



CENTRAL ALBERTA REGIONAL CONSORTIUM

Working Together: Making a Difference

ANNUAL REPORT 2006-2007

- Effective Collaboration
- Effective Practice
- Effective Adult Learning



- Student Learning
- Student Achievement
- School Improvement Parental Engagement

Promoting student achievement and school improvement through professional development.

In Memory of *Shirley Van Eaton*
Executive Director
Central Alberta Regional Consortium
1996 – 2006

Passed away February 2, 2007

Shirl epitomized CARC's vision of "*Working Together: Making A Difference*" throughout her tenure by demonstrating a deep understanding of the power of collaboration and illustrating her model of leadership that affirmed the worth and potential of those around her.



All who knew her applauded Shirl for her ability to keep focused and to put the energy where it should be; her creativity and passion for all she under took; her strong spirit and belief in quality professional opportunities for all stakeholders; her ability to see the large picture; her great wisdom gained throughout her career; and, her collaborative nature in all she did.

Shirley began her career as a classroom teacher in the County of Mountain View, now part of Chinook's Edge School Division. She served the County as a Vice Principal, Deputy Superintendent and Superintendent. During that time, she was a key figure in organizing and delivering professional development opportunities throughout the district as well as throughout the province. In 1996, she accepted the position as Executive Director of CARC. Modelling her belief in life long learning, she also found time to study paper and textile design through the London Guild of Design.

Shirl is missed by all who have had the privilege of working with her. We miss her wisdom, her down to earth common sense approach, her passion for her work, her belief in success for all learners, her strong leadership style, her sense of humour and her friendship.

CENTRAL ALBERTA REGIONAL CONSORTIUM

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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

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.

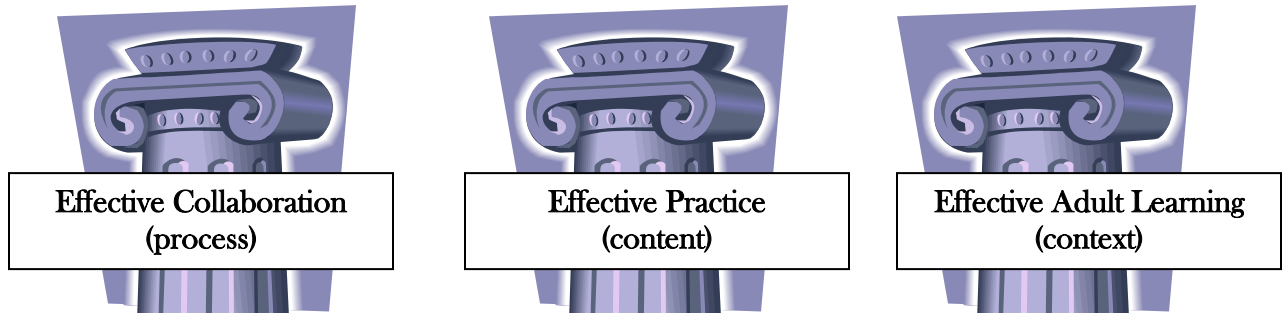


Alberta Regional Professional Development Consortia* Beliefs about Curriculum Implementation

Overarching Understanding

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

Our pillars:



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.arpdc.ab.ca

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

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CARC Staff

| | |
|---|-----------------------------------|
| Executive Director (Sept→Nov 2006)..... | Shirley Van Eaton |
| Executive Director (Apr→Aug 2007)..... | Donna McRæ |
| Executive Assistant..... | Veronica Sargeant |
| Registration Coordinator..... | Lianne Kruger |
| Casual Clerical Staff | Charity Aldrich & Krista Thiessen |

Central Alberta Regional Consortium
Message from the Board Chair

Working together, making a difference....this is the vision of the Central Alberta Regional Consortium (CARC). The 2006/2007 school year was a time of significant change for the Central Alberta Regional Consortium and a year that truly tested our vision.

As most of you are aware, in early Fall 2006 the driving force of CARC, Executive Director Shirley Van Eaton, resigned due to issues with her health. Sadly, Shirly lost her battle with cancer in early 2007. Subsequently, CARC was left with the following major challenges in Shirley's absence: 1.) delivering a full slate of professional development programming for Central Alberta, 2.) hosting *Leading and Learning* – one of the most significant educational conferences in Canada and 3.) conducting an executive search to find a successor for one of the finest educators in Alberta. In my opinion, CARC, its Zone 4 partners and the educational community of Central Alberta rose to these challenges by simply following our vision – by *working together*, and *making a difference*.

First of all, we had an outstanding year in offering a full slate of quality professional development programming for Central Alberta educators, particularly within our social studies program lead by Sharon Lampard. Simply put, *Leading and Learning* was an unqualified success due to the commitment of our Zone 4 partners in Central Alberta. Finally in April, Mrs. Donna McRae assumed the Executive Director position, and I am confident that she will do great things in the future for CARC and its educational partners in Central Alberta.

As I end my tenure as Board Chair of CARC, I believe I need to recognize the contributions of a few people. First of all, I need to acknowledge the contributions of the CARC Board. The process of selecting a new executive director necessitated significantly more time and effort to fulfill their duties than in past years, and they were exemplary in their professionalism throughout this process. Secondly, I would like to thank the leadership within the school divisions of Zone 4 who were so willing to share their advice, resources, time and expertise to promote quality professional development throughout Central Alberta. Finally, I would like to thank the staff of CARC, particularly Mrs. Veronica Sargeant, CARC's Executive Assistant. Veronica carried an incredible workload in the absence of an Executive Director for the vast majority of the year, and the vast majority of credit for a successful year for CARC undoubtedly belongs to her.

Respectfully Submitted,

Del Litke, Ph.D.

Central Alberta Regional Consortium

Message from the Executive Director

CARC has developed a reputation for providing exceptionally high quality learning opportunities for the partners in our region. Everywhere I go people love to share stories of workshops they have attended and how valuable they are. The ability to provide effective professional development through flexible grants provided by Alberta Education allows us to focus on the requirements of the Ministry while recognizing jurisdictional goals and priorities. It is exciting to see the number of participants attending CARC learning opportunities increasing each year.

The 2006 – 2007 year was one of turmoil for the staff of CARC. With the illness of the Executive Director, Shirley Van Eaton, the staff and Board of Directors stepped in to play invaluable roles throughout the year. Learning opportunities and consortium operation continued even during this very difficult time. A special recognition must be given to Veronica Sargeant for the exceptional work she did to ensure CARC continued to promote student achievement and school improvement through professional development.

The outstanding work of Sharon Lampard, Social Studies Coordinator, was definitely a highlight of the year. Through her hard work and dedication, opportunities were provided to support jurisdictions, schools and teachers in implementing the new Social Studies Curriculum. The Social Studies plan was created with the input of a multi-stakeholder Advisory Committee and provided opportunities for teacher professional development and opportunities to develop District leadership capacity.

Once again the 2006 Leading and Learning Assessment for Learning Institute was a huge success. This conference allows Central Alberta educators to hear internationally renowned speakers as well as local speakers share expertise on the important educational topic of “Assessment”. The 815 participants indicated a very high level of satisfaction on their evaluations and Districts indicated this conference worked very well with their AISI projects.

When I joined the CARC team in April, I had the opportunity to meet representatives from each of the jurisdictions in Zone 4 as well as the many advisory committees who assist in program planning for all partners. It has been a definite privilege for me to meet and work with these people. They have assisted with my learning curve immeasurably. As well, the Board of Directors has been extremely supportive and helpful as I transitioned into this position. The commitment of board members to a regional consortium model and to providing learning opportunities for improved student learning is very evident.

As I continue to work with the other ARPDC Executive Directors, the advisory committee members, district contacts, ATA PD contacts, CASS members, session participants and session facilitators, it will be my goal to ensure purposeful and successful learning for all. Shirley’s legacy is one of trust, strong partnerships and a definitive focus on student learning. She laid a solid foundation and I consider it a privilege to continue building.

Respectfully submitted,

Donna McRae

Accountability Statement

The Central Alberta Regional Consortium Annual Report for 2006 – 2007 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 PD provider for our stakeholders. In addition, it allows us to continue to advocate for quality professional development with our partners to develop, implement and assess professional development programs and comprehensive plans that support adult learning for student's sake

Dr. Lynne Paradis
Board Chair

Donna McRae
Executive Director

CARC Board of Directors



Greg Butt.....Alberta School Boards Association
Brent Galloway (Vice Chairman).....Red Deer College
Lawrence Hrycan.....Alberta Teachers' Association (Administrators)
Del Litke (Chairman).....College of Alberta School Superintendents
Barb Maheu.....Alberta Teachers' Association (Provincial)
Catherine Nicol.....Alberta Education (ex officio)
Sherri Polei.....Association of School Business Officials of Alberta
Deanna Specht.....Alberta Home and School Councils' Association
Janet Ward.....Alberta Teachers' Association (Teachers)

Contextual Information & Executive Director's Transition

Due to the critical illness of Executive Director, Shirley Van Eaton, Central Alberta Regional Consortium operated without an Executive Director from November 15, 2006 to April 10, 2007. CARC continued to operate with the Executive Assistant and one Office Assistant. A newly appointed Social Studies Coordinator managed the implementation of the Social Studies program. In April 2007, the appointment of a new Executive Director necessitated a transition plan that would ensure an efficient and effective changeover.

Highlights of the Executive Director's Transition Plan included:

- Met with other ARPDC Executive Directors and pertinent Alberta Education staff
- Completed an environmental scan of the deliverables for the remaining winter and spring PD sessions and events
- Talked to key PD leaders, Superintendents, and other parties involved in the Consortium Advisory Boards
- Developed rapport and relationships with CARC office staff
- Attended CASS meetings
- Studied the current business plan and most recent evaluation of CARC
- Developed, in collaboration with the Alberta Teachers' Association, and administered a teacher needs assessment survey
- Developed and administered a support staff needs assessment survey
- Met with Advisory Groups (Social Studies, Leading and Learning, French)
- Created new Advisory Groups based on grants (High School Science, FNMI)
- Developed preliminary plans for summer and fall CARC PD based on what was learned from discussions with a variety of stakeholders and grant announcements
- Served on various committees as ARPDC rep (AISI Conference, Social Studies Consultants)
- Met with ATA Professional Development Chairs
PDAC (April), PDAAC Summer Institute (August)
- Met with District Curriculum Coordinators
- Developed work plan of deliverables for 07/08 school year

All aspects of the transition plan were accomplished including consultation with all School Districts and educational stakeholders. The completion of the transition plan allowed the Executive Director to gain an understanding of the consortium operation and the regional needs related to professional development and to be introduced to educational stakeholders in Zone 4.

Trends in the Central Alberta Region

1. TREND

Beliefs about Curriculum Implementation and the Comprehensive PD Planning Framework provide opportunities for partnership and collaboration.

IMPACT

CARC's regular consultation with School Districts provides for increased opportunities to facilitate comprehensive PD planning within and amongst districts across the region. After consultation with regional representatives, CARC revised the Year Two comprehensive Social Studies Implementation Plan for 2006-2007 to reflect jurisdiction needs.

2. TREND

Increasing number of program offerings and requests for services along with a decreasing ability of Districts to find substitute teachers and financial supports to attend PD offerings.

IMPACT

Some districts are reporting stress on PD budgets to meet participant requests to attend CARC sessions. The Consortium provided leadership capacity sessions, with funding for substitutes, where participants could then provide training within their own Districts.

CARC is investigating alternative models to support adult learning – like the use of video conferencing and web casting.

An on-line “Needs Assessment”, developed cooperatively with the ATA and CARC, was administered in the spring and these results will help the Consortium better understand the needs of both teaching and support staff in the region.

3. TREND

Ensure support for implementation of new curriculum. Professional development workshops were provided to school jurisdictions to support curriculum implementation; e.g. Social Studies, Mathematics, Knowledge and Employability.

IMPACT

There are a wide variety of deliverables for each grant. Some grants do not allow for flexibility to respond to local context; others do. Flexibility in how the grant deliverables can address local context are always being explored. The deliverables are best met, and support for implementation achieved, when they meet the outcomes of the grant as adapted to the local context.

SAMPLE RESPONSES FNMI Awareness Day Apr. 26/07

- Explaining the Aboriginal perspective and expansion is tremendously helpful. Providing positive role models like Akina would be beneficial to our Aboriginal students.
- I will definitely try to give a balanced view of history in Alberta.
- Every child is a gift from the Creator and therefore patience and respect must be accorded each student to facilitate each one's growth potential and learning. I will commit to more creativity to ensure each student grows.
- This type of workshop needs to happen for kids to do it true justice for their learning.
- I would love to learn more about the significance of symbols/ceremonies, etc. in the Cree culture.
- Awesome! Very thoughtful, eye-opening discussion...has a way to make you think and want to make a difference.
- Well done. Thank you for the opportunity. Thank you for sharing your world, your ways and helping to build our understanding.
- The comment toward the end...“We are all in this together.”

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 #31
 Chinook's Edge School Division #73
 Clearview School Division #71
 Red Deer Catholic Regional Division #39

Red Deer Public School District #104
 Wetaskiwin Regional Division #11
 Wild Rose School Division #66
 Wolf Creek School Division #72

| Activities | Participation Rates | | |
|---------------------|---------------------|----------------------------|-------------|
| Total CARC Sessions | 187 | CARC Session Participants | 5803 |
| ARPDC Event Days | 15 | *ARPDC Events Participants | 316 |
| Total Days of PD | 202 | Total Participants | 6119 |

*ARPDC Events:

Reaching & Teaching⁷; Learning Together for Success (FNMI); French Second Language Learning in Alberta; Weaving Words VIII; Knowledge & Employability Symposium; Summer Math Institute; Early Education Conference; Early Literacy

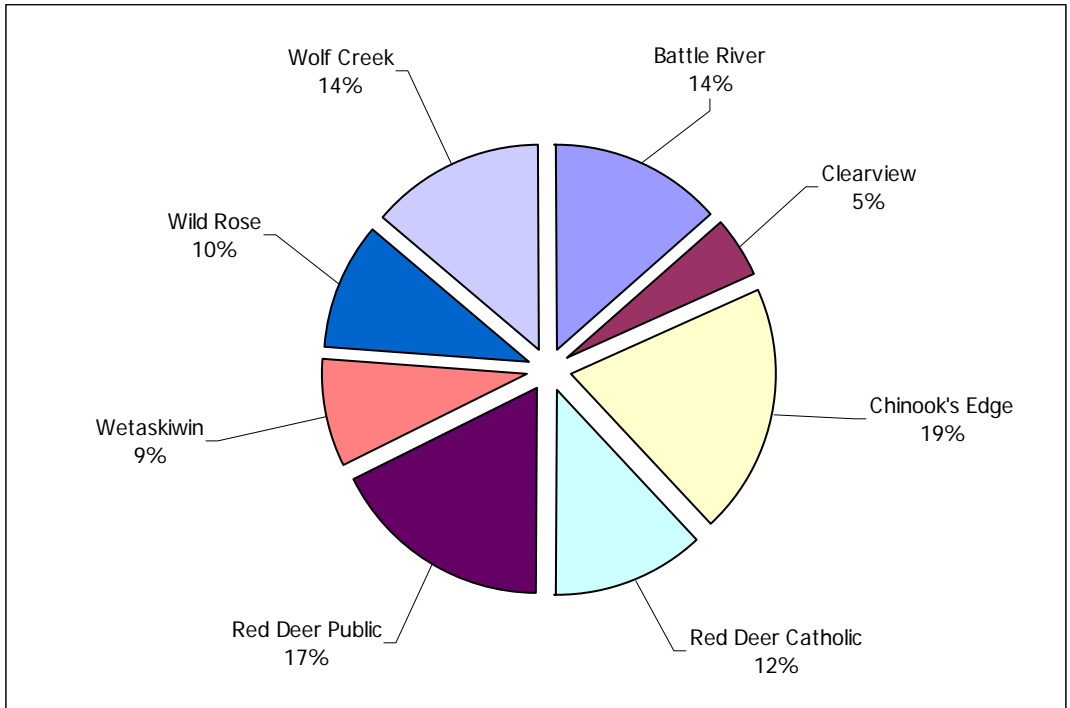
Alberta Regional PD Consortia Model:

- Half day and full day sessions count as one day (because the time to organize a full day or half day session is the same)
- Conferences over multiple days: each day counts as a day of PD (3-day conference counts as three days)
- Number of participants are counted for every individual day (20 participants over 5 days = 100 participants)

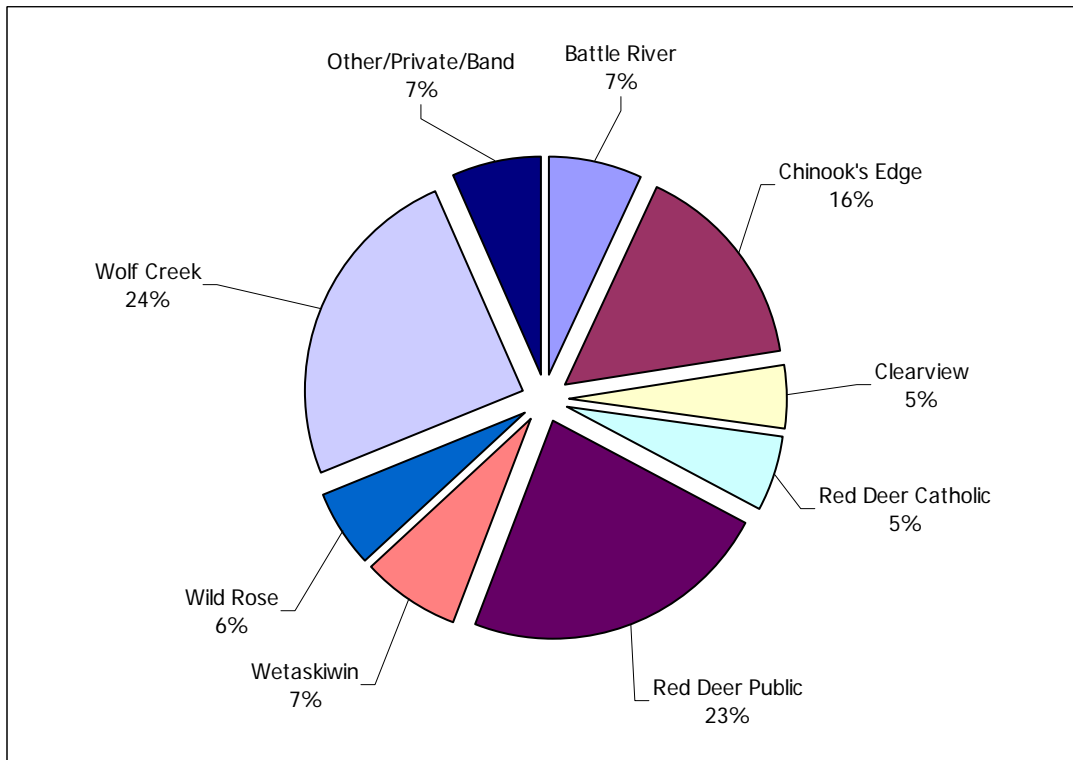
CARC Session Attendance Comparison

| | 2003 - 2004 | 2004 - 2005 | 2005-2006 | 2006-2007 |
|--------------------|-------------|-------------|-----------|-----------|
| Total Days of PD | 61 | 81 | 163 | 202 |
| Total Participants | 3451 | 3823 | 5269 | 6119 |

Percentage of Teachers Employed by Districts in Zone 4



CARC Learning Opportunities Participation Rates by Division 2006/07



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 • Survey of educational stakeholders | <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"> • 93% of district contacts agreed that the PD offerings align with the needs identified in their plans • 6119 participants attended CARC and/or ARPDC offerings • 100% of stakeholders indicated that, overall, they were satisfied with the services provided by the Consortium |

Progress & Accomplishments

- Maintained a summary of our jurisdictions' mission/vision, AISI focus, and district priorities for reference in program planning.
- The Executive Director attended CASS Zone 4 meetings and met with Curriculum Coordinators and district contacts in order to match CARC programs to Board plans.
- Provided inservices in curriculum: Language Arts, Mathematics, Science, Social Studies, Special Education, Physical Education, Second Languages, Technology Instruction, Knowledge & Employability and Assessment.
- *Annual Evaluation Survey* and *CARC Program Feedback and Ongoing Needs Assessment* were used for planning purposes.
- Promoted and advertised Alberta Home and School Council Training sessions

Respondent Comment:
Implementation facilitation that allowed new teachers to experience the new SS curriculum in advance of implementation was incredibly valuable.

| | <i>Target 05/06</i> | <i>Result 05/06</i> | <i>Target 06/07</i> | <i>Results 06/07</i> |
|-------------------------|---------------------|---------------------|---------------------|----------------------|
| <i>Align with needs</i> | 80% - 89% | 100% | 80% - 89% | 93% |
| <i>Services overall</i> | 80% - 89% | 92% | 80% - 89% | 100% |

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"> 100% of district contacts were satisfied that CARC facilitated P.D. supports for effective implementation of curricula 98% of PD program participants were satisfied that they are able to apply the information learned to their classroom, school or jurisdiction 100% of Alberta Education designated leads for conditional grants reported satisfaction with services provided by the Consortia |

Progress & Accomplishments

- Provided inservices in the following curriculum areas: Social Studies, Mathematics, Science, Second Languages, Special Education, Technology and English Language Arts.
- Contracted (2006-2007) by Alberta Learning to assist in curriculum implementation:

- ✓ *Social Studies*
- ✓ *Daily Physical Activity*
- ✓ *Elementary & Junior High Math*
- ✓ *First Nations, Metis, Inuit*

- ✓ *French*
- ✓ *Second Languages*
- ✓ *Knowledge & Employability*
- ✓ *Science*

Respondent Comment:
Implementation was effective since leadership and "expertise" was gained within our division.

Goal 2 (continued)

Alberta Education Stakeholder Survey – November 2007

Comments from the Coordinators of Curriculum and Resource Implementation:

- The Social Studies Annual Plans and Reports are especially well done in each of the Consortia as they demonstrate collaboration with Alberta Education, school jurisdiction staff, other education stakeholders and amongst the various Consortia itself.
- ARPDC Executive Directors and their staff contribute greatly to the Curriculum Coordinator Meetings in their respective Zones; they are instrumental in the success of these meeting held three times per year.
- When called upon, the Executive Directors are more than willing to share their expertise and provide advice to new and existing Alberta Education Lead Managers in areas related to deliverables / outcomes, procedures, background information, professional development and such.
- Regarding implementation, the Consortia on the whole are very responsive to the needs of the school authorities – not only with initial implementation aspects, but in follow-up work after the terms of the conditional grant(s) are completed.
- Strides are being taken to inform key Alberta Education staff of the background, work, impact of and responsibilities that ARPDC has in regards to supporting implementation

*Language & Culture: Spanish, Chinese
Feb.1 2&13/07*

This session should be MANDATORY for all language teachers. This helped clarify a fuzzy area of what is actually in the program of studies. We desperately need a program articulation for our grade 9 entry program.

| <i>Target 05/06</i> | <i>Result 05/06</i> | <i>Target 06/07</i> | <i>Result 06/07</i> |
|---------------------|---------------------|---------------------|---------------------|
| 80% - 89% | 100% | 80% - 89% | 100% |

EA: Reciprocal Teaching – Mar. 2/07

Specific changes resulting from session:

- The way in which my students and I look at and discuss and analyze our reading material.
- I will be able to tailor the work to my group with more positive outcomes. They will be more confident working this way having more guidance.
- This should happen every year and the EA's come with their teacher so they can talk about it. I would strongly recommend that EA's attend this workshop.

Senior High Science – Mar. 5/07

Specific changes resulting from session:

- I gained a lot of new ideas about implementing ICT and FNMI outcomes.
- Using more animations, quizzes, etc. from publisher sites to meet ICT outcomes.
- Good presentation; very useful. It was an informative day.

Goal 3

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



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"> 100% of stakeholders accessing these services are satisfied. 99% of program participants are satisfied. |

Progress & Accomplishments:

Broker

- The Consortium utilized expertise within our own consortium region, negotiated with private consultants and resource people to offer workshops, brokered services from partner associations and shared work among the Consortia.

Coordinate

- Joint Consortia projects included several conferences: *Reaching & Teaching Learning⁷: Linking Assessment and Learning, Learning Together for Success (FNMI): The Spirit of Children, French Second Language Learning in Alberta: Sharing the Stage, Weaving Words VIII, Knowledge & Employability Symposium, Early Education Conference, Early Literacy*
- 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 2007. This conference focused on *Assessment for Learning* 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.

| |
|--|
| <p>Respondent Comment: The specialists brought in to assist with cohorts always encouraged ongoing communication and assistance - even once the official PD period had ended.</p> |
|--|

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 and jurisdictions.

| <i>Target 05/06</i> | <i>Result 05/06</i> | <i>Target 06/07</i> | <i>Result 06/07</i> |
|---------------------|---------------------|---------------------|---------------------|
| 80% - 89% | 83% | 80% - 89% | 99% |

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) | <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 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 |

Progress & Accomplishments

- 6119 participants participated in 187 workshops, inservices and training sessions.
- Increased participation rates over 12 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 and events including: *Aboriginal Education Conference, Knowledge & Employability Symposium, Weaving Words, Reaching and Teaching, and Early Literacy.*
- 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.

Respondent Comment:

The fact that specific jurisdictions were provided the opportunity to propose PD to target specific needs relating to the new curriculum assisted many teachers in my personal division.

| <i>Target 05/06</i> | <i>Result 05/06</i> | <i>Target 06/07</i> | <i>Result 06/07</i> |
|---------------------|---------------------|---------------------|---------------------|
| 80% - 89% | 92% | 80% - 89% | 100% |

Goal 5

Promote and support the development of professional development leadership capacity.

Exceeded 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 and 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"> 100% 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

- Alberta Education/Zone Curriculum Coordinators' Meetings
- Facilitator training provided for:
 - Social Studies
 - Elementary Math
 - Assistive Technology for Learning
 - Junior High Math Facilitator Training
- Local presenters at Leading & Learning 2007

Leading & Learning 2006

- Nov.30/06

As a dept. head, I will take away some good tips for dealing with my team.

Respondent Comment:

Wild Rose now has "in house" facilitators who offer PD opportunities locally. Also, teachers know who to see for additional assistance. This, along with our professional learning communities focus, allows teachers to work together to plan, develop and implement best practice.

| <i>Target 05/06</i> | <i>Result 05/06</i> | <i>Target 06/07</i> | <i>Result 06/07</i> |
|---------------------|---------------------|---------------------|---------------------|
| 80% - 89% | 92% | 80% - 89% | 100% |

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"> 93% of the district contacts were satisfied CARC provided good value for the grant dollars received to support curriculum implementation. 100% of district contacts were satisfied that CARC provided services at a reasonable cost. 100% of program participants are satisfied CARC services are provided at a reasonable rate. |

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 and by Red Deer College; utilized food services at Red Deer College and several of our jurisdictions' high schools.
- 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.

Respondent Comment:

I do not know of any other PD offered at such a reasonable rate. The fees allow teachers to participate in more than one day, which in turn increases understanding and impacts the classroom immensely.

| <i>Target 05/06</i> | <i>Result 05/06</i> | <i>Target 06/07</i> | <i>Result 06/07</i> |
|---------------------|---------------------|---------------------|---------------------|
| 80% - 89% | 92% | 80% - 89% | 100% |

Meeting our Targets Survey of District Contacts

SA – Strongly Agree, A – Agree, U–Undecided

| Goal | | | 05/06 | Target 06/07 | 06/07 |
|------|---|------|-------|--------------|------------------------------------|
| 1 | Facilitate P.D. based on the plans of partner organizations | ★★★★ | 100% | 80% - 89% | 93% SA-73% A-20% U-7% |
| 2 | Facilitate P.D. supporting implementation of curricula | ★★★★ | 100% | 80% - 89% | 100% SA-67% A-33% |
| 3 | Coordinate, broker and act as a referral centre to access P.D. resources | ★★★★ | 83% | 80% - 89% | 100% SA-67% A-33% |
| 4 | Deliver P.D. based on identification of plan and emerging needs | ★★★★ | 92% | 80% - 89% | 94% SA-47% A-47% U-6% |
| 5 | Promote and support the development of P.D. leadership capacity. | ★★★★ | 92% | 80% - 89% | 100% SA-80% A-20% |
| 6 | Provide P.D. at a reasonable cost | ★★★★ | 100% | 80% - 89% | 100% SA-93% A-7% |
| 6 | Provided good value for the grant dollars provided to support implementation of curricula | ★★★★ | 100% | 80% - 89% | 93% SA-73% A-20% U-7% |
| | Overall. I was satisfied with the services provided by CARC | ★★★★ | 92% | 80% - 89% | 100% SA-87% A-13% |

| | | |
|----------|------|--|
| Exceeded | ★★★★ | Targets achieved at least 90 percent of the time |
| Met | ★★★ | Targets achieved between 80 – 89 percent of the time |
| Below | ★★ | Targets achieved less than 80 percent of the time |

SAMPLE RESPONSES

General Comments / Recommendations

- It is difficult to meet the needs of all. Usually those closest to the centre have more opportunities because of size and location. It is difficult to have teachers attend Red Deer sessions when they feel closer to Edmonton. On the other hand, CARC has made a concerted effort in reaching out and placing sessions in all school divisions.
- CARC is an essential resource for our professional development plan. I believe that CARC is sensitive to the needs of school divisions and individual teachers and is always looking at ways of making professional development more effective.
- The staff at CARC should be commended for the excellent service they provide.
- Thank you for continuing to offer ongoing PD which enhances our classrooms. Your comprehensive programming is used by a large portion of my staff as it is affordable and accessible.
- Great transition during a difficult time. We value your partnership.
- Excellent support and flexibility in meeting district needs. Keep up the good work!
- CARC is invaluable to our PD efforts, and they work very closely with us to make sure the programs they offer are relevant to our direction

Summary of Program and Presenter Evaluations

Program Feedback and Ongoing Needs Assessment

Of the **5803** participants taking part in Central Alberta Regional Consortium programs in 2006-2007, 34% completed program evaluations.

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

| Presenters | Strongly Agree / Agree |
|--|-------------------------------|
| Stated intended outcomes early in the workshop | 99.2% |
| Provided content, materials and activities which matched the intended outcomes | 99.3% |
| Communicated clearly | 99.6% |
| Used appropriate processes to engage participants | 97.3% |
| Sessions | |
| I am able to apply the information learned to my classroom, school or jurisdiction | 97.7% |
| The registration fee was reasonable | 100% |
| Overall, I was satisfied with this session | 99.2% |

SAMPLE RESPONSES

Empowering Writers: Narrative Writing and Expository Writing

Jan. 31 & Feb.1/07

Joseph Welsh School [Red Deer] has used Empowering Writers (Barbara Mariconda) for several years. It has made a huge difference in our writing program. Teachers are much more confident to teach writing – it is exciting to teach. It is the type of program where all kids can be successful, regardless of their current ability. Students feel like real writers and want to write. It is a win-win situation. An added bonus is that our PAT scores have improved.

Sue Carmichael, Red Deer

Specific changes resulting from session:

- I have a better understanding of how to approach expository writing and the steps I need to take to help them begin and give tools.

- I will feel much more confident when implementing this program at school.
- This session provides we with another reference guide with well laid out examples for instructing about expository writing in my classroom.
- Will use an expository writing section to link with the social studies curriculum
- As a Language Arts teacher, I struggled with having students elaborate and provide more detail. After today's session, I feel more confident to teach writing as well as model it. Thank you for the resource book and lesson plans to help me get started.
- Breaking down into small sections as developing the pieces of writing over the next several weeks.
- Outstanding – I can't thank you enough for the materials and ideas to help students improve their writing.

Program Development Projects

Leading & Learning 2006

– Nov. 30/06

- I am inspired to improve. I was reminded of some very common sense points that I had forgotten to use.
- Very empowering. I will use 5 Keys to Quality Assessment in planning with students, parents & staff.
- helping my students to get on winning streaks; providing clear, achievable targets for success; understanding that students on winning streaks continue to succeed
- Excellent! Gave us new ideas so if we'd watched the videos—he gave us new ideas to think about. Not a canned presentation and what a beneficial session.
- remembering to go back to where each child is and scaffold to help them progress
- watching for ways to make students “winners”—use assessment to build kids understands of their competences
- reminding me what the qualities of leadership are; understanding the role of leadership in assessment change
- In my leadership role, I'll promote short “nuggets” of research for teachers to look at...staff room table.
- Ensuring I remain committed to the team and place collaboration with colleagues as a priority in my role as team leader
- focusing on making every student a winner

Making a Difference... for Parents

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 2006 – 2007, **fifty-three** schools took advantage of the CARC service agency subscription. In addition, hundreds of parents are accessing these articles on the CARC website.

Leading and Learning 2006: Assessment for Learning Institute

In November 2006, Central Alberta Regional Consortia and Solution Tree (Canada) brought in an exemplary line up of international speakers including: Rick Stiggins, Wayne Hulley, Cassandra Erkens, Linda Dier, Tom Hierck, Ainsley Rose and also included local experts Gerry Varty and Del Litke. This three-day conference provided educators with an array of breakout sessions designed to stimulate thinking and conversation about the importance of clearly identified curricular outcomes and the use of meaningful assessment to help measure student achievement at all points of the learning experience.

This conference was designed for educators at all levels and drew 815 delegates from across Alberta, primarily from Zone Four. An Advisory Committee, with membership from all Zone Four School Districts, planned the content and speakers. The theme of Assessment is part of AISI projects in all Divisions. The goal of the conference was to enhance and validate participant knowledge in assessment relative to the action research they are doing in their jurisdictions.

Examples of Effective Collaboration

SAMPLE RESPONSES

Specific changes resulting from session:

Read & Write Gold – Jan. 18/07

- Look for more applications as I become familiar with the program. Include more students. Try difference settings and use of accessibility, Fact Finder (research program) and text maker.
- Upper elementary students struggling with reading will be able to successfully access information off the internet. Beginning readers will benefit from the speaker as I type.
- Initiate use of software in the classroom. Present at Institute Day for teachers and Education Assistants re: this software.
- Running into the glitches that we encountered during the day will be helpful when we run into them at our schools. Great session!

Early Intervention in Reading and Writing French - Oct. 13/06

- I will implement some of the strategies and activities immediately in the classroom.
- I appreciated all the handouts and CD. This workshop was excellent; one of the best I've ever attended! I would love to have her return anytime and present a different workshop. Nice to have a workshop in French.

On s'amuse en français – Dec.6/06

- C'est fantastique! Possibly one of the best sessions I have attended with lots of ideas, resources and strategies to use in class.
- I will use more songs and hands on activities to reinforce vocabulary. I can take many things back to my classroom for immediate use.

Diploma Exam Analysis - Oct.4/06

- I have an understanding where my clues are weak. I now know where to focus some alteration. Make extra time to review at the end of semester – definite decrease in achievement in the first unit taken (extra part B exams has a negative impact on course completion).

CARC/ATA Needs Assessment

In partnership with the ATA, CARC developed and administered a needs assessment for both teaching staff and support staff. A total of 319 teachers and 534 support staff responded to the surveys.

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

The information was also utilized to plan 07-08 programming for CARC.

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:

| | |
|-----------------------------------|---------------------|
| Math | Special Education |
| French | High School Science |
| Social Studies | |
| First Nation, Metis, Inuit (FNMI) | |
| Leading and Learning Conference | |

Social Studies Project Executive Summary

Sharon Lampard, Social Studies Project Coordinator 2006/07

Common Project Goal

The common social studies project goals are to:

- provide in-service and pre-implementation support to all Grades 5, 8 & 10 teachers and administrators.
- provide ongoing in-service and implementation support to all Grades K- 4 & 7 teachers and administrators.

One constant finding in the research literature is that noticeable improvements in education almost never take place in the absence of professional development. At the core of each and every successful educational improvement effort is a thoughtfully-conceived, well-designed, and well-supported professional development component... it is an absolutely necessary ingredient in all educational improvement efforts. (Guskey 4)

Grant Background

To support implementation of the new Social Studies Program, Alberta Education provided a \$750,000 grant to Central Alberta Regional Consortium on behalf of the districts and teachers it serves and to be used over two years, 2005-2007.

Plan Overview

The Central Alberta Regional Consortium Social Studies Curriculum Implementation Project Plan consisted of a comprehensive plan, as detailed within this report and attached as Appendix A. The intent of the grant was to support implementation of the social studies program in Zone Four over two school years (2005/2006, and 2006/2007). This report focuses on the second and final year 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. Dinner sessions, with the assistance of local facilitators, district-requested and organized days, as well as building more local expertise through the facilitator 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 Red Deer College, Red Deer Museum and Art Gallery, Central Alberta Refugee Effort and Central Alberta Diversity Association.

These partnerships have helped to meet more regional needs of teachers.

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

Year Two Results

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

Advisory Committee

- Advisory Committee representation spans all eight districts as well as administration, 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 Zone Four Professional Development Learning Opportunities

- Year Two of the Social Studies Project saw a significant increase in both the number of learning opportunities and the number of attendees, as demonstrated in the following chart.

CARC - Delivered Learning Opportunities

| | 2006-2007 | 2005-2006 |
|---------------------------|------------------|------------------|
| Total Events | 75 | 28 |
| Total Participants | 1616 | 679 |

- 99.25 % of participants expressed satisfaction with the social studies sessions they attended.
- 98 % of participants reported that they were able to apply the information learned in sessions to their classroom, school or jurisdiction.
- CARC continued to adapt the Zone project plan based on emerging needs and trends in accessing professional development and in response to stakeholders.

District Professional Development Learning Opportunities

- 46 District-delivered learning opportunities were provided with 706 teacher and administrator registrations for sessions.
- Many Districts requested CARC supported facilitators for District Professional Development opportunities for their teachers.
- Four school or district-initiated collaborative projects were completed.
- Most districts within our Zone created draft Social Studies implementation plans that align with the CARC project plan and are based on using CARC funding opportunities or trained Zone Curriculum Facilitators.

Facilitator Program

- Teachers from all eight CARC districts accepted the opportunity to be trained as curriculum facilitators. The number of facilitators per district ranged from 2-5 with a total of 32 facilitators who remained with the project throughout the year.
- The Curriculum Facilitator program added immeasurably to the

"The Social Studies Project and associated programs have played a pivotal role in delivering effective inservice to RDPSD social studies teachers. The grade facilitator program assisted with the building of capacity within the district to provide assistance and support to teachers implementing the new program of studies. The role of the facilitators is reflected in the follow-up activities which were identified in my report.

"Based on the anecdotal feedback of various participants, the establishment of the cohort groups to address a number of critical components of the new program (infusing technology, using the Online Guide, critical thinking, etc.) was exceedingly successful. Teacher participants appreciated the opportunity to plan for implementation with colleagues-in some cases from outside their district-and develop resources/lessons that they can use in their classrooms. They unanimously indicated that this "time to plan" was very worthwhile. The RDPSD would hope that these types of opportunities will be extended into the 2007/08 school year.

"The facilitators/presenters identified by CARC to deliver the Social Studies Project sessions were rated as excellent.

"Thank-you for delivering a program which featured both breadth and depth, and directly addressed the needs of classroom teachers who are implementing this revised social studies program. Well done!"

**Ed Somerville,
Red Deer Public
Curriculum Specialist**

"What a great team of facilitators and coordinators you have put together in the zone. Congratulations. Thanks for the opportunity to work with these teachers. Every time I am with them I am energized again."

**TC2 Facilitator
after a presentation**

development of district leadership capacity and delivery of formal professional development opportunities as well as informal mentoring and coaching.

- These Curriculum Facilitators became valuable resource people for their own districts as well as other districts. They continue to offer their support to this project.
- Ten of thirteen presenters at CARC's Summer Conference had participated in the CARC Facilitator or Cohort Project programs; their expertise was developed and shared with colleagues.
- Most curriculum facilitators stated the opportunity to work with teachers from many districts was a major highlight of their work.
- Most districts provided opportunities for curriculum facilitators to present within their districts.
- Most curriculum facilitators also acted as informal mentors for their colleagues.

New Initiatives

New initiatives for 2006-2007 included

- The CARC Social Studies Website was launched in early December, 2006
- A Social Studies Newsletter, *Explorations: A Professional Journey*, was first issued in December, 2006. Four issues were produced throughout the year.
- Infusing Technology into Social Studies and Creating Critical Challenges were new cohort programs for 2006-2007.
- Many collaborative projects were completed by CARC teachers; all districts and private schools were represented with participants in these projects.
- Providing dinner sessions allowed the opportunity for teachers who do not normally access sub release to access professional development opportunities.

Conferences

The CARC Social Studies Project presented three conferences

- Curriculum Facilitators' Conference on November 7 and 8, 2007
- Aboriginal Awareness Conference on April 26, 2007
- Three-day Summer Conference on August 21, 22, 23, 2007

Collaborative Projects

- Zone-initiated Collaborative Projects were completed. These allowed teachers to work in-depth with the program of studies.
- A zone-initiated project of Museum Artifacts for grades 4 and 7 was continued from Year One.
- The Grade Level Websites project was offered again this year. Teachers of grades 1, 2, 3, 5, 8, and 10 collaborated to select appropriate websites aligned with grade level outcomes.

Stakeholders and Community Partnerships

CARC continued to build strong relationships with the local ATA Social Studies Specialist Council, Red Deer College, Red Deer Museum and Art Gallery, Central Alberta Refugee Effort and Central Alberta Diversity Association.

Comments on Cohorts:

New Initiatives

"The opportunity for colleagues to meet with others from across Zone 4 provides an opportunity not available in our divisions. Although I have worked with colleagues from within my own school and some from other divisional schools, I have gained incredible knowledge from working within this cohort. Since the teachers in this cohort are very enthusiastic about the new curriculum, ideas presented, refined and enhanced, are done so from a critical inquiry, geographical and historical context—something not all teachers have mastered at this early stage of implementation."

"I think any time CARC is able to offer project building that allows teachers to implement best practice within the new curriculum, with colleagues, is greatly desired. More cohorts which allow teachers to work with critical thinking or even historical and geographical thinking would be fabulous, since those concepts are, for some, very new and difficult to understand before working intimately with them."

"Participation in this cohort program has opened so many doors for me and the students I have now and in the future. Working in a small rural school, there is little chance of having someone on staff who knows much about the computers and what is out there. It has motivated me and given me the understanding and the skills to implement the curriculum much better."

"It is great to see the excitement when the teachers buy into the new program and accomplish great things in their collaborative planning times."

Re: FNMI Conference

"Thank you so much for organizing such a meaningful day. When I get the opportunity to do professional development that also shapes who I am as a person, I feel very lucky. I spent all day Friday just talking to my classes about how my day went, what I learned, and how much this knowledge affected me."