

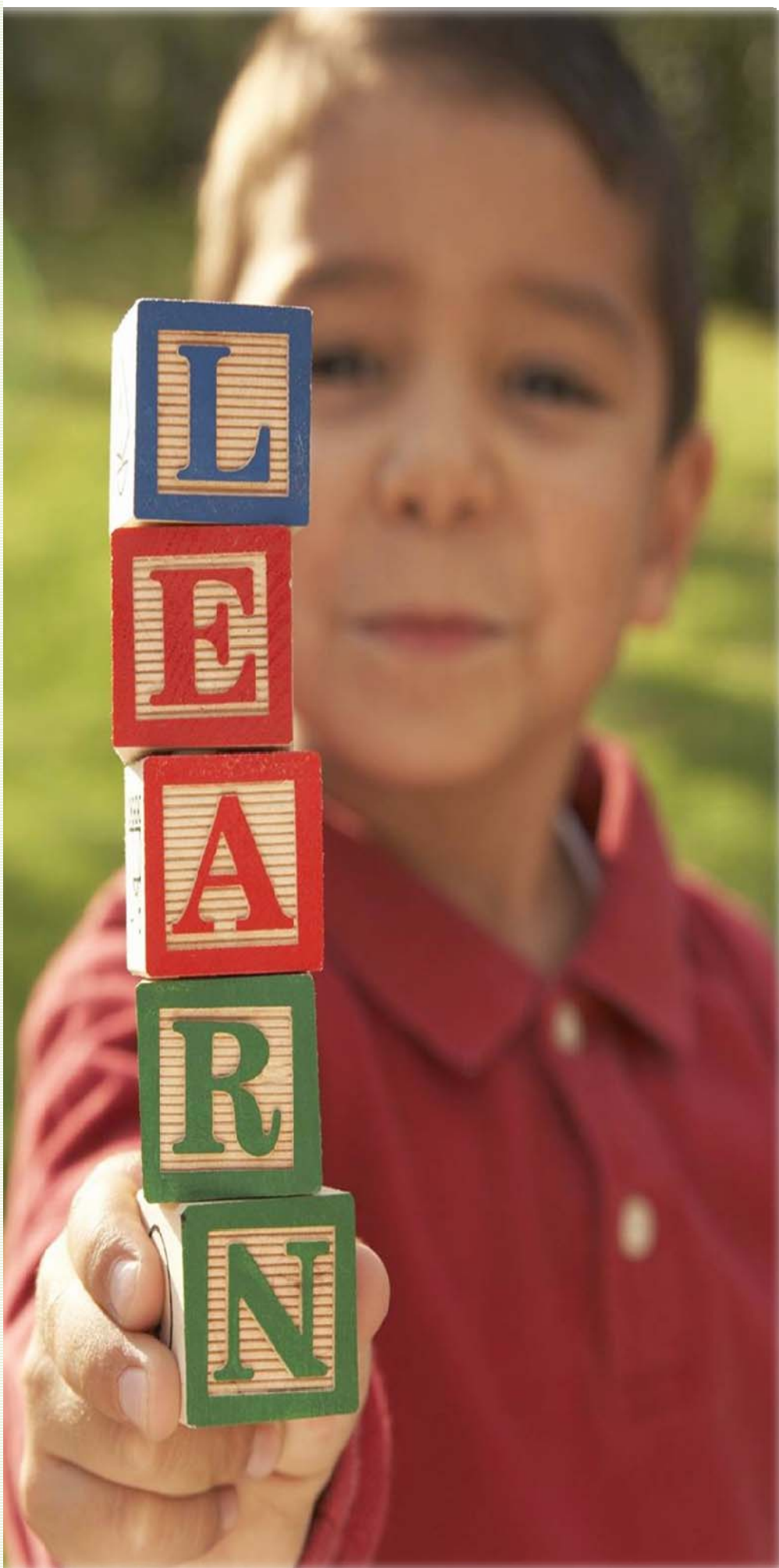


**Central Alberta
Regional
Consortium**

*Working Together;
Making a Difference*

ANNUAL REPORT 2008-2009

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



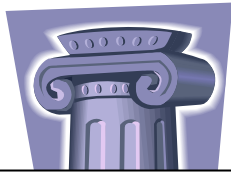
Alberta Regional Professional Development Consortia*

Beliefs about Curriculum Implementation

Overarching Understanding

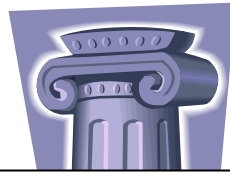
Effective curriculum implementation leads to a change in practice that enhances student learning.

Our pillars:



Effective Collaboration (process)

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



Effective Practice (content)

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



Effective Adult Learning (context)

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

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

Enduring Understandings

We have come to understand:

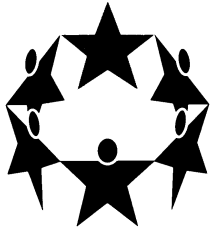
- Effective curriculum implementation is a shared responsibility for all stakeholders.
- Effective curriculum implementation is developmental and contextual.
- Effective curriculum implementation must be systemic, systematically planned and sustained.
- Collaboration leads to deeper understanding and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

Essential Questions

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

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

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



Our Vision
*Working Together:
Making a Difference*

Our Mission

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

Guidelines for Program Development

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

COMMENT FROM CARC DISTRICT SURVEY

In the education world, lots of things look good on paper but just don't make a difference in education. CARC does. They have worked tirelessly to meet the planned and emerging needs of the jurisdictions in Zone 4 and are an integral part of our professional development offerings.

Our Beliefs

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

Our Goals

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

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

CARC Staff 2008 - 2009



Executive Director	Donna McRae
Executive Assistant	Veronica Sargeant
Office Assistants	Nancy Penney & Carol Arnold
Casual Clerical Staff	Lianne Kruger & Sharon Schultz
* Math Consultants	Brenda MacDonald & Margo Nygard
* Math Lead Teacher	Carol Fitzel
* Social Studies Consultant.....	Mabyn Grinde
* Technology Consultant	Pat Bohnet

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

SAMPLE PARTICIPANT COMMENTS FROM CARC SESSIONS:

QUESTION: *A key change that I will make in my practice as a result of today's session is:*

Cognitive Coaching

- I will listen to hear. I will use what I've learned to help people get to where they want (need) to go.
- Have better conversations and relationships with colleagues, students and staff.
- Empowering others to elicit change rather than providing solutions.
- To be mindful of shifts in thinking for students. To use exploratory language in questioning.
- Looking at my students' filters of perception, especially cognitive style, whether they are field dependant or field independent and using that knowledge to diff. pedagogy.

Have SMART Board Will Teach!

- I will make more interactive lessons for my class by creating activities on the Smart Notebook.
- I can use lessons already made that meet Alberta curriculum; able to share resources learned tomorrow.
- Daily interactive lessons; continue to use activities that engage students.
- I now have a better idea of what is available. I think I'll use the crossword in L.A. and gallery dice for basic fact practice.
- More hands on work for kids...less textbook... same material.

Level B Assessment

- Awesome. Came in knowing very little, came out knowing so much more than I ever expected. Feel very confident about doing what the school needs now...
- I will be more aware of and pay closer attention to students. Also I will take the time to go through various assessment tests.
- Developing more strategies for myself and teachers where concerned about students. Remember to keep the relationships open continually.

Central Alberta Regional Consortium

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Central Alberta Regional Consortium
Message from the Board Chair

The Central Alberta Regional Consortium continues to be a leader in Alberta in providing relevant, quality professional development to administrators, teachers, staff and parents and supporting our region ***Vision: Working Together: Making a Difference.*** Our region ***Mission*** continues to be lived in the zone: ***To facilitate and support, through collaborative networks, the learning opportunities for all individuals and groups having an impact on student learning in Central Alberta.***

This annual report shares our success in working with our partners, how we are meeting or exceeding the goals and mandate, and how districts in the region access CARC and value the service they receive as a result. We are proud of the excellent satisfaction rates indicated in our district contact survey. At Board meetings, it is evident that the CARC administrative team is responsive to emerging needs, is able to adapt to new situations, and continues to handle a demanding workload.

Zone Four can be proud of the model approaches to professional development that highlight innovations, new strategies to teaching and strengthening proven practice. The member jurisdictions are collegial and collaborate on promising practices in the best interest of the zone. These individuals are leaders in their jurisdictions and in the province and offer their expertise to each other and collaboratively build the strength of the Central Alberta Regional Consortium.

The CARC program year has been extensive. We are certainly proud of our *Leading and Learning Conference* which featured world experts on education and included many local educators sharing best practices in the zone. This conference also provided additional funding to finance other CARC initiatives. Partnership is evident in the Board that governs the Central Alberta Consortium. The Board invites representatives from the College of Alberta School Superintendents (CASS); Alberta Teachers' Association (ATA); Association of School Business Officials of Alberta (ASBOA); Alberta School Boards Association (ASBA); Faculty of Education, University of Alberta – Red Deer College Campus (U of A); Alberta Education (AB Ed); and Alberta Schools Councils' Association (ASCA). Thank you to the education stakeholders who believe in the value of Consortium work as is evident by participation on the CARC Board. We are "*Working Together: Making a Difference*" and CARC provides the structure for us to come together to work collaboratively.

Our Executive Director, Donna McRae, is to be commended for her outstanding work in leading CARC. Her skills in collaboration with stakeholders, organization and effective management are praiseworthy. Her added strengths in innovation and creativity ensure that CARC is always pursuing new and improved approaches to professional development. CARC's positive reputation is evident throughout the province.

I would like to thank: a) the CARC Board members for their time and commitment, for supporting innovations and for dealing effectively with emergent issues, b) Executive Director Donna McRae for another outstanding year, and c) Veronica Sargeant, Executive Assistant, for her ongoing assistance and the exemplary work she carries out so enthusiastically. I look forward to the upcoming year and the implementation of the extensive planned program.

Respectfully submitted,

Dr. Lynne Paradis

Central Alberta Regional Consortium

Message from the Executive Director

As Executive Director of the Central Alberta Regional Consortium, I am pleased to present this report for our educational stakeholders. 2008 – 2009 was a tremendous year of providing learning opportunities for educators in Zone Four. We are dedicated to playing a vital, essential part in offering and promoting professional development for all of our educational stakeholders.

During the 2008 – 2009 school year, we engaged educators in subject specific general awareness sessions as well as sessions to “dig deeper” into the curriculum; we provided sessions on assessment and instructional strategies; we created communities of practice; we provided training on using technology in the classroom; and we started exploring the use of technology to provide professional development opportunities. The number of participants in our many learning opportunities indicates the continued confidence in our programs. A spirit of collaboration is fundamental to achieving our goals and the role of advisory committees was essential in ensuring we were meeting the needs of Zone Four educators while supporting implementation of new or revised curricula.

Our achievements ultimately stem from the wonderful team we have at CARC. I’m struck by the enthusiasm, pride and commitment of the CARC consultants, office staff and Board members, and I’d like to sincerely thank each of them. I’d also like to extend my appreciation to all of our partners, with whom I believe we are making a huge and very positive difference for today and for the future.

The 2008 Leading and Learning “Achieving Assessment Excellence” conference was an enormous success. Over 800 educators from Central Alberta heard internationally renowned speakers in their own “backyard” and local teachers shared their expertise on the topic of “Assessment”. We also hosted a Librarians Conference and a Support Staff Conference this year.

CARC was awarded the Alberta School Boards Association “Friends of Education” Zone Four Award for 2008 – 2009. The ASBA stated:

“Through brokering, coordinating, evaluating and serving as a clearing house for available training and professional development resources, CARC avoids duplication of scarce resources in a cost-effective manner...Dedicated to promoting student learning and achievement, school improvement, and parental engagement in the education process, CARC is involved in the community as a catalyst for change as well as stability.”

We have much to celebrate at CARC: dedicated, caring staff; forward-thinking Board members; enthusiastic Central Office district contacts, committed session participants and session facilitators; and supportive school districts. Please take a few minutes to review our successes of the past year highlighted in our annual report.

Respectfully submitted,

Donna McRae



CARC was awarded The Zone Four Alberta School Boards Association “Friends of Education Award” for 2008 – 2009.

Accountability Statement

The Central Alberta Regional Consortium Annual Report for the 2008 – 2009 school year was prepared under the direction of the Board of Directors of the Central Alberta Regional Consortium and in accordance with the reporting requirements provided by Alberta Education.

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

Dr. Lynne Paradis
Board Chair

Donna McRae
Executive Director

CARC Board of Directors 2008 - 2009



Colleen Butler Alberta School Boards Association
Brent Galloway (Vice Chairman) Red Deer College
Kathleen Young Alberta Teachers Association (Administrators)
Lynne Paradis (Chairman) College of Alberta School Superintendents
Barb Maheu Alberta Teachers Association (Provincial)
Catherine Nicol Alberta Education (ex officio)
Sherri Senger Association of School Business Officials of Alberta
Tracy Kaley (contact) Alberta Home and School Councils Association
Barbara Gregory Alberta Teachers Association (Teachers)

*'Our challenge.
How do we create organizational coherence...how do we create structures that
move with change, that are flexible and adaptive...that enable rather than
constrain? How do we resolve the need for personal freedom and autonomy
with organizational needs for prediction and control'
- Margaret Wheatley*

Contextual Information

In the 2008-2009 school year, the Central Alberta Regional Consortium operated with one Executive Director, one Executive Assistant and two Office Assistants. A Social Studies Coordinator managed the implementation of the Social Studies program and two part time Mathematics Consultants managed the implementation of the Mathematics program. A full time CARC Technology Consultant and a Mathematics Teacher Facilitator were also seconded commencing February 1, 2009.

CARC worked with eight face-to-face advisory committees and drew on two “electronic” advisory committees. Ongoing consultation with many education stakeholders occurred and numerous opportunities were provided to work with Alberta Education.

Distance and sparsity within the region present a challenge in providing professional development learning opportunities for all within the region. As a result, CARC continues to provide program offerings wherever feasible in both the north (Wetaskiwin) and the South (Red Deer), thereby reducing travel time for participants to attend sessions. An attempt was also made to provide sessions within individual Districts. In 2008-2009, CARC also began to provide technology-mediated learning via webinars.

Working in Collaboration with Regional and Provincial Partners

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

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

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

Working in a consultative and collaborative way in 2008-2009, CARC regularly met with:

- stakeholder groups as part of their organization meetings (e.g. CASS Zone 4, Special Education Coordinators, Curriculum Coordinators, ATA-PDAC).
- CARC Advisory Committees (e.g. Second Languages/French Advisory, Social Studies Advisory, Mathematics Advisory, General Program Advisory, Library Advisory, Support Staff Advisory, and Technology Advisory Committees) in addition to other ad hoc committees that were struck to provide input into planning to meet emergent regional needs.
- Central Office Curriculum Coordinators and other district representatives, as well as regional curriculum leaders at Curriculum Coordinator meetings where Alberta Education personnel provided curricular and/or initiative updates from the Ministry; followed by Zone 4 “Think Tank” where curriculum leaders looked at the implementation implications and PD needs to develop a coordinated and comprehensive regional PD plan.

*‘Schools must forge greater relationships with the wider community, parents and other schools. Too many schools are working in isolation. Schools need to share their power with students and the wider community.’
-Fullan and Hargreaves*

- ATA Convention Boards (CATCA, CAETCA) and ATA Specialist Councils (CTS) to plan partnership learning opportunities at their annual conferences
- Representatives of the Central Office Curriculum Coordinators and ATA PD Chairs to co-develop an *electronic* comprehensive Regional PD Needs Assessment instrument. Results were tabulated by CARC and sent to jurisdictions showing jurisdictional results as well as total regional results to inform comprehensive PD planning for 2008-2009.
- Provincial PD partner organizations, including ATA, AAC, 2Learn, Galileo, ADETA, ATLE and post-secondary institutions to develop a common framework for distributed professional learning. This resulted in a Project Charter for a coordinated, collaborative, comprehensive Demonstration Project for 2009-2010.
- Alberta Education Curriculum Leads to discuss curriculum implementation, the expectations and the needs for each subject area. For Career and Technology Studies implementation, attendance at the provincial advisory meetings and the provincial CTS curriculum coordinators meetings enhanced the program planning.
- Post secondary representatives to discuss summer learning opportunities for teachers in Career and Technology Studies and to highlight Masters Programs in Educational Leadership.

Advisory Committees

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

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

CARC Advisory Committees include:

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

CARC as ARPDC Lead

In 2008-2009, CARC served as ARPDC lead for:

- planning a provincial, collaborative, comprehensive approach to supporting teachers with implementation of the revised Career and Technology Studies curriculum.
- supporting teachers in ten pilot school districts with implementation of the revised Career and Technology Studies curriculum in the Health Pathways cluster.
- the provincial grant and coordination to support High School Science Gizmo implementation.

'The gap between vision and current reality is also a source of energy. If there were no gap, there would be no need for any action to move towards the vision. We call this gap creative tension.' - Peter Senge

Regional Needs

Assessment Results 2009

ZONE 4 JOINT NEEDS ASSESSMENT SAMPLE REPOSSES:

I think CARC does a fantastic job of bringing in current, relevant speakers on a range of topics that help keep us up to date on what the latest research is saying about effective teaching / excellent learning environments.

KUDOS to CARC!! CARC provides numerous PD opportunities at reasonable cost, at various locations so such opportunities are fairly and easily available to teachers and teacher assistants regardless of where they reside in the CARC 'catchment' area.

All of the CARC workshops I have attended have been excellent- well worth the time and expense.

Zone 4 Joint PD Needs Assessment

The 2009 Spring Regional Needs Assessment administered by CARC and the Zone 4 ATA was completed by **768** respondents. Results reveal:

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

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

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

CARC STAKEHOLDER SURVEY SAMPLE REPOSSES:

- *All CARC staff serves us very well!*
- *CARC works hard to accommodate our curriculum needs. Thanks for all your hard work and dedication to teachers and students. Thanks for the great year!*
- *Teachers in our division appreciate the hands-on nature of many of CARC's PD opportunities. Time is well spent and teachers feel that the outcomes were valid and help them in their respective classrooms.*
- *We are so grateful for the support that is provided by CARC and the willingness of the staff to accommodate our needs.*

Zone 4 PD Needs Assessment for Support Staff

Six hundred, sixty-four (664) responses were received from Support Staff in Zone Four; 42% naming Elementary (Grades 1-6) as their main assignment, 15% Junior High and 12% Senior High.

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

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

Information from the surveys was provided to other professional development providers such as the Central Alberta Teachers' Convention Association, District ATA PD Chairs and all District Curriculum Coordinators.

The information was also utilized to plan 2009-2010 programming for CARC.

Parent Sessions 2008 – 2009

<i>Date</i>	<i>Session</i>	
October 22 (Red Deer) October 23 (Camrose)	<i>AHSCA Kick Start for School Councils</i>	<i>Cancelled due to low enrolment</i>
February 23, 2009 (Red Deer)	<i>The Teenage Brain and 21st Century Learning</i>	<i>42 participants</i>

CARC continues to provide schools and parents with access to two excellent parent newsletters - *Parents make the difference!*[®] (Elementary) and *Parents Still make the difference!*[®] (Middle School). These monthly publications provide brief, informative, timely articles ideal for parents to read and for schools to share with parents through their newsletters. CARC is pleased to distribute electronic copies of these newsletters to parents, staff and community leaders in all the school districts we serve.

In 2008 – 2009, **fifty-nine** schools took advantage of the CARC service agency subscription. In addition, hundreds of parents are accessing these articles on the CARC website.

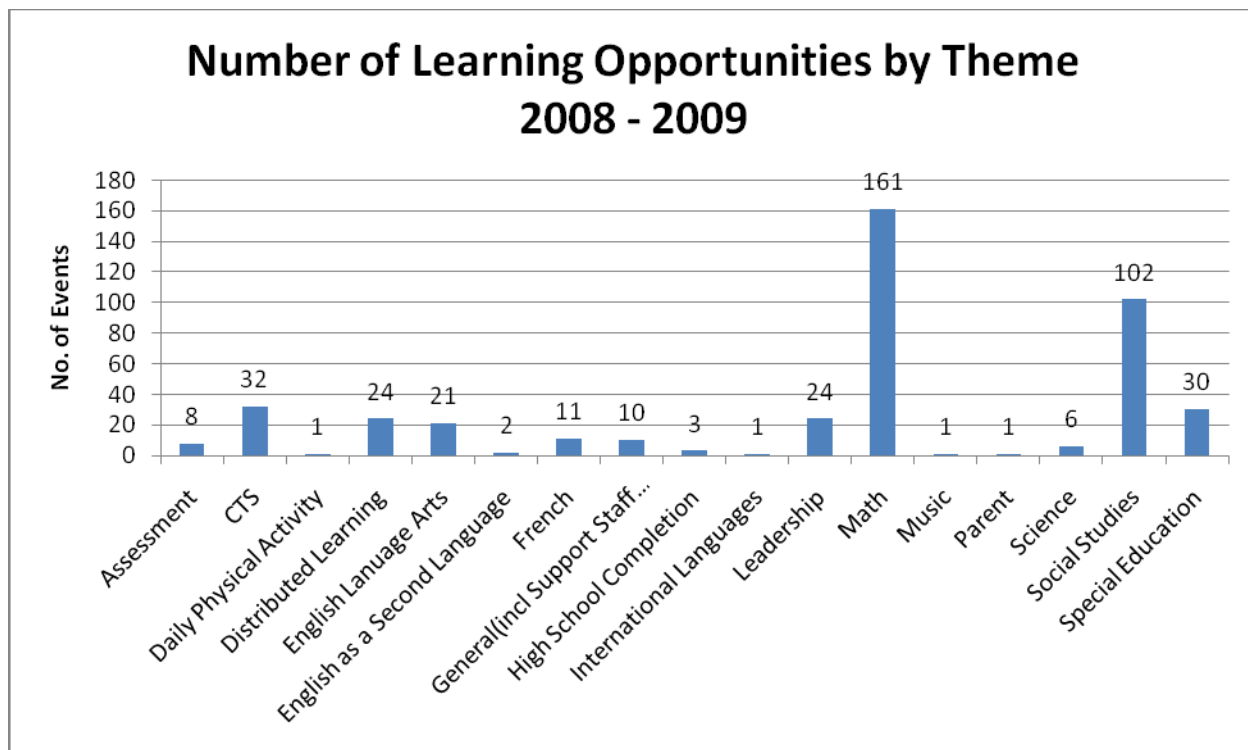
SAMPLE REPOSES: SUPPORT STAFF SURVEY

PD for support staff has greatly increased and improved over the last 5 years. This year's conference for support staff in Red Deer was interesting and informative and I look forward to next year's.

When the opportunity for EA's to attend a support staff conference in Red Deer was made available to the EA's in our school I believe it to be the first step towards PD that is offered to us that is truly designed more specifically for EA's.

It's so important that we are constantly involved in P.D. So many EAs feel that they are stagnating at their job. I feel that it is very important for support staff to be allowed to attend PD days to help improve their position in helping student/s that they are working with and for their own self-esteem as well.

I always enjoy a good guest speaker... There have really been some very interesting ones over the years. I can't remember all their names, but I do remember their messages. Thanks for including us (EA's) in your survey. It is nice to know that what we think is important! Thank you for that.



Use of Technology

A *Distributed Learning Strategy Proposal* to provide CARC learning opportunities, independent of time and/or location, was developed in 2007 and approved in September 2008. This gave CARC the infrastructure to provide more support to teachers via emerging technologies, thereby reducing travel time while increasing access to more regional learning opportunities. In 2008-2009, CARC was able to develop an on-site videoconferencing suite and also explore the use of technology tools in provision of learning opportunities. Teachers were very enthusiastic about interactive whiteboard sessions and three leaders were trained for each District to allow for District level sessions. Use of technology also included 22 webinars via Elluminate software and sharing via the Social Studies Wiki which had 243 participants.

Trends in the Central Alberta Region

Through examination, consultation and discussions with CARC partners the following trends were identified:

1. TREND

21st Century Delivery... Distributed Professional Learning

IMPACT

Districts and education stakeholders are requesting that CARC explore delivery of professional development via emerging technologies (e.g. video conferencing and webinars). Alberta Regional Professional Development Consortia (ARPDC) has received funding to explore the delivery of professional development using a variety of technologies and to model distributed professional learning. This initiative will fundamentally change and expand how professional

development is delivered by Consortia throughout the province in the 21st century. Costs to facilitate high quality learning experiences using technologies will include access to expertise, assistance with technical requirements, and pedagogical understanding of the best use of emerging technologies to support adult learning.

2. TREND

Providing service in multiple ways with multiple partners

IMPACT

As CARC leadership continues to look to the future, to ensure high quality adult learning opportunities, it is important that the Consortium confidently seeks new approaches that provide choices for accessing adult learning. Working collaboratively with existing and new stakeholders and building professional development leadership capacity will be valued and become the norm. Leading in the delivery of adult learning using emerging technologies will be an asset.

3. TREND

Evolving Educational Landscape...financial constraints

IMPACT

Each year the educational landscape is evolving and new practices and research findings are emerging. This year financial challenges have the potential to impede access to CARC learning opportunities. Adapting to the school district financial constraints, providing service using different mediums and exploring distributed leaning approaches will occur.

4. TREND

Measuring the impact of professional development

IMPACT

CARC strives to ensure that the services provided are making a difference to those who receive them. The question: "How do we know if professional development enhances and contributes to improved teacher practice and curriculum implementation?" will continue to guide a continuous improvement model for CARC.

Emerging Areas Anticipated in 2009-2010

1. Measuring the impact of professional development using the "Essential Conditions that Support Implementation"

CARC will investigate the understandings and application of the conditions required to plan and evaluate effective professional development.

2. Movement to more District Based Professional Development

CARC will continue to meet the needs of Zone Four districts and teachers by offering more sessions at the District level, on days when they feel teachers will be made available for the learning opportunities (i.e. PD days). These opportunities will continue to be part of the regional comprehensive plan and will be open to registrations from other districts.

3. Distributed Professional Learning

CARC will increase the provision of learning opportunities using emerging technologies. The resources and infrastructure required to increase professional development delivery using emerging technologies will be explored and learning about when to best use technology to deliver PD will continue.

UNSOLICITED PARTICIPANT COMMENT

"I just attended two CARC workshops last week...and they were phenomenal! Please pass along my thanks to an organization that offers such a high quality (and wide variety!) of PD opportunities."

Statistics/Participation Rates

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

Participating Jurisdictions

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

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

	Number of Events	Number of Regional Participants		
		Face to Face	Using Technology	Total Participants
Regional Learning Opportunities				
- Meetings / Advisory Groups	47	520	10	530
- PD Learning Opportunities	465	9886		9886
- Technology Mediated Learning Opportunities (Webinars, Video Conferences)		<i>CARC VC Suite opened June 2009</i>		
- Learning Management Systems (Wikis, Moodle)	8		243	243
District Delivered Learning Opportunities				
- Delivered by Consortium Contractors (Math)	47	739		739
- Delivered by Teacher Leaders	65	925		925
Provincial Learning Opportunities				
- Conferences*	5	80	36	116
- Technology Mediated Learning Opportunities (Webinars, Video Conferences)	22 webinars		31	31
- Learning Management Systems (Wikis, Moodle)	N/A			
Totals	659	12,150	320	12,470

* FNMI: Learning Together for Success Conference, FSL Conference, DL Forum, Reaching & Teaching⁹, Supporting English Language Learners – Promising Practices Forum, ESL Tools & Strategies Forum

Alberta Regional Professional Development Consortia (ARPCD) Model:

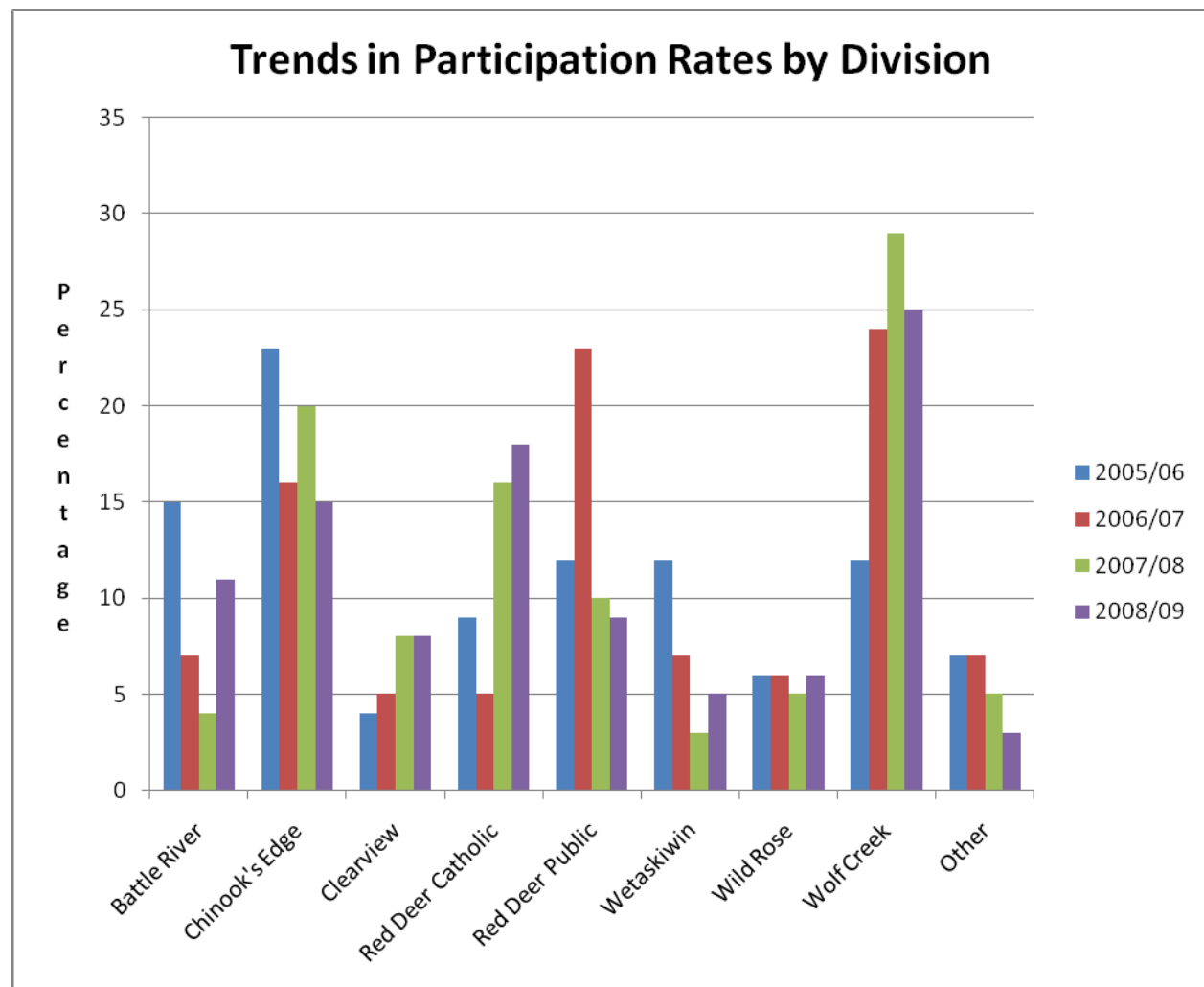
In order to be consistent in determining participant rates between consortia, ARPDC has developed a PD counting model. The guidelines used by all consortia are:

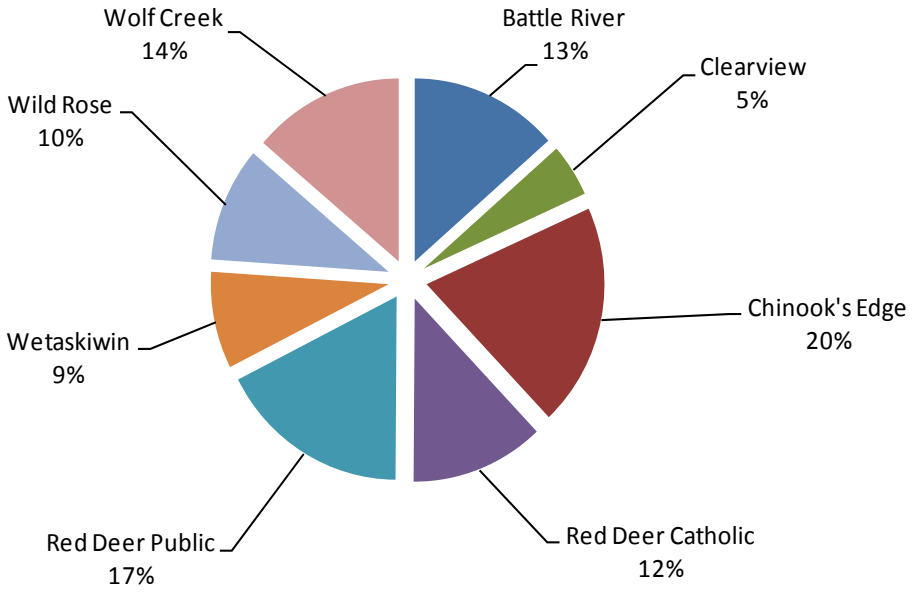
- Half day and full day sessions count as one day (i.e. the time to organize a full day or half day session is the same)
- Each day of a series counts as one day of PD – participant numbers are counted for each day
- Conferences over multiple days - each day counts as one day of PD (conference over 3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

CARC Learning Opportunities - Year to Year Comparison

	2005-2006	2006-2007	2007 - 2008	2008 - 2009
Total Days of PD	163	202	426*	659*
Total Participants	5269	6119	8986*	12,470*

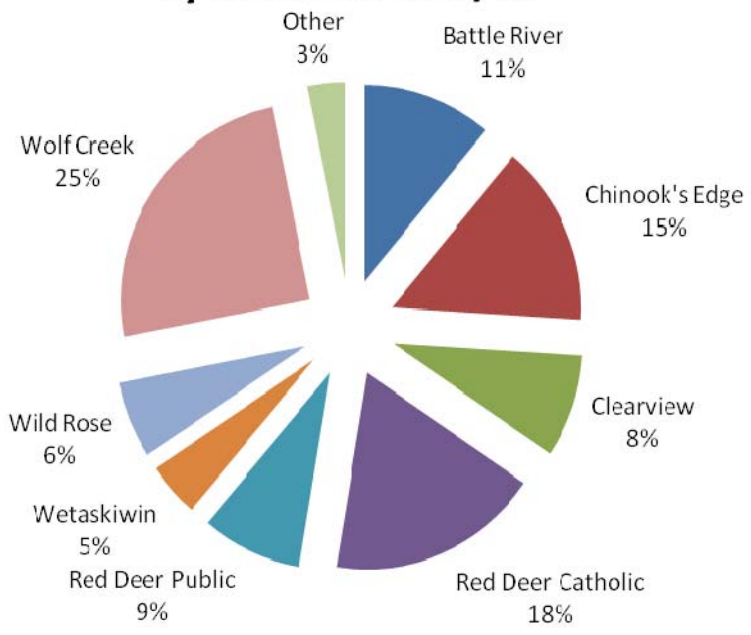
* includes meetings and ARPDC events





Percentage of Teachers Employed by Districts in Zone 4

CARC Learning Opportunities Participation Rates by Division 2008/09



Goals, Performance Measures and Targets

Goal 1

Facilitate professional development which supports the effective implementation of:

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

Exceeded Expectations
★★★★

Outcomes

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

<i>Performance Measures</i>	<i>Metrics</i>	<i>Target</i>	<i>Results</i>
<ul style="list-style-type: none"> • Percentage of stakeholder contacts who agree that PD offerings align with needs identified in their plan(s) • Number of participants attending Consortium PD offerings • Satisfaction of stakeholder contacts with Consortium services overall 	<ul style="list-style-type: none"> • Survey of educational stakeholders • Counts • Session evaluations; program feedback • Survey of Alberta Education Leads 	<p>Our goal is to maintain a satisfaction rating of 80%-89% in this area.</p> <p>Our goal is to maintain a satisfaction rating of 80%-89% in this area.</p>	<ul style="list-style-type: none"> • 100% of district contacts agreed that the PD offerings align with the needs identified in their plans • 12,470 participants attended CARC and/or ARPDC offerings • 95.4% of stakeholders indicated that, overall, they were satisfied with the services provided by the Consortium • 84% of Alberta Education leads agreed that consortia provided effective leadership in planning for implementation of AE programs and initiatives

Progress & Accomplishments

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

CARC Metrics	<i>Target</i>	<i>Result 06/07</i>	<i>Result 07/08</i>	<i>Result 08/09</i>
<i>Align with needs</i>	80%-89%	93%	92.8%	100%
<i>Services overall</i>	80%-89%	100%	100%	97.7%

Goal 2

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

Exceeded Expectations



Outcomes

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

<i>Performance Measures</i>	<i>Metrics</i>	<i>Target</i>	<i>Results</i>
<ul style="list-style-type: none"> Percentage of stakeholders satisfied that CARC facilitated PD supports for effective implementation of curricula Percentage of PD program participants satisfied that the session supported their ability to apply the information learned to their situation Percentage of Alberta Learning designated leads for conditional grants who are satisfied 	<ul style="list-style-type: none"> Survey of educational stakeholders Session evaluations; program feedback Summary from Alberta Education designated leads 	<ul style="list-style-type: none"> Our goal is to maintain a satisfaction rating of 80% – 89% in this area. 	<ul style="list-style-type: none"> 95.4% of district contacts were satisfied that CARC facilitated PD supports for effective implementation of curricula 98.6% of PD program participants were satisfied that they are able to apply the information learned to their classroom, school or jurisdiction 98.5% of PD program participants reported overall satisfaction with sessions attended. 92% of Alberta Education designated leads for conditional grants reported satisfaction with services provided by the Consortia

Progress & Accomplishment

- Facilitated Advisory Committees for: Curriculum Coordinators, French, Library, Mathematics, Special Education, High School Science, Social Studies, Leading and Learning Conference, Zone 4 Think Tank, Distributed Learning, Support Staff
- Executive Director Donna McRae, served as the ARPDC Provincial Lead for CTS and Science Gizmos.
- Social Studies and Math Consultants and their Advisory Committees developed comprehensive regional implementation plans. (See Executive Summaries: Mathematics-page 28; Social Studies-page 30)

CARC Metrics

<i>Target</i>	<i>Result 06/07</i>	<i>Result 07/08</i>	<i>Result 08/09</i>
80%-89%	100%	100%	97.5%

Goal 3

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

Exceeded Expectations



Outcomes

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

<i>Performance Measures</i>	<i>Metrics</i>	<i>Target</i>	<i>Results</i>
<ul style="list-style-type: none"> Percentage of stakeholders accessing these services that are satisfied. 	<ul style="list-style-type: none"> Survey of educational stakeholders contacts Session evaluations 	<ul style="list-style-type: none"> Our goal is to maintain a satisfaction rating of 80% - 89% in this area. 	<ul style="list-style-type: none"> 86.4% of stakeholders accessing these services are satisfied. 98.5% of program participants are satisfied.

Progress & Accomplishments:

Broker

- The Consortium utilized expertise within our own region, negotiated with private consultants and resource people to offer workshops, brokered services from partner associations and shared work among the Consortia.
- CARC brokered the services of Leading and Learning 2008 presenter, John Antonetti, to four jurisdictions in Zone 4 who hosted Mr. Antonetti in their division in August 2009.

Coordinate

- Joint Consortia projects included several conferences: *Reaching & Teaching Learning⁹*, *Learning Together for Success(FNMI)*, *ESL Tools and Strategies*, *Supporting English Language Learners: Promising Practices Forum*, *CTS/Knowledge & Employability Conference and the DL Forum*
- Coordinated international and national speaker agreements with other Consortia to reduce presenter travel costs.
- Worked with Zone 4 representatives to plan the Central Alberta *Leading and Learning* Conference held in November 2008. This conference focused on *Achieving Assessment Excellence* and offered a platform of keynote speakers who highlighted significant points pertaining to the accurate design and effective use of assessments. Delegates were offered specific and practical strategies to further explore the use of high-quality assessments and the development of a culture for learning.

Referral Centre

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

CARC Metrics

<i>Target</i>	<i>Result 06/07</i>	<i>Result 07/08</i>	<i>Result 08/09</i>
80%-89%	99%	92.9%	92.4%

Goal 4

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

Exceeded Expectations



Outcomes

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

<i>Performance Measures</i>	<i>Metrics</i>	<i>Target</i>	<i>Results</i>
<ul style="list-style-type: none"> Percentage of stakeholders satisfied that the programs meet their identified and emerging needs. Descriptions of services offered. 	<ul style="list-style-type: none"> Survey of educational stakeholders Qualitative measures (descriptions /testimonials) 	<ul style="list-style-type: none"> Our goal is to maintain a satisfaction rating of 80%-89% in this area. 	<ul style="list-style-type: none"> 95.5% of district contacts indicated satisfaction that the PD offerings align with those identified in their plans and their emerging needs Evaluation comments and testimonials noted throughout this report

SAMPLE REPOSSES: *Métis Perspectives / FNMI*

My overall impression of the session:

I was able to talk and listen and come to a greater understanding of the Métis culture, language and government.

It provided invaluable information through experiential/inquiry from authentic voices.

I learned a lot and it sparked my interest to learn more. Great sessions and so many!

I strongly believe in the attitude and culture of our First Nations people and our children need to know of this.

The people were so warm and friendly and seemed so happy to recall their own personal Métis experiences; that it made the Métis culture come alive for me. I learned a lot.

Progress & Accomplishments

- 12,470 participants participated in 659 workshops, inservices, webinars and training sessions.
- Increased participation rates over 14 year period.
- Provided learning opportunities for stakeholder groups including: parents, support staff, teachers, trustees, school council members and administrators.
- Collaborated with other consortia to co-sponsor provincial professional development conferences.
- Using the guiding document for effective curriculum implementation, we continue to witness the positive way we share the huge responsibility of making curriculum come alive for all students.

CARC Metrics

<i>Target</i>	<i>Result 06/07</i>	<i>Result 07/08</i>	<i>Result 08/09</i>
80%-89%	100%	100%	95.5%

Goal 5

Promote and support the development of professional development leadership capacity.

Met Expectations



Outcomes

CARC contributes to the development of PD leadership capacity.

<i>Performance Measures</i>	<i>Metrics</i>	<i>Target</i>	<i>Results</i>
<ul style="list-style-type: none"> Percentage of stakeholders satisfied that the efforts of CARC contribute to development of professional development leadership capacity Descriptions of services offered. 	<ul style="list-style-type: none"> Survey of educational stakeholders. Qualitative measures (descriptions & testimonials) 	<ul style="list-style-type: none"> Our goal is to maintain a satisfaction rating of 80% - 89% in this area. 	<ul style="list-style-type: none"> 81.8% of stakeholders were satisfied that the efforts of CARC contribute to development of professional development leadership capacity descriptions noted below testimonials noted throughout this report

Progress & Accomplishments

- Hosted Alberta Education/Zone Curriculum Coordinators' Meetings
- Provided facilitator training for:
 - Social Studies**
 - Three train-the-trainer sessions were held providing instruction to two facilitators per district.
 - Follow-up activities were provided for previously trained facilitators and lead teachers.
 - Mathematics**
 - Two teachers from each district continued to receive PD support and facilitation training throughout the year.
 - Two French Immersion teachers attended facilitator training through the Francophone Consortium.
 - Assistive Technology for Learning**
 - Facilitators were trained in *Read and Write Gold* and *Board Maker*.
 - SMART Board Training**
 - Three facilitators per district were trained in SMART Board technologies.
- Utilized many local presenters at *Leading & Learning 2008*

SAMPLE REPOSE: *Math Leadership Cohort*

Brenda and Margo make math fun. They are great facilitators. I really appreciated all of the power points, background information and time to talk to colleagues about how to present. I appreciate being a part of the leadership team in Zone 4. The binder we were provided is full of all that information that we need.

REFLECTION

These stakeholder results on leadership capacity are perplexing and warrant further examination as there is contradictory evidence. CARC provided a greater number of leadership opportunities than in past years. Also, the trained leaders provided more training for teachers in the Zone than in previous years. One explanation may be that the stakeholders who completed the survey were not aware of the number of opportunities or the impact of the trained leaders. For example, thirteen SMARTBoard leaders worked with 925 teachers throughout Zone Four during the 2008/09 year.

CARC Metrics

<i>Target</i>	<i>Result 06/07</i>	<i>Result 07/08</i>	<i>Result 08/09</i>
80%-89%	100%	100%	81.8%

Goal 6

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

Exceeded Expectations



Outcomes

CARC provides professional development at a reasonable cost.

CARC offers P.D. on an over-all cost recovery basis.

<i>Performance Measures</i>	<i>Metrics</i>	<i>Target</i>	<i>Results</i>
<ul style="list-style-type: none"> Percentage of program participants agreeing that fees are reasonable Financial records indicating cost recovery operations 	<ul style="list-style-type: none"> Survey of stakeholders contacts Survey of district contacts Session evaluations 	<ul style="list-style-type: none"> Our goal is to maintain a satisfaction rating of 80%-89% in this area. 	<ul style="list-style-type: none"> 90.9% of the district contacts were satisfied CARC provided good value for the grant dollars received to support curriculum implementation. 95.5% of district contacts were satisfied that CARC provided services at a reasonable cost. 98.9 % of program participants are satisfied CARC services are provided at a reasonable rate.

SAMPLE REPOSSES: Librarian's Conference

I will introduce students to some of the new books I discovered. I better understand the needs of boys when it comes to reading material.

This is a great conference and any help to librarians associated with Alberta curriculum is excellent help.

To better increase the awareness and knowledge of the ORC not only to students but also to staff of the great number of resources that are available for their use.

This conference was so informative. I benefited from every session. Presenters kept me so interested through each session and provided a wealth of knowledge.

The day was worthwhile and provided a great opportunity to interact with my peers.

Progress & Accomplishments

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

<i>Target</i>	<i>Result 06/07</i>	<i>Result 07/08</i>	<i>Result 08/09</i>
80%-89%	100%	100%	95.1%

Summary of Program and Presenter Evaluations

Program Feedback and Ongoing Needs Assessment

Of the **12,186** participants taking part in face-to-face Central Alberta Regional Consortium learning opportunities in 2008-2009, **77%** completed program evaluations.

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

Presenters	Strongly Agree / Agree
Provided opportunities for me to be actively involved in the learning	98.3%
Provided strategies for integrating new practices into my current context	98.5%
Feedback for Session Organizers	
The session cost was reasonable	98.9%
Reflections on My Learning	
I increased my knowledge of the topic	98.1%
I learned strategies/skills that will support student learning on this topic	98.6%
I was able to reflect on my attitudes and beliefs about the topic	98.6%
I plan to apply the information learned into my practice	98.1%
Overall, I was satisfied with this session	98.5%

SAMPLE REPOSSES:

Support Staff Conference – “Making a Difference”

A key change I will make in my practice as a result of this conference is:

Be aware of all the different ways children learn and how to approach learning and teaching in not just the same ways.

I will seek the truth in each situation with students and help uncover the fears, lies that they carry with them.

I will prepare a report of each student's progress and consult with the teacher, speech pathologist and special ed. teacher to ensure the student's success as a reader

Learning to use "learning moments" when they happen.

Would like to help the students by listening to them and allowing them to share some of what is important to them so they feel important. To listen to the students interact and find out what they are thinking not just making sure they learn what I want them to learn. Helping those who are learning English to be able to fit in with others is also important to help the student learn.

To be innovative in my approach; not boring and traditional.

Leading and Learning 2008: *Achieving Assessment Excellence*

On November 20, 21 and 22, 2008, Central Alberta Regional Consortium organized the 4th Annual Leading and Learning Conference entitled *Achieving Assessment Excellence*. Eight hundred forty-eight (848) delegates were in attendance to hear keynote presenters: Thomas Guskey, John Antonetti, Harvey Silver, David Warlick, Cathy Vatterott, and Garfield Gini-Newman. **A total of thirty-two local educators also presented during the conference.**

DELEGATE COMMENTS FROM LEADING AND LEARNING 2008

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

As a trustee, I will be more aware of the strategies educators are using to improve student learning today.

Continuing to make learning as meaningful and "real" to students as possible - - this means moving away from "old school" into the technology world that our students live in.

I will focus on making learning more accessible to students through technology. I will try to utilize more multi-media and let kids be more flexible with their performance choices.

I will try to reach all learners in different ways. I also gained some very valuable assessment strategies that I will be able to incorporate in to my teaching.

Several key insights from the conference will make their way into our new admin and new teacher programming...the work of Antonetti will likely influence some of our work as a jurisdiction.

Changes to report cards will be made in the next year, and insights from Guskey will help in making key decisions as to what to include.

I need to actively involve my students. I have been doing this but I will definitely purposefully plan activities that engage everyone.

SO much from David Warlick... we are preparing students for their future, not ours!

Emphasize the huge importance of parental involvement and responsibility in following their children's achievements and areas needing improvement and/or support. The conference also suggested to me that although we are very forward looking in most of our areas of responsibility, there are still some missing elements that we will need to re-examine and pay attention to in the near future.

I came to the conference last year and was really impressed. I was really impressed again this year. I know it is a long journey to get where we want to go but the conference offered lots of support and strategies. Wish our whole division could attend.

Antonetti's sessions were fantastic; the best keynote I have seen in my 20+ years of teaching. He presented with a wonderful sense of humor and at the same time gave many ideas of things we could do in our class to keep our students engaged in the learning process and to utilize their individual background knowledge to keep them engaged and interested in their learning. I wish everyone in the District could have the opportunity to listen to this fantastic speaker! One of the best I have

The teacher collaboration session was extremely engaging. There were video clips, opportunity for dialogue with neighbors and the discussion about collaboration is always interesting.

Implementation Grant Executive Summary

Grant 2008-0653

Donna McRae, Executive Director

2008 - 2009 (year one)

Introduction

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

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

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

Grant Background

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

Regional Characteristics/Context

The Central Alberta Regional Consortium provides services and learning opportunities for the 207 public schools, along with various private, charter, and band-operated schools serving over 51 000 students within Zone Four. Approximately 3000 teachers are employed within these school authorities in various subject and grade configurations.

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

Regional Advisory Committees

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

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

Development and Implementation of Work Plans

CARC submitted a plan for curriculum implementation in October 2008 and has continually updated, added and revised sessions based on advisory committees, participant enrolment and speaker availability. Over 318 sessions were planned and delivered during the year in the various subject and initiative areas for approximately 4000 participants.

Responsiveness and Flexibility in Adult Learning

CARC conducted a needs assessment survey, in partnership with the ATA, to determine the needs of teachers. Regular meetings with school curriculum coordinators also occurred including a face to face with each of the eight school districts in Zone Four in May, 2009. Learning opportunities offered by CARC were developed based on these consultations, as well as ongoing discussions throughout the year. The use of technology to conduct meetings of advisory groups and to explore distributive learning opportunities was also used in the latter half of the year.

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

Partnerships and Collaborations

The ARPDC Executive Directors met with Alberta Education Lead Managers and Directors in the fall of 2008 and were open to ideas and suggestions for programming throughout the year. Executive Directors met regularly to share ideas and programming.

The ARPDC established a committee representing ASBA, CASS, ATA, ABED, and ASCA. This working group began the task of developing a process, to collect and report evidence of success, related to implementation support. Meetings were held throughout the 2008-2009 year and the committee continues to meet and finalize the work.

Key Findings, Successes and Challenges

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

Session feedback from participants indicated a high rate of satisfaction for the sessions and the impact it will have in their classrooms. The flexibility to include Zone initiatives definitely enhanced the participation in professional learning opportunities.

These successes are not realized without some challenges along the way. For example, competing priorities for professional development time and money lead to a number of cancelled sessions. It will be imperative to explore the use of technology to provide implementation programming in the future.

Financial Summary

	Allocated	Spent
Base Funding	75,000	75,000
Mathematics	190,000	164,632
Science	20,000	0
Languages	15,000	8,321
Knowledge & Employability	10,000	0
English as a Second Language	15,000	4,829
Workplace Health & Safety	10,000	0
Literacy	20,000	11,127
FNMI	2000	0
Wellness	10,000	4,356
ICT & Distributed Learning	0	0
High School Completion	3000	2,393
Zone Initiative (Special Education)	15,000	39,577
	\$385,000	\$310,235

Mathematics Project Executive Summary

Margo Nygard & Brenda MacDonald, Mathematics Project Coordinators

Common Project Goal

The common ARPDC goals are to:

- Provide in-service and implementation support to all teachers of mathematics specifically focused on implementation in Grades K, 1, 4, and 7 in the first year.
- Provide strategies that lead teachers to change professional practice for enhanced student learning
- Address the development and contextual variables of communities to achieve effective implementation with the diversity of our regions.

Grant Background

To support implementation of the new Mathematics Program, Alberta Education provided a \$135,000 grant to Central Alberta Regional Consortium on behalf of the districts and teachers it serves and to be used over the 2007-2008 school year.

Plan Overview

The Central Alberta Regional Consortium Mathematics Implementation Plan Project consisted of a comprehensive plan, as detailed within in this report and attached as Appendix A. The intent of the grant was to support the implementation of the mathematics program in zone four over 2007-2008 school year.

Regional Characteristics/Context

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

Geographically, our region extends hundreds of kilometers both east/west and north/south. Some jurisdictions have a higher percentage of FNMI students; some have a higher than average of Colony schools and many include French Immersion Schools. There are also a growing number of English Second Language students. These factors present interesting diversity as well as their own challenges.

CARC provided a variety of programming to accommodate the many stakeholders. CARC offered Math Implementation sessions primarily in Red Deer, Stettler, Camrose, Ponoka and Innisfail but also offered many district days with a provincial expert in Mathematics, Mr. David Decoste and Mr. Trevor Calkins.

It is our belief to develop local leadership and build leadership capacity, so a Math Leadership Cohort was developed with representation from each district. These teacher leaders were chosen from the district curriculum directors and curriculum coordinators. Two teachers from each district were encouraged to attend. The teachers were trained on the new program of studies, specifically focusing on the philosophy and intent of the program as well as looking at the research and how to best implement. These teachers are trained to deliver professional development to their own districts using the Alberta Education modules as well as locally developed presentations that were created and used by CARC math consultants.

YEAR TWO RESULTS

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

Advisory Committee

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

- The Advisory met four times this year
- The meetings were very productive. The meetings were interactive forums where voices from all districts and stakeholders were represented.

- Meetings incorporated Video Conferencing Technologies to enable effective half day meetings
- The Advisory Committee currently consists of 12 members who represent a wide variety of stakeholders within the region including teachers from all grade divisions, administrators, curriculum coordinators, curriculum directors, and McATA representation.

Indicators of Success

- An Advisory Committee met regularly to provide advice and direction on how this grant would best meet the regional needs.
- Each board is represented with at least one individual on the Math Advisory Committee
- The focus of each gathering was to coordinate professional development in the region, network and shared adult learning/pd approaches that would best meet student learning needs, as well as, the challenges and success of zone and district implementation plans.

Reflections

- Advisory Committee Members reinforced the Alberta Regional Professional Development Consortia Pillars and beliefs. They kept them foremost when in discussion.
- Each Advisory member played an integral role to guide the project and played a vital role in the implementation within his or her respective school districts.
- Each Advisory member brings a plethora of expertise. We have assessment specialists, mathematics specialists, professional development expertise, administration experience and pedagogical experts. Their specific expertise is directly reflected in the success of the 2008-2009 implementation year.
- The diverse needs of each school district were acknowledged and recognized at each meeting. Discussion of these needs deepened the breadth of discussion and decision making based on those needs.
- It was encouraging how committed the committee was to travel the distance to attend the meetings. One particular district found it unreasonable to drive for a half day meeting, thus we began using video conferencing with during our Advisory meetings so teachers and a curriculum director from an outlying board could meaningfully participate. It is a useful and convenient venue of delivery. Great thought and care needs to be taken into consideration to handouts, agendas, activities, and communication. We have learned how to become better facilitator when using video conferencing.
- Each district representative shared implementation plans and approaches. This collaboration leads to deeper understanding and shared commitment.
- Many of our Advisory Committee were experienced professional development presenters. Their expertise and advice on what works and does not was greatly appreciated. We also were able to share that expertise with other districts. The implementation then became the shared responsibility of our stakeholders.

Next Steps

- Lacking FNMI and French perspectives on our Advisory committee although gain input of these communities via email and district representatives who bring their views
- Meet regularly with district Curriculum coordinators and directors.
- Hold a minimum of three meetings in 2009-2010
- Continue to request feedback from our Advisory committee
- Continue to implement based on their needs and wants
- Create a needs assessment for next year and begin planning for 2010-2011 school year

COMMENTS REGARDING PROJECT

COORDINATORS

“Excellent! The ladies are very engaging I would have happily spent the day investigating conceptual understanding.”

Participant

“Carol is very knowledgeable and loves Math. I enjoyed her session.”

Participant

“Margo and Brenda are well organized and know their stuff.” *Math Lead Teacher*

“This was helpful. I feel hopeful about my knowledge/ability/skill to provide some leadership for our teachers.”

Math Lead Teacher

“A highly interactive session with lots of good ideas to take back to the classroom.”

Participant

Social Studies Project Executive Summary

Mabyn Grinde, Social Studies Project Coordinator

Common Project Goal

The common social studies project goals are to:

- provide in-service and pre-implementation support to all Grade 6, 9 & 12 teachers and administrators.
- provide ongoing in-service and implementation support to all Grade K- 5, 7, 8, 10, and 11 teachers and administrators.

Grant Background

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

Plan Overview

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

Regional Characteristics/Context

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

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

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

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

Zone Four Jurisdictions

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



Iris Loewen presenting to teachers at CATCA.

YEAR TWO RESULTS – SOCIAL STUDIES

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

Advisory Committee

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

CARC Professional Development Learning Opportunities

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

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

Year Two of the 2007-2010 Social Studies Project saw a decrease in the number of general sessions offered, but a significant increase in the number of cohort sessions offered and CARC sponsored sessions at ATA events. Related statistics are as follows.

Category	Description of Learning Opportunities	Learning Opportunities	Participants
1	CARC delivered general learning opportunities & Advisory	17	350
2	District Request / CARC delivered learning opportunities	32	676
3	Additional district organized days based on impact of CARC organized days	27	338
4	CARC Cohort and Train the Trainer Sessions	49	737
5	Partnership events including the ATA SS Conference, CATCA and CEATCA teachers' conventions, and an RDC education faculty presentation	20	350
Totals		145	2451

Note: an additional 25 sessions were organized and cancelled due to low registrations or presenter cancellations.

In addition to the primary focus of supporting teachers in grades 6, 9 and 12 during 2008- 2009, the following topics and audiences were also identified as areas of focus/need by district curriculum coordinators and the Zone 4 Advisory Committee: **FNMI infusion, high school teachers, K – 5 teachers, administrators, and technology infusion for Social Studies**. The following chart highlights specific successes in the aforementioned areas:

Category	Description of Learning Opportunities	Learning Opportunities	Participants
1	FNMI Sessions	8	140
2	Administrator Sessions (Toolkit, Program Overviews, and Technology)	4	143
3	High School Focused Sessions	18	253
4	Elementary (K – 5) Focused Sessions	17	230
5	Technology and Social Studies Sessions	24	290

- 100% of participants from Zone 4 expressed satisfaction with the social studies sessions they attended.
- Representatives from each district within our Zone met with the social studies project coordinator to collaboratively create informal social studies implementation plans that align with the CARC project plan.
- CARC continued to adapt the Zone project plan based on emerging needs and trends in accessing professional development and in response to requests and suggestions of stakeholders.
- District requested PD opportunities, mostly in the form of frontloaded August district days and convention sessions, proved an effective way for social studies teachers to access implementation support without the complications of missing class time.

Building Leadership Capacity Programs

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

- Grade level planning cohorts were offered for grades 6, 9, 10/11 and 12. Participating teachers were introduced to a new cohort model that included a commitment to four cohort days spaced evenly throughout the year. Teachers were very pleased with the depth of coverage this allowed and the inherent flexibility in planning pertinent “next” sessions. As always, the teachers also stated that the opportunity to work with teachers from many districts was a major highlight of their work.
- Leadership capacity programs added immeasurably to the development of district leadership capacity and delivery of formal professional development opportunities as well as informal mentoring and coaching.
- Grade level planning cohorts, infusing technology into Social Studies, Creating Critical Challenges and Assessment Tasks, FNMI Infusion and Literacy cohorts were offered in 2008-2009.
- All materials created by teachers participating in CARC cohorts during the 2008 – 2009 school year were posted on the zone 4 social studies wiki www.zone4socialstudies.pbworks.com . These resources are accessible to all cohort teachers within zone 4 and to other teachers upon request.
- The Alberta Education Infusing Technology project, a joint initiative of the AB ED Online Guide Project, the Calgary Regional Consortium and CARC, was completed with great success in June 2009. We are awaiting the posting of these K – 12 technology infusion projects by Alberta Education.

- A “pilot” high school assessment writing cohort/ training session was initiated, planned and hosted by CARC on April 24 and 25, 2009. Invitations were forwarded to all provincial consortia, with five of the seven consortium having representatives in attendance.
- A “Parent Night” was held again this year as a way of enhancing parents’ understanding of the new program. There were over 60 participants in attendance.

Resource Development

- Many zone-initiated Collaborative Projects were completed through the work of the cohorts. These allowed teachers to work in-depth with a particular focus (critical challenges, assessment, infusing technology, FNMI etc.) and with the program of studies.
- The CARC Social Studies wiki was created and continued to grow with the addition of cohort project work from the 2008-2009 collaborative cohort projects.
- One issue of the ARPDC provincial social studies newsletter, *Explorations: A Professional Journey*, was produced.

Conferences

The CARC Social Studies Project both presented and supported several conferences this year.

- “Land, People and Stories: a Métis Perspective”, was held on May 11, 2009, and took educators on an experiential field trip to Tail Creek Park, once the largest Métis settlement in western Canada. The combination of concurrent sessions and the outdoor setting proved to be a unique and valuable learning opportunity.
- The CARC Librarians’ Conference was supported with two sessions on Weaving Children’s Literature, using social studies outcomes.
- The CARC social studies grant supported social studies sessions at the CATCA and CEATCA teachers’ conventions as well as sessions at the ATA specialist council conference in Banff.

Stakeholders and Community Partnerships

- CARC continued to build strong relationships with the Central Alberta Social Studies Specialist Council, Central Alberta Teachers’ Convention Association, Central East Teachers’ Convention Association, North Central Teachers’ Convention Association, the Provincial ATA Social Studies Specialist Council, Red Deer College and the Red Deer Museum and Art Gallery. These partnerships have helped to meet more regional needs of teachers.

General Comments

“Lots of useful, hit the floor materials which is just what I needed right now.”

“This session calmed me and answered my questions. I feel much more comfortable now with the new curriculum.”

“I liked how much time we got to explore and talk with others.”

“This session was practical, innovative and multidisciplinary... all I could have asked for!”

How has your participation in CARC Social Studies sessions impacted your students’ learning?

“My students are more active and engaged. My students WANT to do Social Studies.”

“My students are able to discuss with details and listen to others, accept differing points of view as valid, and not attack the speaker,... this is how I know my students are being impacted.”

“Students are/ and will be more challenged. It’s not easy and they are not always ready to not just give the “text book” answer.”

How has your participation in CARC Social Studies sessions impacted your teaching practice?

“I “think” more while planning. My unit plans will involve more hands on student learning. The students will take more of an active role in their own learning, being guided by a more knowledgeable me.”

“I have a better focus for planning lessons/ activities (they are more tightly aligned with the curriculum).”

“I have a better understanding of the topics. I have different ideas/ more ideas as a result of collaborating with others. Collaborating with others is great! - especially with teachers that have more experience than me!”

Regional Consortium
Statement of Revenues and Expenses
For the Year Ended August 31, 2009 (in dollars)

CONSORTIUM NAME: Central Alberta Regional Consortia

	Budget 2008/2009	Actual 2008/2009	Actual 2007/2008
REVENUES			
Alberta Education:			
Management & Infrastructure (Note 1)	186,359	186,359	178,282
Conditional Programming Grants (Schedule 1):	910,730	1,395,730	520,494
Other Alberta Education	_____	_____	_____
Total Alberta Education:	1,097,089	1,582,089	698,776
Other Revenue:			
Program Registration (Note 2)	80,000	164,053	113,323
Grants - Non government sources (Note 3)	_____	_____	_____
Other (Note 4):	_____	_____	_____
Conference Registration	200,000	235,966	215,580
Innovation and Incentives	45,000	60,729	43,347
Program Development	100,000	147,950	97,049
French Immersion	6,644	6,644	83,615
Program Initiatives	_____	_____	_____
TOTAL REVENUES	1,528,733	2,197,431	1,251,689
EXPENSES			
Management & Infrastructure (Note 5):			
Salaries, Wages, Benefits, Contracts and other fixed overheads (Note 6)	273,127	327,607	249,403
Board expenses (Note 7)	5,000	4,905	2,651
Programming:			
Costs of Delivering Programs (Note 8)	733,911	1,618,011	795,788
Other:			
Leading & Learning Conference	215,780	235,966	215,580
French Immersion	6,644	6,644	_____
(Specify)	_____	_____	_____
TOTAL EXPENSES	1,234,462	2,193,133	1,263,422
REVENUES less EXPENSES (Note 15)	294,271	4,298	(11,733)
Accumulated Surplus at beginning of year	102,904	156,637	168,370
Prior year surplus deferred this year	(76,878)	(76,878)	_____
Accumulated Surplus at end of year	320,297	84,057	156,637



Regional Consortium
Statement of Financial Position
As At August 31, 2009 (in dollars)

CONSORTIUM NAME: Central Alberta Regional Consortia

	August 31,	August 31,
	2009	2008
ASSETS		
Cash in Bank and Temporary Investments	1,874,076	1,161,196
Accounts Receivable (Note 9):		
Province of Alberta	-	-
Alberta school jurisdictions	-	-
Other	-	-
Prepaid Expenses (e.g. deposits for programming)		
Other assets	-	-
TOTAL ASSETS	1,874,076	1,161,196
LIABILITIES		
Accounts payable		
Accrued liabilities (Note 10)	-	-
Deferred Revenue:		
Programming Grants (Schedule 1):	1,670,775	950,710
Prepaid registration (Note 11)		
Other:		
Regional PD Consortium	70,000	
Implementation Grant	5,250	
CARC Initiative Funding	6,878	
Leading & Learning Conference	13,491	40,332
French Immersion	23,624	13,518
Total Deferred Revenue:	1,790,018	1,004,559
TOTAL LIABILITIES	1,790,018	1,004,559
ACCUMULATED SURPLUS		
Operational Reserves (Note 12)		
Unrestricted Funds (Note 13)	84,057	156,637
TOTAL ACCUMULATED SURPLUS	84,057	156,637
TOTAL LIABILITIES AND ACCUMULATED SURPLUS	1,874,076	1,161,196