featured traditional learning in an outdoor setting which included a Cree pipe ceremony and continued in discussions with elders regarding treaties, importance of the land, and life experiences of aboriginal community members as well as a discussion of the pedagogy of forts. In Sept 2010, as a result of the success of previous FNMI field days, a district-requested session brought participants to significant Aboriginal sites in the Camrose area exploring the connections between culture and the significance of the land to the First Nations people. Each of these field experiences was very well attended and provided a deeper understanding of not only the FNMI community, but educators' abilities to smoothly integrate FNMI perspectives into their classroom understanding.

3.5 Summer Conferences

In 2005-2006, the CARC Social Studies Project Coordinator organized a very extensive listing of summer workshop opportunities. Unfortunately this labour intensive venture received only enough registrations to support offering one of these sessions. As word spread of the value of the CARC offered PD opportunities, subsequent summer conferences were very well attended. The purpose of the August 21-23, 2007 conference was to provide support for teachers of grades K-4 and 7 while providing support to teachers preparing to implement for grades 5, 8, and 10. Nine of thirteen presenters were previously involved in the CARC Social Studies Project in some capacity. Total attendance for the thirteen sessions was 141. A K-11 conference was offered August 19-21, 2008. Twenty sessions were offered with a total participation of 194 registrants. Due to the lateness of the implementation schedule, the beginning of new AISI projects and the new Math curriculum, the CARC Advisory committee and district curriculum contacts advised against hosting a summer 2009 conference. CARC instead sponsored learning opportunities for districts during their Professional Development days at the beginning of the year.

3.6 Dinner Series

In 2006-2007, CARC offered professional development learning opportunities from 5:00pm-8:00pm to attract more teachers who found it difficult to access sub release time. These offerings were very successful, as evidenced by the strong turnout at many of the sessions and by the comments from the participants. Because of their success, the dinner series was again offered in 2007-2008, but met with little success and subsequently cancelled.

3.7 Demonstration Lessons Project

The demonstration lessons project, begun in 2005-2006 and completed in 2006-2007 brought together 12 teachers from four school districts. The demonstration lessons were created and filmed in grade K-3 classrooms in both French and English language. A January 2007 preview and discussion session was held and 100 K-3 teachers registered. Even though a major winter storm forced the closure of two school districts that day, more than 60 teachers still attended. Each attendee was given a DVD copy of the demonstration lessons project and encouraged to a host similar viewing and discussion forum in his/her school. Each district curriculum coordinator was also provided with sufficient copies to give to each jurisdictional school, along with a cover letter to explain its purpose and suggested uses. This project inspired practical and purposeful analysis of effective classroom practices with respect to the new program of studies for K-3 teachers.

3.8 Technological Support Tools

CARC employed several technological tools to support implementation. See Webcasts/Webinars below (section 5.4) and Wiki/Moodle (Section 5.5)

Section 4

Learning Opportunities on Student Assessment

As the first year of the project was focused on preparing for the pedagogical shift of the new Social Studies Program of Studies, assessment sessions were not the priority. The following is a list of Student Assessment Learning Opportunities provided by CARC in subsequent years:

2006 – 2007

- Assessment in Social Studies: Part One – Implications for Change (framework for assessment)
- Assessment in Social Studies: Part Two – Moving Ahead
- Assessment in Social Studies: Part Three – Assessment Planning from the Ground Up
- Assessment – Administrators’ Session
- Critical Thinking and Assessment in Social Studies
- Fast Track into Assessment

2007 – 2008

- Spotlight on Performance Assessment Tasks
- Making the Best Possible Multiple-Choice Questions
- Using Assessment to Nurture Critically Thoughtful Learners
- Assessment in Social Studies – Facilitator Training
- Critical Thinking and Implications for Assessment
- Performance Assessment Cohort (three days)

2008 – 2009

- Authentic Assessment Tasks
- High School Assessment Cohort
- Good Question! Creating the Best Possible Multiple Choice Questions
- A Source! A Source! A Kingdom for a Source!
- Grade 6 PAT Overview
- Issues Centred Assessment in Grade 9 Social Studies
- Using Assessment to Nurture Critically Thoughtful Learners
- Don’t Forget to Write

2009-2010

- Performance Assessment Cohort (AAC Facilitated)
- Using SMART Notebook to Promote Thinking High School (TC2 Facilitated). Day four of the cohort focused on assessment.
- Using SMART Notebook to Promote Thinking Middle School (Curriculum Coordinator Facilitated). Day four of the cohort focused on assessment.
- Using PATs to Inform Instruction Gr. 6 (Learner Assessment Facilitated)
- Using PATs to Inform Instruction Gr. 9 (Learner Assessment Facilitated)
- Using Sources to Create Effective Assessment in Grade 6 (TC2 Facilitated)
- Using Sources to Create Effective Assessment in Grade 9 (TC2 Facilitated)
- A Closer Look at Diploma Exams (Learner Assessment Facilitated)
- Diploma Exams Current Marking Processes and Standards (Learner Assessment Facilitated)

Section 5

Implementation Support Using Technology

5.1 Website

The CARC Social Studies Project website was launched in November 2006. This site housed information about the project, programming, teacher resources, grade level websites, newsletters, as well as projects created by central Alberta teachers. As the Social Studies Project developed, more and more projects and information were added to the website.

Because the amount of materials grew, the website required reorganization and underwent revitalization in 2009-2010. The goal was to establish an easily navigable site which reduced search time required for teachers to find important information and resources. “Foundational Resources” included resources from Alberta Education, links to websites of educational organizations, and cached webinars on various social studies topics. The “Classroom Resources” section contained planning templates in both French and English, grade level websites organized by outcome as well as Zone Four teacher developed resources in Critical Inquiry, Infusing Technology and Performance Assessment. The teacher-created projects were reformatted into a consistent UBD template and vetted for copyright and alignment to the Program of Studies and current assessment practices. This website is an important legacy piece for current and future teachers of Social Studies.

5.2 Learning Opportunities Using Technology

CARC offered a great number of learning opportunities using technology on a wide variety of topics through the course of the project. Focusing on social studies, these sessions brought in a new audience with greater interest in technology through social studies. Technology coordinators were brought into the world of social studies as justification for freeing access to sites in jurisdictions became necessary.

Projects were created infusing technology into social studies both in Zone Four as well as in collaboration with LearnAlberta.ca and the CRC (see Section 1.5). Sessions that mirrored those presented through CARC began within districts as the use of technology in the classrooms spread, and that use of technology in social studies spread as far as using student owned devices in one Zone Four school.

5.3 Video Conferencing

Video conferencing was in its infancy in 2005-2006. Working with Galileo, K-3 teachers in Central Alberta teleconferenced with the Calgary group. Red Deer Catholic School Division provided a suite which also provided segue for future work with that division.

With the addition of the CARC video conferencing suite in 2009-2010, further attempts were made at video conferencing in an effort to reduce the often prohibitive travel time to attend learning opportunities. The session “A Closer Look at Diploma Exams” was hosted in the CARC suite and VCed to Toefield, New Norway and Daysland. Though the technology was a problem for one of the sites, it allowed many teachers to receive the in-servicing they may not have otherwise been able to attend.

Day two of the Analysing Text cohort also employed video conferencing. The session met with mixed reviews. One of the comments from the host location reflected a feeling of isolation from the remote location, though those who attended via video conferencing expressed appreciation at the lack of travel time. Overall, face-to-face is ideal for collaboration, but video conferencing appeared to be a viable alternative for an intermediary session.

5.4 Webcasts/Webinars

In 2007-2008, CARC teachers participated in three pilot webcast sessions that were held in October 2007. Provincial Consortia, under the direction of the Northwest Regional Learning Consortium (NRLC) and the Learning Network, hosted these events. Though they met with success, the technology was sometimes uncooperative. In 2009-2010, CARC offered four webinars, two focussed on the use of SMART technology to promote thinking and two dealt with Inquiry. Though not all of these webinars were well attended they are cached for viewing by educators in the future.

5.5 Wiki/Moodle

One expectation of cohort members during 2008-2009 was that they post work, reflections, and questions to the Zone Four Social Studies Wiki. Though the wiki remained an option for participants of cohorts in 2009-2010, it was not actively promoted. As the wiki can only be accessed by those teachers who have permissions, more time and resources were spent on vetting projects for the website (see section 5.1). As a result, the wiki continues to be open to those who have been previously granted permission, but has not been utilized to any great extent by Zone Four teachers.

As a collaborative tool, the CARC moodle hosted a section for Social Studies cohort members in 2009-2010. Because teacher time is at a premium, the moodle was accessed mainly during cohort sessions.

Section 6

Alberta Education Personnel/Support

There were many effective supports/personnel provided by Alberta Education to support implementation. These supports included Summer Institute (see Section 1.5), LearnAlberta.ca (see Section 1.5), and multiple departments that contributed to the success of the project. The efforts of individuals were key to implementation success.

From the beginning of the project, continuity was established among the provincial consortia with the ARPDC pillars for curriculum implementation. This provided a common goal and framework from which consortia approached implementation. From that framework it was possible to tailor programming to the specific needs of each zone.

As those programs were tailored, districts were informed about project updates as project coordinators were provided time at zone Curriculum Coordinators' meetings. CARC also sponsored meetings at four of the five years at the College of Alberta School Superintendents (CASS) conferences in both Edmonton and Red Deer. CARC very much appreciated the opportunity to communicate with districts in these ways.

A number of personnel in various departments also offered great support. Tim Coates from Learner Assessment was very accessible and provided expertise in assessment as did Dwaine Girard and Patrick Roy. Curriculum expertise and aid was provided by Shirley Douglas, Warren Woytuck who facilitated and presented many sessions and was always accommodating, and Charmaine Brooks who was actively involved in updates. Karen LaRone with the online guide spent numerous hours with filming in Zone Four classrooms and during an FNMI field day, presenting instructional sessions, and facilitating project work on ICT infusion weekend sessions.

Other members of the provincial social studies project team were also of great assistance to the CARC social studies project bringing expertise in various areas. Jackie Hobal, Barb Cavers, and Elizabeth Cressman brought significant administrative experience and sound decision-making abilities. Dan Nash was a driving force behind technology, and Leslie Snyder brought numerous strengths and energy to the project, to name just a few. Each of the coordinators for much of the project was focused completely on the implementation of the new Social Studies Program of Studies which was necessary for providing the best possible implementation support.

Section 7

Social Studies Project Coordinators

Even though the CARC Social Studies Project had four different coordinators, Kathleen Galloway (2005-2006), Sharon Lampard(2006-2008), Mabyn Grinde(2008-2009) and Sharon Richter (2009-2010), there was a great deal of continuity among them. Each of the coordinators was involved in the project in some capacity from early on and was committed to the success of the program. Kathleen Galloway spearheaded the CARC implementation and was involved in some capacity in subsequent years. Sharon Lampard was a CARC presenter and curriculum facilitator for Red Deer Public in 2005-2006. Sharon Richter was a CARC curriculum facilitator for Wolf Creek from 2005-2007. Mabyn Grinde was a CARC presenter beginning in 2007 as Curriculum Coordinator in Chinook's Edge. Each also served on the Advisory Committee from the beginning of her work with the project. This involvement allowed a seamless transition thanks to the knowledge of the project by each of the coordinators.

A second factor that made the coordinators successful was that each coordinator had a relatively short period of time since they had been in the classroom. Kathleen Galloway still worked half time in the classroom, Sharon Lampard was in central office one year, Mabyn Grinde was in central office one year, and Sharon Richter came directly from the classroom. This connection to the classroom was very important in allowing each coordinator to understand teachers and what was necessary for them to implement the major pedagogical change in the new Alberta Social Studies Program.

Another factor contributing to the effectiveness of the CARC Project Coordinators was the trust and empowerment from the CARC Executive Directors. Shirley Van Eaton and Donna McRae provided support throughout and direction when necessary, while allowing the coordinators the freedom to guide the project as necessary. Without the support of the Executive Directors, the project would have been much more difficult.

A special note of appreciation also to the consortium staff who provided hours of support for the CARC Social Studies Project Coordinators.

Section 8

Survey Results

The 133 respondents to the provincial survey from the Central Alberta Regional Consortium were quite evenly distributed among the different divisions of instruction (Div I: 23%, Div II; 29%, Div III: 21%, and Div IV: 23%). Also 63% of respondents had more than 11 years of teaching experience. The majority (97%) participated in some social studies learning opportunity with 47% participating in 5 or more. Of the 130 respondents who attended professional learning opportunities, 97% indicated that they had some change in their teaching practice 88% pointed toward changes of some or great extent as a result of the learning opportunities, and 87% indicated some or a great deal of understanding of various elements in the new Social Studies Curriculum.

Barriers to participating in Social Studies PD activities included competing priorities for 72% of respondents. Comments about other barriers included time away from the classroom, changing assignments, substitute teacher time/costs, and sessions that were not specific enough for individuals' teaching levels.

The most common comment on the types of supports that were useful in implementing the new Social Studies program over the past six years was collaborative time, whether organized through the zone, the school jurisdiction or the school itself. Other indications of support were resources like LearnAlberta.ca; in-services through Alberta Education, CARC, jurisdictions and the ATA; and sharing networks.

Comments indicate the types of changes teachers made in their teaching practice are many. These changes include a stronger focus on outcomes and processes, like critical thinking. A shift is indicated from knowledge-based, paper and pencil assignments to project-based and inquiry-based assignments including more formative assessments. Collaborative learning situations include deeper discussions through the use of literature and multiple perspectives including FNMI. Overall, there is an indication of more diversity in methodology.

Teachers also expressed frustration in three general areas: curriculum, resources and in-servicing. Several comments indicated that the curriculum is overwhelming, not only in the amount of content and type of content, but also in the skills. Questions arose about the readiness of students for the concepts involved particularly in Divisions I and II, but also in the amount of inquiry expected of young children. Teachers expressed frustration and feelings of inadequacy in their abilities to deliver a valuable program in the very restricted preparation and instructional time.

Frustration also centred on resources. Respondents indicated that materials were not available, in all cases, far enough in advance to allow teachers time to prepare, particularly with what some respondents felt were rather inadequate teacher resources. Some comments indicated that more visuals, quality test banks, and illustrative examples would be valuable. Quite often teachers found that the reading level of the texts were much too difficult for students at a given grade level and the structure of those texts was confusing for students, particularly with regard to historical programs.

Further frustration centred on in-servicing. Comments indicated that some districts offered little collaborative time, inadequate planning time, and insufficient release time. Distance to sessions was also sometimes a negative factor.

Feedback for supports to sustain ongoing work in social studies includes in-servicing, resources and time. Comments reflect the on-going need for in-servicing on differentiating instruction particularly with the implementation of the inclusion of special needs in classes, effective incorporation of technology, and continued learning opportunities in all areas. Helpful resources to support social studies include illustrative examples for outcomes, videos, activities, source-based assessment banks and materials for societies remote to our own like Tunisia, Ukraine, Peru, India and the Inuit.

Generally, comments about available in-servicing and the effect on teacher practice were very positive.

Section 9

Key Challenges

The Social Studies Project faced several challenges that were specific to the 2005-2006 year. Kathleen Galloway, Project Coordinator, was to be seconded full time from her position with Wolf Creek Public Schools. Because a replacement French Immersion teacher could not be found, her secondment became only half time. Though her efforts were more than remarkable, it quickly became apparent that the time she was able to dedicate to the project was insufficient for the required work. Having curriculum facilitators was instrumental in allowing the 2005-2006 year of the project to be successful with scaffolding and leadership. A second challenge that year was the attempt at providing PD sessions too early. More “Understanding by Design” planning needed to be done prior to offering PD sessions. Finally, a myriad of hours was committed to a CARC summer workshop which offered great opportunities, only to have most of the sessions cancelled due to low enrolment.

Another challenge throughout the project was offering sessions in French. Finding French-speaking presenters who had the background in the new program was difficult, and when sessions were scheduled, many were cancelled due to low enrolment. To deal with this problem, in 2007-2008 CARC sponsored educators to attend facilitator training with the Francophone Consortium. This allowed individuals to gain background and encouraged networking. It did not, however, alleviate the problems as in 2009-2010 the same difficulty occurred. When a presenter was finally found for a cohort, the program did not receive any registrations.

Teacher release time was a substantial problem in central Alberta. The availability of supply teachers became more and more limited as the project progressed and was always an issue, particularly with elementary specialists. Time out of the classroom fostered complaints from parents and staff. The attempt to host dinner as well as Saturday sessions met with some success in certain years, but teachers sometimes found the extra time overwhelming with current workloads.

Because Zone Four extends several hundred kilometres both east/west and north/south, geographic distances made attendance difficult. Even within districts, travel time to central locations can be prohibitive, particularly during the winter months. CARC provided programs, when feasible, in many locations throughout the region, allowing for reduced travel time to sessions. District requested sessions allowed a reduction in travel and opening those sessions to other districts allowed a further time reduction.

Another challenge was communication. Although the CARC website contained information on all sessions, CARC still faced difficulty promoting sessions and ensuring teachers had access to the information as educators did not visit the site as frequently as hoped. The most successful solution to this challenge became e-mailing information to District Curriculum Coordinators to forward directly to teachers. CARC is very grateful for the great deal of support from many of the District Curriculum Coordinators.

Enrolment in sessions at times was another challenge. It became apparent that the majority of teachers were most interested in attending professional development in the months just prior to implementation of their particular grade level (April-May) and also during the year of implementation, but not for the majority of the year prior or the years following. This held true with the majority of K-3 teachers as well. Because the project was in its infancy for the pre-K-3 implementation, many of the lessons learned over the course of the project were not in place for this group. As a result, in-servicing for them was less, and with the introduction of the new Math curriculum, their in-servicing priorities shifted out of necessity.

The final year of the project saw similar difficulties with enrolment. In 2009-2010, grade level planning cohorts were poorly attended, even with the drop-in component available for those teachers who were not involved before, while topic cohorts were much better attended. Resources would have been much better spent on more topic-based in-servicing during that full implementation year.

Conclusion

The social studies grant resulted in changes for teachers. A number of teachers in Zone Four who were not facilitators became leaders through passion; they attended numerous learning opportunities and became “go to” people in their divisions and in the zone. Teachers built a shared vision as a practice of unearthing shared pictures of the future that fostered genuine commitment and engagement rather than compliance. A culture of collaboration was nurtured with lots of sharing networks, both official (moodle and wiki) and unofficial particularly through the use of digital tools. Ultimately, those teachers who became involved also became empowered.

Appendix A: Budget Statement

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2011
Revenue					
Grants	750,000		705,000		
Carry Forward	50,000	687,340	343,693	755,135	320,337
Interest on Investment	16,681	21,088	35,286	8,382	1,477
Total Revenue	\$816,681	\$708,428	\$1,083,979	\$763,517	\$321,814
Administration Expenses					
CARC Administration/Operations (includes office expenses)	6,865	70,374	45,096	45,611	47,570
Advisory Committee Meetings	-	-	2,846	2,823	624
Supplies and Materials					5,000.00
Capital Expenses	4,309	2,114	0	3,031	0
Coordinator Expenses	3,951	5,309	6,217	13,652	4,784
Coordinator Salary(ies)	41,105	93,977	97,752	116,314	106,046
Technology Support					15,000
Reports					16,550
Total	\$56,230	\$171,774	\$151,911	\$181,431	\$195,576
Zone/District Session Costs					
Facility/Food/Session Supplies	-	-	17,123	26,299	6,108
Presenter/Attendee - Travel /Subsistence	-	-	17,155	25,203	8,271
Presenter/Facilitator - Honorarium	-	-	25,208	61,690	16,514
Summer Conference	-	-	7,479	0	0
Resources	-	-	2,858	12,470	375
Total	-	-	\$69,823	\$125,663	\$31,270
Building Leadership Capacity- Cohorts & Collaborative Projects					
Facility/Food/Session Supplies	12,451	45,968	29,494	18,411	4,721
Presenter/Facilitator - Honorarium	23,608	46,594	34,973	25,882	8,443
Presenter/Attendee - Travel/Subsistence	11,301	31,180	11,250	31,397	12,859
Teacher Release Costs	19,325	-	26,502	58,280	32,997
Resources (2009/11 includes vetting and website posting)	3,706	3,019	4,890	2,118	9,062
District Grants/Learning Opportunities	4,700	8,625	-	-	-
Website Development and Updates					2,885
Total	\$75,091	\$135,386	\$107,109	\$136,088	\$70,968
Legacy Development					
ARPDC Legacy Resource Development					24,000.00
Total					\$24,000
Total Expenses	\$131,321	\$364,736	\$328,843	\$443,182	\$321,814
Revenues Less Expenses	\$685,360	\$343,692	\$755,136	\$320,335	0

Note: In 2005-2006 and 2006-2007 no distinction was made between “Zone/District Session Costs” and “Building Leadership Capacity” in the budget statements, therefore in this statement all expenses are under “Building Leadership Capacity” and include a section for “District grants/Learning Opportunities” for those years.

Note: In 2005-2006 and 2006-2007 the Advisory Committee expenses were also not separately indicated and are thus included in the “Building Leadership Capacity” section for those years.

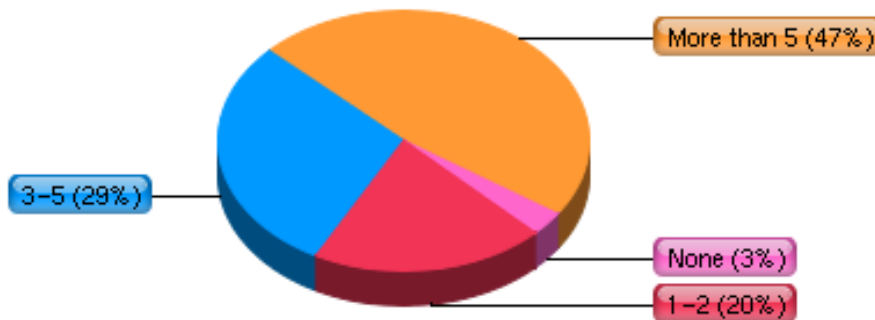
Appendix B Survey Results CARC - Implementation of Social Studies 2004-2010

December 17, 2010

1. What kinds of professional learning in social studies have you participated in over the past six years:
Please check all that apply:

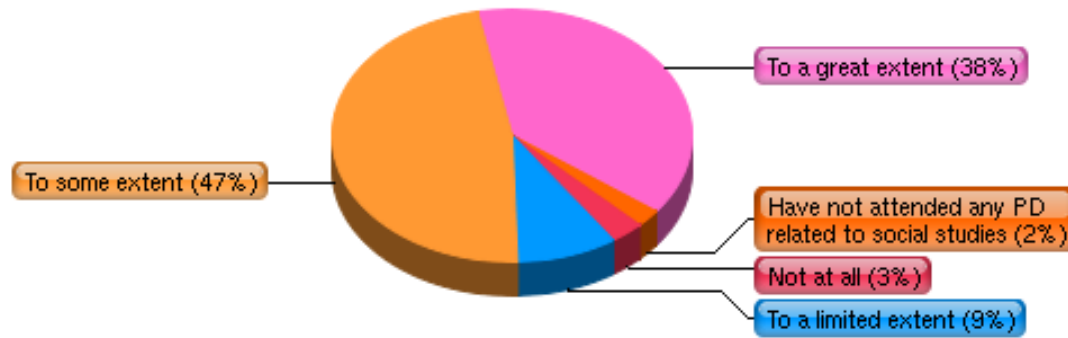
Item	Count	Percent %
Learning opportunities provided by your local Consortium in your region	77	57.89%
Learning opportunities provided by your local Consortium in your district	56	42.11%
Learning opportunities provided by your district	71	53.38%
Alberta Education Summer Institutes	19	14.29%
Other Alberta Education led sessions	14	10.53%
ATA Social Studies Specialist Council Conference	23	17.29%
ATA Teachers' Convention	86	64.66%
Online (videoconference, webinar, blog, etc.)	16	12.03%
Professional Reading	69	51.88%
Classroom Visitation	16	12.03%
Study/Discussion Group	28	21.05%
Cohort/Collaborative Planning Group	66	49.62%
Professional Learning Community in your school and/or district	44	33.08%
Working with a Peer Coach	16	12.03%
University Classes	11	8.27%
Social Studies learning opportunities provided by 2Learn	23	17.29%
Social Studies learning opportunities provided by the Alberta Assessment Consortium (AAC)	20	15.04%
Other	2	1.50%

2. Approximately how many social studies learning opportunities have you participated in over the past six years:



Item	Count	Percent %
1-2	27	20.30%
3-5	39	29.32%
More than 5	63	47.37%
None	4	3.01%

3. As a result of attending workshops, and/or participating in demonstration lessons, planning cohorts, and other PD activities, I have changed the way I am teaching social studies in my classroom.



Item	Count	Percent
Not at all	4	3.01%
To a limited extent	12	9.02%
To some extent	63	47.37%
To a great extent	51	38.35%
Have not attended any PD related to social studies	3	2.26%

4. Please rate your understanding and working knowledge of the following elements of the new social studies curriculum:

Item	No understanding/ working knowledge	Limited understanding/ working knowledge	Some understanding/ working knowledge	A great deal of understanding/ working knowledge
Citizenship and Identity (including social participation)		7.5% 10	50.4% 67	42.1% 56
Multiple Perspectives (including Aboriginal and Francophone)	0.8% 1	11.3% 15	50.4% 67	37.6% 50
Relationship and balance among the values and attitudes, knowledge understanding, and skills and processes in the program of stu	0.8% 1	13.5% 18	52.6% 70	33.1% 44
Grade level content (as determined by the General and Specific Outcomes/Strands of Social Studies)		5.3% 7	34.6% 46	60.2% 80
Inquiry based learning		15.0% 20	52.6% 70	32.3% 43
Dimensions of Thinking (including critical, historical, and geographic thinking, decision making and problem solving)	0.8% 1	13.5% 18	57.9% 77	27.8% 37
Technology integration into Social Studies	2.3% 3	22.6% 30	47.4% 63	27.8% 37
Average %	0.6%	12.7%	49.4%	37.3%

5. Please rate the extent to which you incorporate the following assessment practices in your social studies classroom:

Item	Never	Rarely	Occasion	Frequently	Total
Performance based/project based assessment		6.8% 9	44.4% 59	48.9% 65	133
Formative (assessment for learning)	0.8% 1	3.8% 5	34.6% 46	60.9% 81	133
Summative (assessment of learning)		5.3% 7	42.1% 56	52.6% 70	133
Average %	0.3%	5.3%	40.4%	54.1%	399.0

6. Please indicate the top three factors that have positively affected your ability to implement the new social studies program. Please rank in order of 1, 2, 3 in the field next to each factor you have selected.

6a. Learning opportunities provided by local consortia (workshops & in-services)

Item	Count	Percentage
1	25	42.37%
2	19	32.20%
3	13	22.03%
#2	1	1.69%
4	1	1.69%

6b. In district learning opportunities

Item	Count	Percentage
1	16	39.02%
2	12	29.27%
3	11	26.83%
5	1	2.44%
7	1	2.44%

6c. ATA workshops & conferences.

Item	Count	Percentage
2	10	45.45%
3	8	36.36%
1	2	9.09%
#3	1	4.55%
7	1	4.55%

6d. Collaborative planning with other teachers including Professional Learning Community (PLC) time

Item	Count	Percentage
1	26	38.81%
3	20	29.85%
2	18	26.87%
4	2	2.99%
9	1	1.49%

6e. Working with mentors

Item	Count	Percentage
1	13	46.43%
3	9	32.14%
2	6	21.43%

6f. Learning through personal experience as you implemented the new curriculum

Item	Count	Percentage
1	37	44.58%
2	27	32.53%
3	16	19.28%
4	2	2.41%
5	1	1.20%

6g. Time to work independently on planning for implementation

Item	Count	Percentage
3	18	38.30%
2	15	31.91%
1	12	25.53%
5	1	2.13%
8	1	2.13%

6h. New Resources

Item	Count	Percentage
3	17	43.59%
2	14	35.90%
1	5	12.82%
4	1	2.56%
5	1	2.56%
6	1	2.56%

6i. Use of Wikis or Moodle to share information/planning

Item	Count	Percentage
3	4	50.00%
1	1	12.50%
11	1	12.50%
2	1	12.50%
4	1	12.50%

6j. Online Guide/LearnAlberta

Item	Count	Percentage
2	10	41.67%
3	6	25.00%
1	5	20.83%
6	2	8.33%
5	1	4.17%

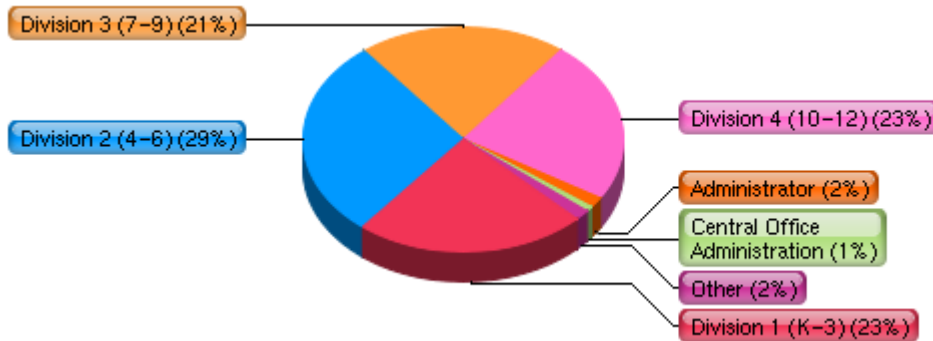
6k. Ongoing support provided and sustained over time, e.g. three to six years of support provided by local consortium

Item	Count	Percentage
2	9	42.86%
3	7	33.33%
1	4	19.05%
10	1	4.76%

7. Barriers that have prevented me from participating in Social Studies PD activities (check all that apply):

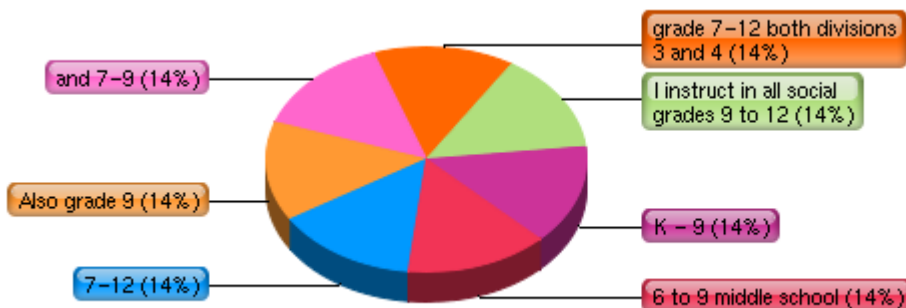
Item	Count	Percent %
Limited interest in what was is offere	31	23.31%
Limited access to PD funds	50	37.59%
Competing priorities	96	72.18%
Availability of substitute teachers	23	17.29%
Distance from sessions	49	36.84%
Inability to access technology	5	3.76%
Other	6	4.51%

8. DEMOGRAPHIC INFORMATION Please indicate the division (grade level) of your main teaching assignment:



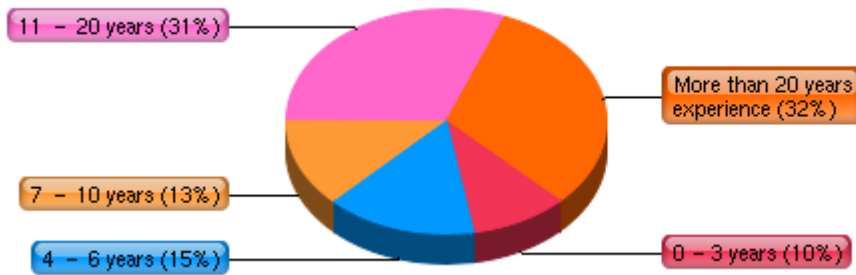
Item	Count	Percent %
Division 1 (K-3)	31	23.31%
Division 2 (4-6)	38	28.57%
Division 3 (7-9)	28	21.05%
Division 4 (10-12)	31	23.31%
Administrator	2	1.50%
Central Office Administration	1	0.75%
Other	2	1.50%

9. Other, if not listed above:



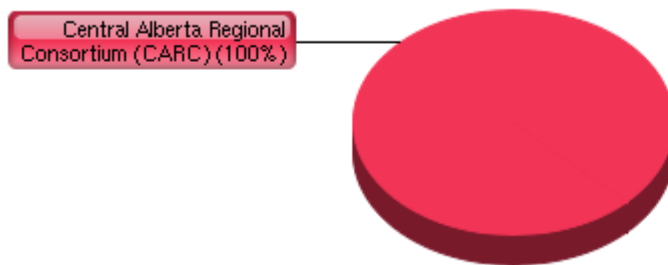
Item	Count	Percent %
6 to 9 middle school	1	14.29%
7-12	1	14.29%
Also grade 9	1	14.29%
and 7-9	1	14.29%
grade 7-12 both divisions 3 and 4	1	14.29%
I instruct in all social grades 9 to 12	1	14.29%
K - 9	1	14.29%

10. Please indicate your years of teaching experience:



Item	Count	Percent %
0 - 3 years	13	9.77%
4 - 6 years	20	15.04%
7 - 10 years	17	12.78%
11 - 20 years	41	30.83%
More than 20 years experience	42	31.58%

11. Please indicate your local professional development consortium (see www.arpdc.ab.ca for more information):



Item	Count	Percent %
Central Alberta Regional Consortium (CARC)	133	100.00%

Appendix 2: Other kinds of professional learning not listed above (Please list):

Open Text Responses:
Self-directed Teacher professional development sponsored by Inside Education
None
Marking SS Diploma exams
Working with my grade partner at my school to share ideas.
Informal collaboration/sharing with many people in district
In school PD provided by the district
Canadian Teachers Institute on Parliamentary Democracy in Ottawa
Was part of the collaborative team that assisted TC2 with creating the online guide for Social 20-1 and 20-2
I was part of a team that took part in the beginning of the new curriculum, and I was a teacher during the summer previewing the texts prior to them being fully accepted by Alta. Ed.
School Div Implementation
NCSS conference in the USA
The main component of my position is special education. I teach one junior level social studies class. Therefore most/all of my PD activities usually relate to or revolve around special education as it serves a greater number of students I work with in my position.

Appendix 3: If you have not attended any learning opportunities, please explain why not?

Open Text Responses:
Time and other forms of professional development.
First year teaching the new social curr (science teacher)
An administrator was not supportive of pd money spent on learning for a course which he felt I might never teach again because of declining student population.
The social studies curriculum has NOT changed in a good way, and all of my colleagues feel the same way. It is hard to teach and extremely frustrating because the material presented is beyond comprehension of the students. As a teacher, I am least motivated by this subject right now because of the lack of understanding by the curriculum planning committee as to what is comprehensible for elementary aged children. Our grade 5 resources have combined history with geography, and it is not even presented in a sequential way (settlement) which is very confusing. The resources (Pearson) we have been provided with assumes that students have a deep understanding of Canada which is incomprehensible to me, because this is the first year that the study of Canada is introduced! In grade 2 and 3 the students learn about other communities and countries of the world, and they have no knowledge of their OWN COUNTRY!! Why is this?? Also, the curriculum planners need to understand that most students rarely ever leave their own city, let alone their province to travel. The background knowledge they need to have for comprehension of the social studies text book is very deep and insightful. Collaboration meetings have talked about the general disappointment in the new curriculum, and how we can make it work somehow for students. When we used to teach geography separate from history, and the text was written in a sequential format, it was manageable; not any more! Please re-think what you have done to the curriculum.
I've had one professional learning opportunity per year and I have used it for other purposes.
Not specific to my grade or division
First year teacher, focusing on French Language Arts learning opportunities at the moment.
Costs for sub and registration are sometimes over my budget. I am reluctant to travel distances in winter by myself.
I haven't seen any offered at the K level. If they were offered at TEACHER's convention, I have always had other priorities in regards to FI or counselling.
Social is a new course that I am teaching
Money used up on other P.D
Was not impressed with the few sessions I had attended so was not willing to attend anymore.
Mat leave and constant changes in teaching assignment
Find the pd. does not address real hands on activities at the kindergarten level Some of the concepts are quite abstract. Special gifts
Nothing has really been offered to my knowledge for the grade 5 level which I have found practical to use.
I do appreciate the vast learning opportunities that are available but needed to further my education in the other aspect of my position.

Appendix 3: Please indicate the top three factors that have positively affected your ability to implement the new social studies program. Please rank in order of 1, 2, 3 in the field next to each factor you have selected.

R	Learning opportunities provided by local consortia (workshops & in-services)	In district learning opportunities	ATA workshops & conferences	Collaborative planning with other teachers including Professional Learning Community (PLC) time	Working with mentors	Learning through personal experience as you implemented the new curriculum	Time to work independently on planning for implementation	New Resources	Use of Wikis or Moodle to share information/ planning	Online Guide/ Learn Alberta	Ongoing support provided and sustained over time
1	25	16	2	26	13	37	12	5	1	5	4
2	20	12	10	18	6	27	15	14	1	10	9
3	13	11	9	20	9	16	18	17	4	6	7
4	1	0	0	2	0	2	0	1	1	0	1
5	0	1	0	0	0	1	1	1	0	1	0
6	0	0	0	0	0	0	0	1	0	2	0
7	0	1	1	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	1	0	0	0	0
9	0	0	0	1	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	1
11	0	0	0	0	0	0	0	0	1	0	0
	59	41	22	67	28	83	47	39	8	24	22

1	42%	39%	9%	39%	46%	45%	26%	13%	13%	21%	18%
2	34%	29%	45%	27%	21%	33%	32%	36%	13%	42%	41%
3	22%	27%	41%	30%	32%	19%	38%	44%	50%	25%	32%
4	2%	0%	0%	3%	0%	2%	0%	3%	13%	0%	5%
5	0%	2%	0%	0%	0%	1%	2%	3%	0%	4%	0%
6	0%	0%	0%	0%	0%	0%	0%	3%	0%	8%	0%
7	0%	2%	5%	0%	0%	0%	0%	0%	0%	0%	0%
8	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%	0%
9	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%
10	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	5%
11	0%	0%	0%	0%	0%	0%	0%	0%	13%	0%	0%

Appendix 5: Other factors not listed above, please list:

Open Text Responses:
Collaborating with colleagues, marking diploma exams
Living in South East Asia for 8 years in a multi cultural setting
Having a husband who frequently visits Ukraine
Collaboration with teachers in my school during PD time
University Courses
PSB Collaboration Project
Alberta Education workshops for the Achievement Exam
Canadian Teachers Institute on Parliamentary Democracy

earching internet sites
ione
#1 NCSS conference in USA - attended for the first time 3 years ago and this was a tremendous learning opportunity just based on the sheer numbers of sessions and displays that were there for support/resources. Attended wonderful session about assessment even before the big assessment push began in my district...
ummer Institute
haring with other grade level teachers (not necessarily collaborating, just sharing resources, ideas and materials)

Appendix 6: Other barriers not listed above, please list. Or if you have comments and suggestions, please indicate here.

Open Text Responses:
Time away from the classroom Heavy workload
The number one issue--competing priorities. As staff is cut, we have to take on more and more, and there just aren't enough hours in the day to do professional development for every course and level.
PD Time... suggestion 1/2 day
Limited applicability of sessions to special settings where I work 1. Taught K & E in a Behavior Setting 2. Teach at an Outreach School, not a regular classroom
Again, very disappointed by the new curriculum; extremely unmotivated by the way the material is presented.
Not enough Social Studies PD offered
Lack of updated test banks a big struggle.
Found many of the sessions to be very repetitive. There was no longer any support after the first year of implementation.
Some of the sessions seemed to repeat what had already been offered, with new or grade specific sessions only offered in the year of the implementation.
Not grade level specific, different division than what I teach
As a teacher of 10 years, I have seen a drastic increase in periphery duties added to the profession. Although I try to attend as many sessions as I can, the amount of time that I can spend doing professional development has significantly dropped due to the massive amount of time spent doing things that are only somewhat related to the majority of my students.
Cost of subs
Have not taught social studies for 6 years. In our school we do not have the same teacher consistently teaching the same subject.
Don't have time to work with new materials or information when I return to school.
Being given the time to attend or participate
Focus on other initiatives, especially mathematics
Limited time frame. Content can be immense, and it is difficult to implement all curriculum goals effectively. I do not want to have any time away from my classroom because I am afraid we will get further behind.
Nothing offered specifically for FI kindergarten.
Participated very early as a lead teacher for new SS program implementation in our school division. But the "experts" that presented or provided workshops for/at CARC were repetitive, almost exclusively "front matter" focused. Veteran teachers from the Red Deer area showed up early to recommend development of various models of instructional "plans" and units to illustrate various approaches to the curriculum as well as models of various assessment types (projects, multiple choice questions and written response questions). They were told straight out that this was not going to be done. A good number withdrew at that point. I continued through that year, but found the approach of instructional sessions and project cohort sessions vague and lacking practicality. From that point on I floundered, and found it very difficult to get "traction" with the nuts and bolts of developing concrete solutions to unit and lesson planning. In retrospect, I think I was intimidated and distracted by the "front matter" which was the constant theme of every session and of every "expert" teacher's modelled lesson. These "modelled" lessons could predictably be expected to have an historical photograph, picture or object which we had to make "predictions" about. This was, like, "THE" standard critical thinking sample!
Not wanting to be out of my classroom for PD all the time as it is a lot of work to plan for a sub and tough to leave some of the students with a sub.
Time planning, marking and reading for all courses take up time and don't allow participation...thus competing priorities is number one reason
Why are we always reinventing wheel? Every teacher uses the same curriculum yet we never have time to work together, share resources in a systematic way. E.g. validation of writing standards for example as per Diploma Exam marking training, validation of other exemplars vis a vis outcomes.
Time
A useful resource - I went on an intersitiation to observe another teacher teaching a lesson at an IB school (ATA funded) - learned some Inquiry activities
Didn't face any barriers. I was quite involved in PD and our division was very supportive of my PD.
Time! 2. Looking for more introductory and overview courses to explain the VERY lengthy curriculum we received in our binder. Extremely difficult to get through all the information and that is a shame since time and money was put into this but we can't complete it all.
Changed grade levels from 5 to 1 just after training.
Support rural teachers and understand the different issues they have from city teachers.
Would have had to pay own sub in addition to paying registration and travel fees.
The workshops/information sessions I attended did not make a lot of sense to me.
As with every other curriculum, there is way too much curriculum to cover. I would need to dedicate at least half the day to Social Studies in order to do it justice.
Need to continue PD funding and opportunities for Social Studies - just because curriculum implementation is done doesn't mean that we are all EXPERTS now - just like kids are life-long learners, so are we. The more PD opportunities we take part in, the better our teaching practices will be.
Tend to prioritize L.A and Math in using my limited planning time. The loss of CAMS (videos) in our division has it me hard in S.S.
Teacher attitudes
Prefer a session that is directed specifically to my grade level

Appendix 7: As you consider implementation of the social studies curriculum over the past six years: What worked or supported you in implementing this program?

Open Text Responses:
Support from the Consortium, other teachers, Learn Alberta
The Online Guide Alberta Education inservices
An excellent resource
Working collaboratively with grade team teachers
Collaboration and experience
Access to others who also teach the curriculum and an opportunity to share with them. Also assistance from FMNI and others to give guidance and provide info to students
The textbook, government websites, What in the World
Working together with other social studies Teachers
Online resources (e.g. blackgold)
ARC session were hugely helpful, also being able to discuss/share with other teachers.
Familiarity w the materials Familiarity w ability of third graders
Trying new ideas... engagement of student, class discussions and opinions
PLC time, online sharing/collaboration.
The only support we received was from the people that we worked with. I will say that there was no help from my division and what was expected of us.
Working at the district level on common Assessments and curriculum discussion groups.!
PLC meetings, and working with other social studies teachers around Alberta. We were able to brainstorm ideas and share resources.
Sessions held by division office for lead teachers
ATA & local, & district consortiums
Having a lot of opportunities to meet other Social teachers and a lot of PD sessions learning ways to teach the new curriculum.
Main old hard work, reading, studying, researching; writing my own module-based course materials; university courses; mentorship from district consultant; the new textbooks are excellent
Person resources - but again, the text is too difficult for comprehension of students. Even parents complain about it.
Collaborating with other teachers
Peer support resources
A lot of planning.
Some success with inquiry projects but covering content through such projects is problematic.
Working through the process. Reading, teaching, collaborating
Having time to develop things, and knowing what to expect on the diploma exam.
Help from other teachers
Person
ARC Cohort planning sessions
Division wide PD
Learning through on my own
Teacher guides that accompany the Many Voices program. Info from the 2Learn.ca site
Working with teacher in my school in the same grade - to share and support
Mentors and peers
Divisional cohort was exceptional as linked all teachers together to share resources and cut the workload of implementing a new curriculum down considerably.
Collaboration with colleagues.
ARC cohorts, workshops, etc. District sessions
A good understanding of the curriculum when it was first introduced. Summer institute
Learn Alberta was most helpful.
Teaching it for five years
The Summer Social Studies Conference offered by the Consortium
Social cohorts in Wolfcreek have been very helpful.
Appreciated the ability at times to meet with other teachers.
Support of colleagues Inservice
Inservices and resources
Discussion with other teachers
Not sure
Professional collaboration and email sharing of activities.
The resources available
In-school and -school division self-initiated collaboration + EPSB Collaboration Project.
At the 30-level, having a firm grasp of the old curriculum.
Resources
Teach English also and the new SS model is has a very similar organization. The very first session I attended was ATA Convention and the speaker

pointed this out.
colleagues, workshops
Working with other on the same topic.
The time I was hired to go to Calgary to collaborate with others on using technology to create projects for the curriculum.
Some of the CCL's took too long to complete so I modified most of them
Consortia led cohorts
There was really nothing except me getting into the work and just doing it.
The need/desire to keep my job!
Being on the committee that decided on the resource for our district which compared the resource content with the curriculum
Administration support
Time to collaborate with peers and see how others were making it work
Time with TC2
Our local did an inservice about the books available to support my program and what to do with the books.
The CARC programs
My own hard work and research.
Time to plan with others
Used the critical thinking cohort in relation to SMART boards
Support from Alberta Education and TC2 in PD.
Workshops put on by CESD, and CARC
Personal consultation with other grade level teachers
Getting ideas from co workers
Critical thinking challenges on Learn Alberta are a big help with coming up with project ideas
- Sharing resources and activity ideas with other teachers is a huge help
Working on projects with grade team
CARC
2 Learn site
Critical Challenges
Planning days. CARC
Planning with other teachers
Seeing how other teachers handled it.
Working with other kindergarten teachers
Saving time to work on the implementation
Working with other teachers
As I am not a classroom teacher, I have been asked to teach social 1, 2, 3, K&E 8 & 9, within the last 6 years, and this year grade 5 for the 1st time, so the obstacle is having something new to learn and teach every year!
ATA PD funding
- school PD funding
- being able to bank my school PD funding and use 2 years worth of funds to take in bigger and more expensive PD opportunities such as conferences
My own time to research and find appropriate trade books, videos and other hands on things that supplement learning.
Access to classroom technology
Teacher collaboration time
Division
Came in as a new teacher so this is the program I have always implemented.
Mostly resources
Help from current and former social studies teachers; extensive personal reading to learn the material
Good District support
Mentors
Using children's literature as the foundation for many lessons
Assessment for learning coaches, collaboration with a diverse group of teachers from other schools and districts.
1. The fact that I did not teach Social Studies prior so I had no "old material" that I was trying to rework into the new curriculum.
2. Having a resource to follow for the first year, until I got my "head wrapped around" the new curriculum
3. Sharing resources, ideas and materials with other teachers in my area. When we had embedded PLC time in our division, we often made use of it by developing activities for Social
4. CARC (regional consortium) presentations directed specifically at my grade or level
New program supplies
Internet
Grade level planning
Working one on one with another teacher we have been able to do this by sacrificing most of our spare time after school. We both have spent hours and hours on our units but we still need to spend time to make it better. I wonder how teachers who are by themselves are handling it?
Smartboard and older teachers with books and resources.

Appendix 8: What didn't

Open Text Responses:
The text books were a waste of money because the reading level was too difficult for the children. I wish we had spent the money on appropriate story and nonfiction books.
I/A
I/A
More Resources especially relevant videos
Access to additional information to support learning and exam practice type questions, since development of source based questions is very difficult alone

More sharing among teachers of their materials
More planning time
More collaboration
More prep time
Project that needs to much time
More release time to attend PD sessions.
to help from our co-ordinator at the division level. Social Studies is not important to the division, Math and Science is all they care about.
Not enough sharing between districts especially large ones and small ones. What else is frustrating is that social studies at the middle school level is farmed out to whoever needs a class to fill their timetable. I know this happens at the high schools too. This in turn weakens the commitment to properly implementing the new curriculum and it's new focus on thinking skills and critical thinking. Even parents don't care as much about sst as compared to math, sic, and la. I don't believe the purpose of sst is clear to students, parents, and the general public.
More resources, especially for Social 9 and Social 10.
didn't work: ADLC materials are not sufficient for my current setting, so I wrote my own materials using the textbooks that are now available.
More specific grade based learning opportunities
getting SS30 texts last year in time to implement- did not receive until November
test banks and better resources would have helped.
More time to really work the curriculum and methodology.
More support after the first year. I would have liked to know what did or didn't work for other teachers.
It is too much.
Funding
Once I had been to one session regarding the big picture of the new curriculum, I did not need to see it again at the next session I went to. There needed to be more grade specific in advance of implementation, not the year of implementation.
started my level after the majority of PD was completed
The program content is very dry and uninteresting. It is boring to study one area for an entire year. I enjoyed teaching social studies years ago when the curriculum included studies of other place ie. China, Greece, Japan. The students were far more engaged and interested in learning.
The Grade 7 curriculum and resource could have been less 'data-dense' and more idea oriented.
Summer institute could have had daily sessions on implementing specific grades/ sections of the curriculum.
More support from the publisher. It feels impossible to cover everything. Better understanding of inquiry based learning.
The resources the region chose weren't as good as other resources that could have been chosen.
More time for PD and to search on-line for activities.
Time and money at the school base level for the attending PD
Time for planning and going through resources
Not sure
Not sure
More critical thinking assignments or teaching strategies.
Meeting with other FI K teachers specifically for this purpose. Inservice offered at this level. PD and sub paid for by district - not out of my PD which I use for other things.
pretty predicably I feel that any CARC session for SS program implementation will be pretty impractical. This is a fairly generalized consensus among SS teachers at the high school level in my acquaintance. Finding a creative or practical way to find something else to do/attend is almost certain to be more meaningful.
It would actually be nice if the text books would be ready well in advance of the implementation date.
Too much inquiry for young children. Tough for them to sit for a long time and discuss.
Textbook/teacher materials for SS9 were not available in a timely manner
Time restraints for all the subject areas and behaviours within the classroom. Spending more time disciplining and working on daily routines and subject areas. (marking)
More collaboration time with other grade 4 teachers
Found great benefit in the CARC co-hort projects, when I could participate
More time for collaboration.
The program of studies could be more user friendly. There could be illustrative examples to help. Everything is just too far removed from the student's experiences. It is just too difficult to make the work come alive for the students.
Very little initiative on the part of District to get ss teachers together and provide time for collaborative planning and discourse.
Knowledge/awareness of field-trips that relate to the social curriculum - I do know of some now but it would have been great to know of them when I first started teaching each grade.
Having the teacher resources available when the curriculum launched.
SHAME!! I truly don't feel smart enough to create a cohort project. Intimidated is probably the word for that. Seeing what was created through the CARCPD I did I was overwhelmed. I would love to have the time to share with others and brainstorm together in a welcoming collab time.
More mentoring and team planning time.
A teacher's guide that actually helped! A test bank. Time and money from the division to attend workshops. Workshops closer.
The texts books really aren't that good
Very pleased with the support given!
Feel the program needs more visual aides and hands on activities
I don't feel like I have enough resources to support teaching about the Iroquois Confederacy or the Treaty of La Grande Paix de Montreal
Time given to work on creating unit plans and sharing of materials
The Learn Alberta site was cumbersome and took way too long to go through to get to the right place you needed.
Still don't have a picture of what I am to be accomplishing with this new curriculum. I have very little confidence in teaching it as it doesn't make sense to me.
Have time to plan Changing grade teams
Materials with the program

More grade level specific sessions. Not scheduled against other grade specific sessions.
More topics
More sharing of resources
More PLC time to work on curriculum outcomes
As above, to be able to teach a social twice, or more would be very helpful.
In an ideal world, it'd be great if there was more PD funding support from the government
More programs to support SmartBoard technology.
Started teaching just after the "big launch" of this new curriculum happened. I pretty much missed out on it and have mostly researched myself what I am teaching (gr .2 and 3 S.S.)
I think the Inquiry Based learning is very vague and highly over-rated.
Better access and quality of educational visuals
More individual time to work on and review the curriculum before implementation and throughout the year.
Nothing, we had extensive workshops
Attitudes
Difficulty using inquiry method in grade 1 classroom and time constraints
Wish that there was not such a focus on the grade 6 PAT test. Sometimes other teachers are difficult to collaborate with because they are so focused on "teaching to the test"; therefore they fail to see the value in performance tasks and research. I am also disappointed that we spent so much time preparing students for the written portion of the PAT only to have it removed because of lack of funding. Money should not decide how we assess, best practice should decide.
More inservicing on the resources at the 2learn website. I don't find them easy to follow or adapt to my needs Perhaps a project-based or inquiry-based publication with ideas of how to present the "big idea" yet ensure all of the material is covered. I'm thinking of how there are many novel study resources that are easy and cheap for teachers to buy that gives them ideas and resources that are specific to their needs. For example, a short publication on how to hold an in-class election as a way of learning about elections, local and provincial government in grade six.
Lessons that are grade specific Most are not or if they say k-3 they are not always and seem to focus on 5-9
Resources a better teacher's guide, some exam questions. It is so tough to teach and implement a new curriculum when you are creating everything. What is happening is that teachers are starting to burn out. They are exhausted and feel as if the product that they are producing is sub-standard. We work so so hard and yet we feel that what we are doing is not up to the standard that we as professionals believe we should have.
Technology that is reliable and resources that are provided to support student learning so that I am not always hunting around for own.

Appendix 9: What has changed in your teaching practice in Social Studies as a result of this support? Please provide an example and/or impact(s) that you observed in your students.

Open Text Responses:
Have implemented far more story books and worked to have students do more inquiry based learning.
N/A
N/A
Am way more knowledgeable about curriculum. I am more focused on the outcomes
More inquiry practices
More familiarity with the materials help to create extension activities and deeper study.
Variety in planned activities
Assessment for learning strategies Multiple Intelligence teaching practices Focus on understanding material rather than knowing
Less text / worksheets, more inquiry-based projects
More project-based learning--students respond really well. More integration of technology (Inspiration, webcasts, video conferencing, etc.)
More confidence
Let the students express their opinions ... I love it !
Greater ability to develop and implement a variety of inquiry based projects.
Nothing, what I do in my class is decided and implemented by me.
Am far less concerned with facts as with research skills and critical thinking skills We do far more discussion
Use the online guide to implementation ... great project ideas, but sometimes beyond what students can achieve, especially within timelines
More inquiry based
Have turned to more technology based lessons. Using powerpoint and smartboard to keep the students engaged in the lessons.
Now use summative assessment, project based assessment, targets and deliberate learning goals
More two way exchange of information
Since I started teaching Social when the new curriculum was implemented I don't have anything from the past to compare with.
Writing my own materials tailored to my students' needs has increased their reading comprehension, their stamina, their success at course completion. Support from the district consultant has been very encouraging--she's always there to offer an encouraging word, or a sample of a teacher's work. University courses proved to be extremely valuable and relevant.
More projects for students SMART lessons that allow student involvement -engage student achievement
Do some inquiry projects which has increased student interest in some areas.
More one on one discussion about the overall themes of the course.
More student focused. Group learning. Less paper and pencil work.
My students are much better critical thinkers. They evaluate problems and possible solutions or consequences of scenarios much better.

NMI seminars have given us better perspective of the FNMI point of view
he students are not as interested as I recall them being in the past. The content is dry. I understand that it is important to learn about Canada etc. Primary students used to learn about their school, community and neighbourhood. Now they are learning about other countries (Peru, Tanisia etc.) when they have no solid concept of their own country. It is beyond their developmental ability.
aking the lessons more interactive, discussion based. We recently started discussing rights and responsibilities, and the students were expressing much interest in doing "chores" ie: erasing the board, passing out booklets, etc. I implemented a chore wheel and took time to discuss responsibilities and they are loving it! Meanwhile I've made learning about social studies fun and interactive.
hange in the way students are learning. I am having more conversations and deeper discussions than ever before.
Use of current events and interest appropriate subject matter
Way of teaching, the process of getting students to analyze and think through issues as opposed to memorizing facts.
othing.
Planning from the program of studies- planning using the learner outcomes rather than a text
Performance assessments-students are actively engaged in their learning and enjoy learning more
use more critical questioning and spend less time on knowledge questions.
got a lot of ideas from the critical challenge assignments at learn Alberta.
More on-line activities, more current events projects, more debating of issues.
ve are much more diverse in our classroom methodolgies.
am focusing more on the outcomes and ways I assess students
More student discussion about topics - more indepth understanding on students parts
reater use of textbooks and on-line support provided by Nelson
ess emphasis on memory of facts, more class and small group work. Students are now encouraged to interpret what they have learned, and discuss what it means.
Smart Learning
more open collaboration
have tried to come up with more engaging and fun activities as I link it with cultural days throughout the year. I have tried to take on a more project based approach so the students have some work to show for all that they have learned.
More discussion with class
Students are more willing to offer opinions and answers when they see this as not just "right answer"
ly Feedbqck practices and assessment when doing group activities.
ill
nquiry based learning, it was hard to let go but I see the benefit of students struggling ab bit to complete a project instead of just being able to get the answer from a text book.
more formative assignments, use of rubrics and project based assignmtnets. Far more inquiry. Students summative marks increased, esp. in WR, when given the oppotunity to use formative assessment first. More engaging lessons, with variety of delivery methods.
he biggest impacts have been in critical thinking and assessment. The work with the Critical Thinking Consortium and AAC through the Regional Consortia were the best professional development experiences I have ever had. The summer institutes in Edmonton as well as the support materials from the Online Guide/Learn Alberta have been extremely helpful in understanding the huge shift in pedogogy as well as giving me concrete examples to adapt for my teaching style and program.
ransition to balanced assessment, use of rubrics vs. %.
tudents are driven to seek out information (from text, technolgy, etc.) and relate it/compare it to their own lives.
Inquiry activities
More critical challenges in the class as opposed to simply getting back information from the students.
getting children to see how thier life if different because of the past. Using pictures of the past to compare life now.
More diverse perspectives, more inquiry.
More focus on process rather than content
have had an easier time integrating critical thinking into the SMARTboard, instead of just using as a projector. Acticties have become much more interactice.
urther use of technology and real time information to combine with the curriculum to support critical inquiry.
ifferent way of thinking about Social Studies.
process driven
pend a great deal of time doing group work
try to find interesting engaging activities
More inquiry and critical thinking challenges
- Ability to relate course content to real life situations (i.e. municipal elections) - we were able to take a few weeks to explore the elections while still covering curricular outcomes
More discussions and comparisons of lifestyle, etc. Using a few more projects that students at a grade 2 level can do. Research and individual inquiry is very hard for K-2 students to do.
ess time
Outcome alignment lessons and assessment
Students have choice in their assessment
Students use criteria in rubrics in assignments and assessments
Project based assessment
Methods. Knowledge of content. Assessment for learning.
More collaborative planning on a daily basis.
More focus on understanding various points of view. Imlementing of critical thinking activities.
have received some excellent ideas from my kindergarten colleagues and a few from the social studies resource
collaboration and group work with the students
more meaningful projects for the students, authentic assessment for learning and of learning,
provide "I Can" statements on every student assignment so students can clearly understand the objectives.
I also list the curricular objectives at the top of every assignment/activity so I know which objectives are being satisfied - linking curriculum with teaching practices with student learning.
have "Culture Days" that celebrate the studied cultures with real food, clothing, cultural practices etc. This is very real and makes the pictures and discussions we had, come alive for the kids.
feel that I have been able to engage more of the reluctant learners, and yet still offer a challenge to the more advanced learner
fter collaborating with other teachers I found more resources that kept the students more engaged in the classroom activities. I had

a chance to learn from other teachers trial and errors.

es, more critical thinking and udi

My students are more informed about the global community despite living in an isolated and not very culturally diverse area. They engage more in conversation and are better able to support and form an opinion.

Everything is new and changed, as I have only begun teaching the courses

More focused on inquiry based learning

Children's interest level is increased when using literature and allows students to make connections within their own experiences

Diversification of instruction to meet student needs while still achieve the SS outcomes. I have also learned how to create units with a good balance of performance tasks and tests in order to allow each student to show what they know in a variety of ways. I have also used social studies to develop my rubric creation skills.

The use of inquiry based learning, using projects and simulations rather than textbooks (although it is good to have those resources when you are first teaching the material. I find I need a reliable resource when I am first teaching the material to ensure that I cover the outcomes. Once I am comfortable with the material, I begin to design more project and inquiry based lessons)

Hands on projects that interest the children more. Penpals in Alberta , postcard to Barnaby we send letters to family or friends in Alberta and they send us info about there city or town.

am not marking formative assignments I go over at the beginning of class. I focus more on summative and these assignments are done in class.

Students seem interested in topics and like to partake in the activities and discussions.

Appendix 10: Other comments or suggestions about Professional Development Consortia and/or other Social Studies Implementation supports?

Open Text Responses:

Make it relevant to a unit, plan things that are more specific and give the group time to work and share

Excellent help

It is really difficult to take advantage of many of the supports because it means taking time out of the classroom.

Each or provide opportunities for less well known locales such as Tunisia or Peru
I honestly look for seminars but last year for sure there was none at the conference in Calgary

Social conference in Canmore

More hands on resources that are easy to use. More differentiation ideas. I would like resources related to source based questions and political cartoons

I've appreciated the online bulletins for the the grade 12 materials.

Part of SS cohort and loved the experience to collaborate with other professionals

Test banks/more useable resources are needed.

v/a

More opportunity to collaborate with other teachers at the same level, and have the time to do it supported at all levels. (maybe on our many p.d. days)

Ideos?? DVD???

We have many wonderful places to visit and enhance our learning but it is difficult to experience many of them due to lack of funding and cut backs. Bussing is expensive so we often cannot take advantage of learning opportunities at our doorstep.

The cohorts, provided by CARC, showed me how to develop performance assessments and inquiry based learning that addressed the learner outcomes and made learning engaging for the students.

Ironically, all the "formally" provided supports (i.e., Professional Development Consortia and/or other Social Studies Implementation supports) I've had experience with are "anathema" to me. It has been the grass roots ("Here's my "solution/approach" to this unit/issue, OR, "What are you doing to help your students with this skill?") teacher-to-teacher informal or teacher initiated projects or "USB Drive Parties" that has been both more practical and more relevant.

There has never been a CARC session that I did not find useful

Don't know what I would have done without the support of the Central Alberta Regional Consortium. Not only have they provided me with multiple, diverse, and extraordinarily high quality opportunities for my professional development, but have also provide high quality and pedagogically sound classroom resources and foundational resources that I can access anytime on their website. Kudos to CARC for the amazing work they have done.

CARC was fantastic in supplying collaboration time with peers. Lots of time to "get down to work".

Thank you so much for even asking me/us about opinion. I love social and just truly don't feel I am doing the program enough justice. I am the only teacher teaching my grade so having a pd that gathers teachers in similar grade would be IDEAL to me!!!!!!!!!!!!

They are too far away and the limited access to technology in rural areas made a huge difference when I took part in a group cohort. The urban teachers were way out of touch with the limits in rural areas in terms of guest speakers, trips, etc. This led to a lot of frustration for me and not a lot of help.

There is too much in the curriculum. We need to teach some content before the students can implement the skills and there isn't time to do both well.

Have work periods with grade teams to create projects that support curriculum

More opportunities and advertising of those

More is offered, very little time due to conflicting areas needing pd, art, music, counseling, assesment, etc.

Just want practical and useful seesins that coincide with the grade 5 curriculum (regions/history) which I can use the ideas from right away.

A key contact person should be made where cultural items, hands-on things, trade books, etc. could be gathered and stored so that teachers could request and borrow these things for their classrooms...kind of like science crates.

In the past several years the move toward working PD and away from lecture of demonstration PD (across the curriculum, incidentally) has been the best improvement in PD I have ever experienced. This is also why Consortia and PLC professional development is far superior to the Teacher Convention PD

Continue offering new diversification strategies as we loose special education funding teachers are always looking for new ways to meet as diverse array of needs in the classroom with limited human resources.

One-day regional consortium presentations are the best for me. I would like to see more in my community rather than always in Red Deer. It would also help to have what other consortia are presenting, since I live closer to Edmonton and could attend those sessions.

Give your Social Studies teachers more support.

Appendix 11: What professional learning supports will support and sustain your ongoing work in social studies?

Open Text Responses:
More PD funds and more prep time since a classroom elementary generalist has so many difficult subjects to address.
Continued updates by Alberta Ed
Collaboration and Networking
Assistance in development of good practice questions and projects that deepen understanding
1/a
CARC, more training in technology.
Annual seminars at the conf
Local PD opportunities
Continued focus on inquiry based projects, as well as development and assessment of written responses.
More time to look at it and get ideas. Thank goodness for a Social Studies Ning that is helping me.
My district provides a curriculum working group
PD directed at certain grade levels, rather than at general overviews. Ability to meet with other teachers from outside the district.
Accountability with unit plans
Meeting with ATA, local & district consortiums
Ongoing updates from Alberta Ed as to what is happening with Grade 12 material; More plain-old hard work: studying, revising, revamping as necessary
Switch back to the old curriculum where geography is SEPARATE from history. Trying to mold these together into one topic is RIDICULOUS!!!
Would like to learn how to incorporate more technology into the curriculum
Infusing low level learners with the gifted or high level learners (making sure that they are both being challenged)
Future Social Studies PD opportunities..
Collaborative Planning with other Social Studies teachers
Peer assistance has been helpful to some extent.
Specialist councils, personal reading
Review of each grade level, and what has changed or been "tweaked" since it was implemented.
Websites which are student friendly.
Funding over and above regular PD funds need to be made available to teachers.
A chance to share and work with a small group of teachers in designing or re-designing lessons. A new perspective on the outcomes or issues challenges and leads to positive change.
More local PD opportunities
More interesting curriculum content
Field trip opportunities are limited due to cost
Opportunities to use online resources - lab time is at a premium in my school
PLC's
CARC workshops
On-line sessions - due to family and distances it is hard to get to workshops
Continued work within our SA cohort. PD opportunities through CARC. Divisional PD opportunities
Personal interest.
Continued cohorts sponsored by CARC so mileage and sub costs are covered.
Feel Social studies teacher need a better understanding of online resources and how to use them in conjunction with a smartboard.
The continued creation of supplementary resources
Continued inservice
Teacher collaboration
2 Learn videos/resources
Services of new resources available or changes made
Collaborative time embedded during the working day.
Will keep an eye open for learning opportunities.
Are I say it? Quit plugging up our available PD Days with "good PD" imposed from above!! Leave our available PD time to work at what we think is relevant to us. Remember? We are professionals!
Fun ways to teach it.
Build PLC and support them with release time and money.
Consortia opportunities
More collaboration with peers
Provide a supply of MC questions for gr 9, SS10 and 20 both in the -1 and -2 course levels. Also suggested source documents for the WR in SS30
There has quite a lot happening in our school division during the implementation period that has resulted from consortia initiatives. I don't know if they will continue in a formal way in the future. The difficulty becomes the time available to access those people with expertise in a certain area of social studies and to collaborate with colleagues.
Illustrative examples for the outcomes.
PD -with sample activities and lessons
Intervisitations to see it in action
Grade specific list of story books that compliment the curriculum.
List of available Field-trips
PLC's in school
Continued sharing days with peers to swap lesson/unit plans
Assistance developing source based assessments
Curriculum
A way to access and network other teachers to share resources.
Working and sharing with other teachers

requent updates on new resources
ew resources, ideas
More resources or PD about Aboriginal and Francophone rights and history
available resources and as always time. Each year we have something new to do, and there is never enough time to revisit as much as we would like to, that's if we want to have a life outside of school work too.
lore elementary PD
Working on creating lessons and projects using critical thinking
collaboration with colleagues in our Division
ollaboration. Access to more mc tes banks/projects.
onnect the programs at the various levels so teachers can see where the younger students are headed.
lore ideas on how to teach/guide students to think critically.
find that Iris who works for our division is an excellent resource for aboriginal peoples. Our school is english and french immersion which gives the french perspective a real purpose for 4 and 5 year old children.
Online sharing of resources
lore release time to work together with my grade partners
teachers, good courses and conferences that are available.
ATA Social Studies Conference
- local consortia
- school/ATA funding
athering hands-on things, books etc. is very time consuming but I think it is necessary for kids to get these concepts. The text books/guides are straight forward but only one dimensional- A person to spend their time gathering things about Ukraine, Peru, Tunisia, India, Acadia, Inuit cultures and either sending out bins or coming to do hands-on presentations on these cultures would be invaluable.
ime
onferences, workshops, action groups
lore prep time to continue learning and implementing materials.
gain, mentors and consortia PD
istrict support
ollaborative planning and sharing with grade partner
ISI programs and collaborative groups. Also a sharing site to exchange unit plans and resources.
egional Consortium sessions--CARC's sessions are excellent, I just wish they were closer
resources exam questions (good ones with sources), a decent teacher resource and more time.
teachers who have taught the material and have resources that support the curriculum

Appendix 12: As new teachers enter the profession, what will they need to carry on the work that has been started in implementing the Social Studies curriculum?

Open Text Responses:
see number 9 above.
more PD activities focused on Social Studies Program implementation
they will have to find their own material, they should be put in touch with teachers with experience with the material
they need alot of support because the assumption is made that students have knowledge that allows them to make judgements about the material. Teachers need a strong knowledge base to ask the good questions and further student understanding without doing alot of investigation, since that process is very time consuming and we are under time constraints.
Insure
ontinued pd (convention)
lanning time!!!!
ime to prep
etting to know their curriculum takes time. Little tricks/hooks to get students engage
upport from Alberta Ed.
they have to remember that they don't need to pass on the knowledge but guide critical thinking
resources, lots of them.
orking with consortiums and other teachers in the district
ccess to the information and or resources that was created. Maybe on a website somewhere.
n many ways, a new teacher has to start at the beginning: study, learn, and just practice using the curriculum. They have to be willing and to triangulate multiple perspectives on issues, and persevere in discovering strategies that effectively teach multiple perspectives.
\ deep foundation of the history of our country.
ability to think outside the box. Come up with multiple approaches to teach the subject
support groups
-learning leaders
lore resources, especially test banks.
mentorship
they will need time to plan. I beleive they will also get a lot of help from the existing teachers.
ime
they will need support before they do the course, as well as during the year. And a follow up at the beginning of the next year would be helpful.
xamples of "best practices" or critical thinking lessons that have actually been tested in a classroom environment. This will model what is expected of them in the new Social Studies curriculum.
ntroduction to course and its focus
lot of time to plan
ideas to enhance and make the content interesting, engaging
reading up on past workshops or a website with info...other than the gov't AB sites.

Mentorship, availability to resources, PD opportunities, especially knowing the myriad of tools available through technology.
A lot of time and personal sacrifice.
Workshops, sessions and cohorts to continue their growth as teachers and to effectively engage students
They must be will and able to use the internet and online resources.
They need to have the opportunity to have interact with other social teachers.
Inservice at their grade level
Inservice to show the new curriculum at work in a grade level classroom similar to theirs, Resources and Assessments
Resources. Classroom proven lessons.
Sharing and embedded collaborative time with other colleagues.
A small inservice during their first year. Ongoing sessions offered.
A mentor teacher. Sample lesson plans. Resources.
PLCs can act as mentor groups for new SS teachers (it isn't always NEW teachers.
Support and resources!
A strong base in inquiry learning process
Being a member of the SS Ming is very useful
Time and resources, including knowing who the "go to" people are and where to access the resources available.
See the above box
Experts preparing them for critical thinking in the pre-service program such as Wally Diefenthaler from TC2. Opportunities in the beginning to have collaboration with master teachers. A wiki/blog with links to resources/lesson plans.
Simple, chunked, overviews and examples of projects that implement inquiry with easy to understand instructions and rubrics. would love to know/ Hear the results of your findings through this survey. that would really show that there is follow up happening.
Need training should be in University programs.
PD
They are so overworked with demands that they will have very little time to attend conferences and cannot afford it. A network they can access would be the best.
Understanding of multiple perspectives and how that relates to meeting curriculum outcomes.
Not sure what is covered in their university courses now so unable to answer this
Give concrete ideas, suggestions and materials
Lots of critical and higher level thinking ideas
They will need to have been taught well at the university level and be willing to put in the hours needed to develop solid units for their students.
Go back and plan with mentor
Broader understanding of the relatedness of the program at the various levels.
Resources, ideas, activities that promote the new curriculum. Hands on focus.
Examples and resources
New teachers have a HUGE load in their first 5 years. They absolutely need a dedicated mentor teacher to work closely with in order the new teacher to have a successful start to their profession.
Mentoring.
They will need the PD funding and the ATA, consortia, and all other PD-providing opportunities. They need to lobby for more PD and make sure they are directly linking curriculum with teaching practices with student learning. This allows one to reflect and judge one's own teaching better and improve it where necessary.
They need help separating the BIG IDEAS of this new social studies from the numerous little details that the textbooks have.
Exposure to a variety of methods regarding technology and the classroom environment. Finding the right balance of technology and traditional methods.
Time, mentors, access to more materials
More time to implement all of the changes. I think teachers are feeling overwhelmed with what they are being asked to do (including supervision, extra curricular, board changes, etc.). I find that when I go to PD activities I feel recharged and have lots of ideas but don't have the time to plan or implement when I get home so they are not always utilized.
Open mind and knowledge of material; innate ability to appreciate student views and attitudes that do not mesh with one's own (barring, of course, opinions, values et cetera that are clearly racist).
Mentoring collaborative planning time PD opportunities
ISI support and collaborative groups, and a resource sharing site.
Short, easy to use publications that outline different ways to teach segments of the curriculum--for example, a sample unit/activity for how to teach about Athenian Democracy (similar to a novel study)
Good mentors
They need to work with experienced teachers more. More of a one-on-one or in a group atmosphere.
Access to Smartboards or technology, books on units.