

Central Alberta Regional Consortium

Working Together: Making a Difference

ANNUAL REPORT 2004-2005

- ☆ Effective Collaboration
- ☆ Effective Practice
- ☆ Effective Adult Learning



- ☆ Student Learning
- ☆ Student Achievement
- ☆ School Improvement
- ☆ Parental Engagement

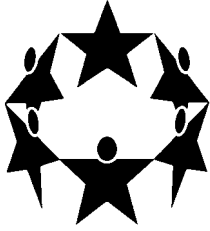
Promoting student achievement and school improvement through professional development.

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.

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.

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

CARC Staff

Executive DirectorShirley Van Eaton
Executive Assistant.....Veronica Sargeant
Office Assistant.....Ferne Gudnason
Clerical AssistantCharity Aldrich

Board of Directors

Raymond BattochioATA Principal
Greg Butt.....ASBA
Sherri Polei.....ASBOA
Barb Maheu.....ATA Executive
Dianna MillardAlberta Learning
Brent GallowayRed Deer College
Heather Myck.....ATA Teacher
Dot NegropontesCASS
Catherine NicolAlberta Learning
Janessa WadeAHSCA

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.

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Central Alberta Regional Consortium

Message from the Board Chair

“Grassroots planning, ownership, shared resources, new partnerships, and effective programs” are the foundations on which the Central Alberta Regional Consortium has built a strong program over the past ten years. We have worked together to provide ten years of programming providing teachers, parents, support staff and administrators with professional development to improve learning for students.

Last year, we continued “working together to make a difference” through a number of projects. We worked on the implementation of new curriculum and strategies that impact teaching and learning in the classroom as well as continuing to provide opportunities to build leadership capacity in our Zone Four stakeholders. Through our influence, lateral capacity is also growing as the jurisdictions in Zone Four work closely together on similar goals to improve student learning and achievement. One initiative begun in 2004-2005, was the pre-planning for the Leading and Learning Conference to be held in November 2005. The seeds to develop an on-going focus on leadership and learning in Zone Four were sown in the work completed in 2004-2005 to set the stage for the conference.

Several projects deserve recognition, but I would like to single out a few for special consideration. The Regional Assessment Pilot Project had far reaching influence into the jurisdictions and schools beyond just the 16 schools initially involved in the project. In one jurisdiction, a committee was struck by school-based administrators to focus their professional development on assessment and take advantage of the consortium assessment offerings. The K-3 Social Studies Implementation Plan has revitalized Social Studies across Zone Four as teachers have engaged in professional development to address the outcomes of the new program of studies. The First Nation, Métis and Inuit project has brought together jurisdictions to lead the way into the future. This project has even influenced those jurisdictions with small Aboriginal populations to examine how they are addressing the needs of these students.

Director Shirley Van Eaton and her staff identified two priorities in each of the Zone Four three-year plans. These were improving literacy and numeracy and improving secondary achievement in mathematics. These goals were aligned with Alberta Education goals as well. CARC supported these goals by offering professional development sessions including, but not limited to, Balanced Literacy in Action, Interpreting Diploma Exam Results and Interpreting Achievement Test Results. This is just one example of the responsive process driving the offerings from CARC.

As Chair, I would like to commend Executive Director Shirley Van Eaton and her team for the dedicated work done for the stakeholders in Zone Four. I would also like to thank the Board Members for their continued support and efforts to guide the development of CARC. Lastly, but most importantly it is imperative to recognize the efforts that are made by all Zone Four members to work together with CARC to provide outstanding professional development in our areas.

Respectfully submitted,

Dot Negropontes

Central Alberta Regional Consortium

Message from the Executive Director

We are celebrating ten years implementation of a vision still motivating us to find better ways to ‘work together and make a difference.’ Without the support and collaboration of our partners, we would not be able to show the growth and improvement proudly presented in this annual report.

Working with the leaders and learners in Zone IV is more than a privilege for me. The Board of Directors’ invaluable suggestions, based on current research and emerging needs of each of their organizations, support the staff in implementation efforts. I sincerely thank all from the field who serve on steering committees and provide insight and direction for the Consortium, as well as the staff and parents who find our programs worthy of attendance. Red Deer Public provides exemplary financial support and our office space and partnership with Red Deer College has been so appreciated.

As we learned more about effective professional development, increased effort was made to add capacity building and sustainability into our programs. Two impressive examples are the Assessment Pilot Project, involving sixteen schools, which not only resulted in stronger practices for teachers and students, but also has influenced continued professional development in assessment across the Zone. The second collaborative project was the K-3 Social Studies Curriculum Implementation Plan in which regional and district events were coordinated. Local leaders worked across the system and also assisted other Consortia in the province. A provincial assessment was conducted on all six Consortia, and timely direction was provided in the areas of financial tracking and assessment of our work.

In March, we had the special opportunity of hosting two South African teachers interested in the consortia concept for professional development. Arranging visits within our region and the province confirmed the uniqueness and efficiencies of our operations.

Equal to the number of years we have had the pleasure of serving Zone IV, I celebrate the following points:

1. the dedicated staff and parents of our ultimate clients, the students;
2. our many and marvelous presenters;
3. the support and leadership from Alberta Education;
4. our growing understanding and delivery of effective professional development, training and inservice;
5. the invaluable in-kind contributions from all school jurisdictions;
6. our Board of Directors and their respective organizations;
7. our Agent Board, Red Deer Public School District;
8. the realization of a goal to lead and learn as a Zone Four Learning Community;
9. our collaborative venture with Calgary Regional Consortium and Alberta Education into Video Conferencing and
10. the extensive opportunities we have been able to offer to parents.

My report would not be complete without a special vote of thanks to Veronica, Ferne and Charity for the exemplary manner in which they make the daily workings of Central Alberta Regional Consortium appear easy to others, while I am fully aware of the amount of work accomplished and the dedication and expertise required to achieve such a feat.

Respectfully submitted,

Shirley Van Eaton

STATISTICS

Central Alberta Regional Consortium provides learning opportunities and services to 219 public schools, 28 private schools and 15 band-operated schools.

Participating Jurisdictions

| | |
|---|----------------------------------|
| Battle River School Division #31 | Wetaskiwin Regional Division #11 |
| Chinook's Edge School Division #73 | Wild Rose School Division #66 |
| Clearview School Division #71 | Wolf Creek School Division #72 |
| Red Deer Catholic Regional Division #39 | St. Thomas Aquinas Roman (STAR) |
| Red Deer Public School District #104 | Catholic Schools |

Activities

Participation Rates

| | | | |
|-----------------------------|----|--------------------------------------|------|
| Total CARC Sessions | 68 | CARC Session Participants | 2603 |
| Total Days of PD | 81 | *ARPDC Events Participants | 490 |
| Advisory Committee Meetings | 71 | ** CARC Program Development Projects | 1220 |
| Program Development | 5 | | |
| ARPDC Events Days | 13 | Total Participants | 4313 |

*ARPDC Events

- Reaching & Teaching
- Early Literacy
- Assistive Technology
- Aboriginal Conference
- Weaving Words

** CARC Program Development Projects

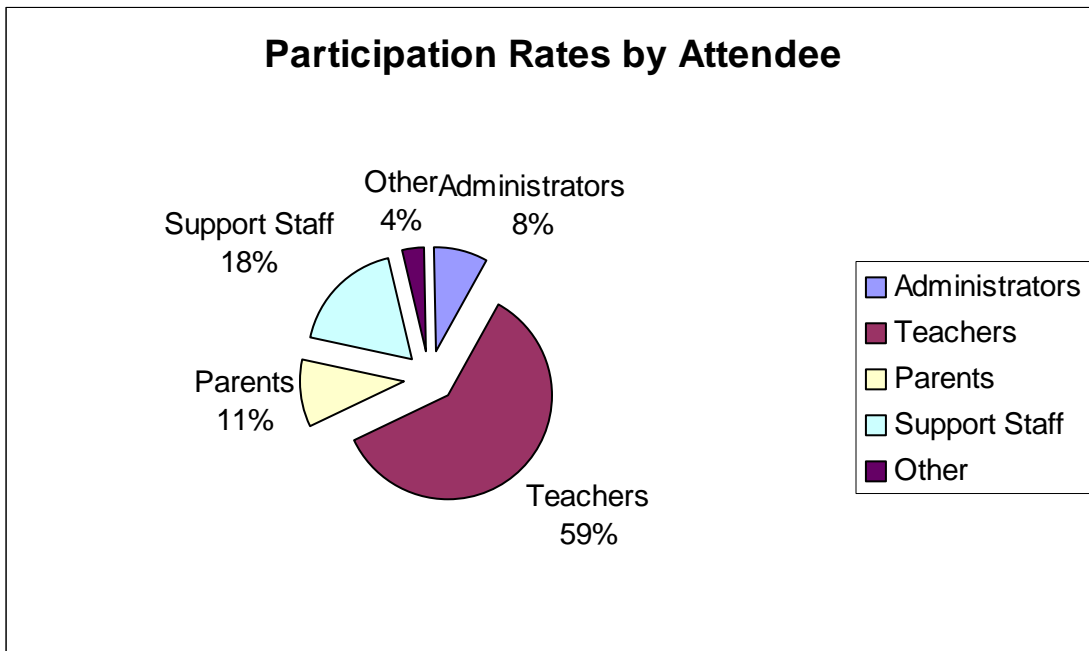
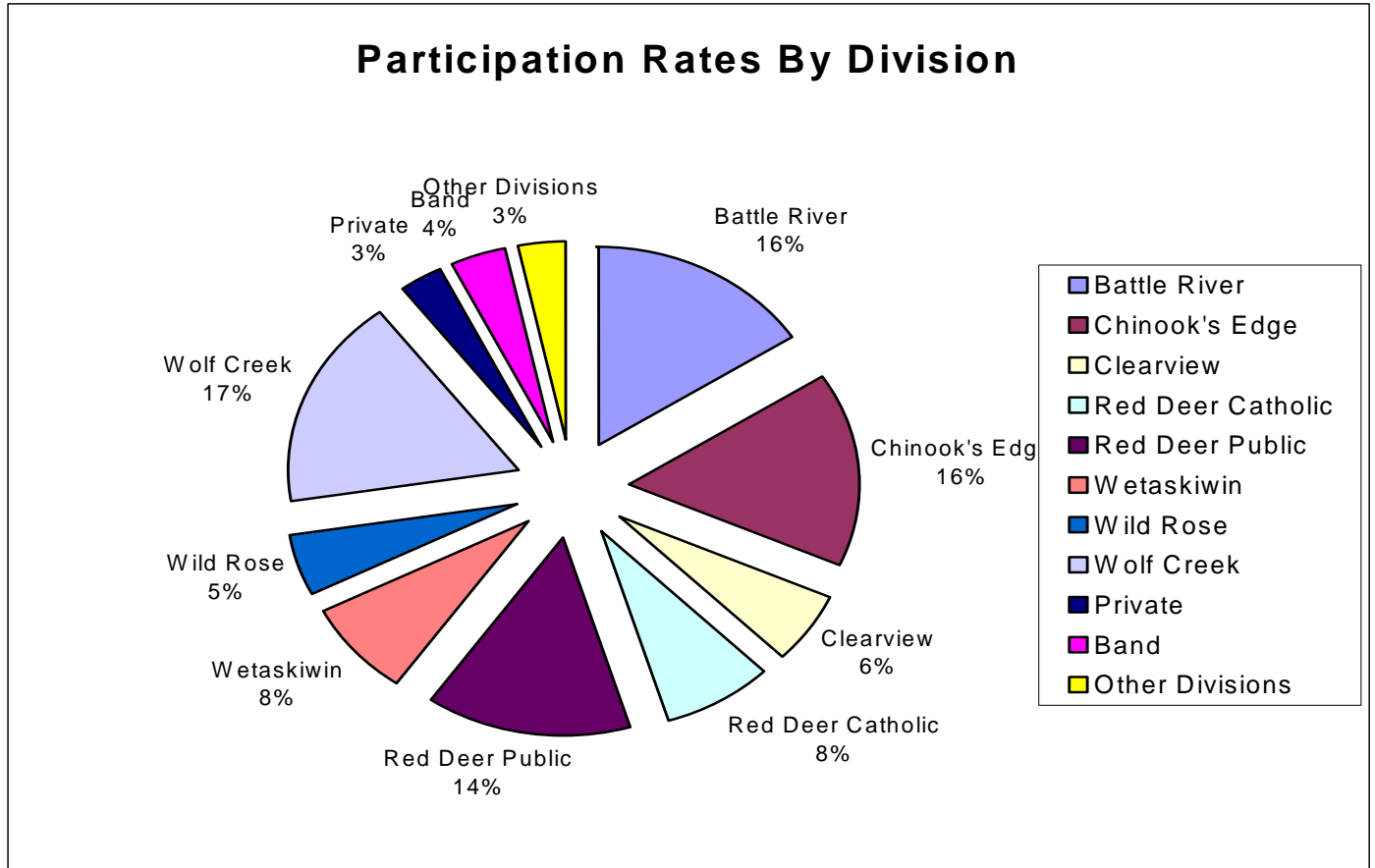
- Assessment Project Follow up
- CASS Leadership – Susan Clayton sessions
- Follow-up Development Fund
- BRSD Initiative (Barry MacDonald)
- Guskey Book Study

CARC Sessions

| | 2002 – 2003 | 2003 - 2004 | 2004 - 2005 |
|---------------------|-------------|-------------|-------------|
| Total CARC Sessions | 45 | 51 | 68 |
| Total Participants | 1409 | 1929 | 2603 |

Program Feedback and Ongoing Needs Assessment

Of the **2603** participants taking part in Central Alberta Regional Consortium programs in 2004 – 2005, **52%** completed program evaluations. The following graphs show a summary of the data compiled from these evaluations.



RPDC 2003 ASSESSMENT RECOMMENDATIONS

In the Synopsis of the Final Report for the 2003 Assessment of the RPDC, the following recommendations were made:

Recommendation 6: Alternate Delivery Methods

The Consortia should explore the use of alternate delivery methods to meet the needs of clients in remote areas.

- ✓ In 2004 – 2005, CARC made an extra effort to hold sessions in a greater number of our divisions. These included: Red Deer, Camrose, Hobbema, Lacombe, Wetaskiwin, Sylvan Lake, Rocky Mountain House, and Innisfail.
- ✓ CRC and CARC submitted a joint proposal for a Video Conferencing Project – Crossing Wires: Linking Learners – to commence in 2005-2006. This will provide an opportunity to examine the potential of this new media.
- ✓ E-mentorship Program – *English Language Arts: Building Curricular Expertise in Beginning Teachers* proposed an alternate way of reaching out to smaller centers. Unfortunately, in this first year (2004/05) insufficient numbers were attained and the program was delayed until 2005/06.

Recommendation 7: Effective Communication

The Consortia and school authorities should collaboratively develop mechanisms that effectively communicate the availability of PD.

- ✓ CARC continues to distribute Learning Opportunities brochures to all school staff twice per year (Sept. & Jan.). This promotional material is mailed to all schools in Zone 4. In addition, we have developed an effective email fan out which allows us to advertise individual sessions, monthly program summaries, etc. to specific audiences and focus groups e.g. French Schools, Junior High and Senior High Schools, Elementary Schools, etc.
- ✓ The CARC website has been redesigned to ensure easy access and effective navigation.
- ✓ Individual program advertisements are faxed to all schools in Zone 4.
- ✓ Curriculum Coordinators are advised of all upcoming sessions and continue to advertise these through their local email network.
- ✓ Focus Group/Steering Committee Meetings are held to encourage input from throughout Zone 4.
- ✓ Parent sessions are advertised through school newsletters and local newspapers in addition to the Learning Opportunities brochure and website.

Recommendation 8: Reporting Standards

Alberta Learning should continue to review Consortia annual reports based on the revised financial and program outcomes reporting standards developed in conjunction with the review.

- ✓ This report reflects the direction recommended by the Assessment Committee.
-

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 • Count • Survey | <p>Our goal is to achieve a satisfaction rating of 80%-89% in this area.</p> | <ul style="list-style-type: none"> • 96.7% of district contacts agreed that the P.D. offerings align with the needs identified in their plans. • 4313 participants attended CARC and/or ARPDC offerings • 98.5 % of program participants indicated satisfaction that sessions provided content and activities which matched intended outcomes. |

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 the following curriculum areas: Social Studies, Health, Physical Education, Mathematics, Second Languages, Technology, Instruction and Assessment, Art, Language Learning and Reading.
- *Annual Evaluation Survey* and *CARC Program Feedback and Ongoing Needs Assessment* used for planning purposes.
- Promoted and advertised Alberta Home and School Council Training sessions
- Continued to support the FNMI project

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 P.D. supports for effective implementation of curricula (inclusive of instruction, 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 P.D. supports for effective implementation of curricula. Percentage of P.D. program participants satisfied that the session supported their ability to effectively implement curricula Percentage of Alberta Learning designated leads for conditional grants who are satisfied that grant deliverables have been achieved. | <ul style="list-style-type: none"> Survey of educational stakeholders Session evaluations | <ul style="list-style-type: none"> Our goal is to achieve a satisfaction rating of 80% – 89% in this area. | <ul style="list-style-type: none"> 96.7% of district contacts were satisfied that CARC facilitated P.D. supports for effective implementation of curricula. 96.5% of P.D. program participants satisfied that the session supported their ability to effectively implement curricula. Based on the feedback from Alberta Education Curriculum Leads, there was overall satisfaction with the services provided by the Consortia. |

Progress & Accomplishments

- Completed year two of the three-year regional pilot project, *Assessment for Learning* developed and initiated by CARC in 2002/03.
- Provided inservices in the following curriculum areas: Social Studies, Health, Physical Education, Mathematics, Second Languages, Technology, Art, and Language Learning.
- ARPDC developed the FNMI Resource Manual
- Contracted (2004-2005) by Alberta Learning to assist in curriculum implementation:
 - ✓ *K-3 Social Studies*
 - ✓ *Daily Physical Activity*
 - ✓ *Junior High Math*
 - ✓ *First Nations, Metis, Inuit*
 - ✓ *Fetal Alcohol Spectrum Disorder*
 - ✓ *Second Language*

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. | <ul style="list-style-type: none">Our goal is to achieve a satisfaction rating of 80% - 89% in this area. | <ul style="list-style-type: none">100% of district contacts accessing these services are satisfied.100% of program participants were 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 six consortia.

Coordinate

- Joint Consortia projects included the following conferences: *Aboriginal Education - Learning Together for Success, Reaching and Teaching*, *Weaving Words*, *Early Numeracy* and *Small Schools*
- Began planning the Central Alberta *Leading and Learning* Conference to be held in November 2005. This conference will provide leaders with current research to enhance and sustain educational practice for the benefit of staff and student learning.
- Began collaborative work with Alberta Education, Alberta School Boards Association, Alberta Teachers Association, College of Alberta School Superintendents, Faculties of Education, Alberta Universities to develop *A Guide to Comprehensive Professional Development Planning* to support school jurisdictions and schools in the development of comprehensive professional development plans.

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.
-

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 achieve a satisfaction rating of 80%-89% in this area.</p> | <ul style="list-style-type: none">• 93.3 % of the district contacts indicated satisfaction that the PD offerings align with the identified in their plans and their emerging needs.• Evaluation comments and testimonials noted on left-hand pages throughout this report |

Progress & Accomplishments

- 4313 participants participated in 170 meetings, workshops, inservices and training sessions
 - Increased participation rates over 10 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 including: *Aboriginal Education Conference: Weaving Words, Reaching and Teaching, Small Schools* and *Early Numeracy*.
 - 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.
-

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 achieve a satisfaction rating of 80% - 89% in this area. | <ul style="list-style-type: none"> 90% of stakeholders satisfied that the efforts of CARC contribute to development of professional development leadership capacity descriptions noted below testimonials at left |

Progress & Accomplishments

- Assessment Project follow-up sessions for all pilot schools
- Sponsored five CARC Board members to attend the *Reaching and Teaching* conference.
- Alberta Education/Zone Curriculum Coordinators' Meetings
- Facilitator training provided for:
 - CASS PLC Focus
 - Successful, Effective Supervision of Professional Staff
 - Daily Physical Activity
 - Junior High Math
 - K-3 Social Studies
 - The Resiliency Training Program™
 - Assistive Technology for Learning Leadership Series

Follow Up Development Funds

The Follow Up Development funds are established to enable professional development training to be taken beyond the awareness or information level.

Projects Approved September 2004 – August 2005

| School Project | Division | Grant | Matching Portion | Estimated Participants |
|---------------------------|-----------------|--------|------------------|------------------------|
| * Basic Narrative Writing | Chinook's Edge | \$500 | \$1050 | 30 |
| * Level B Testing | Red Deer Public | \$500 | \$8800 | 30 |
| 2 Projects | | \$1000 | | 60 |

Goal 6

Provide 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• Qualitative measures• Financial records | <ul style="list-style-type: none">• Our goal is to achieve a satisfaction rating of 80%-89% in this area. | <ul style="list-style-type: none">• 100% of the district contacts were satisfied CARC provided good value to support curriculum implementation.• 100% of district contacts were satisfied that CARC provided services at a reasonable cost.• 97.5% 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 Learning and ATA programs
 - Every effort is made to procure the most reasonable and appropriate rate for presenters, services and facilities.
-

Survey of District Contacts

| | | | |
|--------|---|------|------|
| Goal 1 | <i>Facilitate P.D. based on the plans of partner organizations</i> | ★★★★ | 97 % |
| Goal 2 | <i>Facilitate P.D. supporting implementation of curricula</i> | ★★★★ | 97% |
| Goal 3 | <i>Coordinate, broker and act as a referral centre to access P.D. resources</i> | ★★★★ | 100% |
| Goal 4 | <i>Deliver P.D. based on identification of plan and emerging needs</i> | ★★★★ | 93% |
| Goal 5 | <i>Promote and support the development of P.D. leadership capacity.</i> | ★★★★ | 90% |
| Goal 6 | <i>Provide P.D. at a reasonable cost</i> | ★★★★ | 100% |
| | <i>Overall. I was satisfied with the services provided by CARC</i> | ★★★★ | 100% |

| | | |
|----------|------|--|
| 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 |

PROGRAM AND PRESENTER EVALUATION

| Presenters | Strongly Agree / Agree |
|--|-------------------------------|
| Stated intended outcomes early in the workshop | 98.5% |
| Provided content, materials and activities which matched the intended outcomes | 97.7% |
| Communicated clearly | 97.4% |
| Used appropriate processes to engage participants | 97.2% |
| Sessions | |
| I am able to apply the information learned to my classroom, school or jurisdiction | 96.7% |
| The registration fee was reasonable | 97.5% |
| Overall, I was satisfied with this session | 96.3% |

Professional Development for Parents

CARC is reaching MORE parents than ever before!

As part of our plan to provide greater learning opportunities for parents, CARC undertook an exciting new initiative in 2004-2005. As an education service agency, Central Alberta Regional Consortium secured a ready-to-reproduce subscription 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.

Each month, these newsletters are posted on the CARC website and, in addition, schools may also download articles directly from the internet choosing just those text files and illustrations they want to use and simply dropping them into their own publications!

In 2004 – 2005, forty-one schools took advantage of these subscriptions and a stakeholder survey indicated we have reached over 8000 families through school newsletter distribution. In addition hundreds of parents are accessing these articles on the CARC website.

A stakeholder survey administered in spring 2004 indicated 100% of schools presently using this service would continue using this subscription and would also recommend it to other schools.

Parent Sessions

| <u>Title</u> | <u>Date</u> | <u>Location</u> | <u># Attendees</u> |
|--|-------------|-----------------|--------------------|
| <i>Principled Discipline for Parents</i> | November 23 | Red Deer | 74 |
| <i>Life is Hard; Get a Helmet</i> | February 15 | Red Deer | 39 |
| <i>Life is Hard; Get a Helmet</i> | April 13 | Wetaskiwin | 26 |
| <i>So You're a Parent; Welcome to Insanity</i> | April 14 | Red Deer | 11 |

Parents are always welcome!

All CARC members are welcome to register for any CARC program; sessions are open to all of our partner members (teachers, administrators, support staff, central office staff, parents, school council members and trustees) While some programs may advertise to a particular audience, if anyone is interested in a the topic, their attendance and input is welcomed and encouraged.

PROGRAM DEVELOPMENT PROJECTS

Assessment Project Follow Up

CARC and individual schools used the excellent consultative services of Margaret Sanders to support their research into more effective assessment practices for learning.

CASS Leadership with Susan Clayton

CARC provided the services of Susan Clayton to assist Zone Four in examining their beliefs and mission in providing leadership in education within and beyond the borders of the region. As a result, an emphasis has been placed on learning together, examining current research, setting Zone goals and evolving as a professional learning community.

Follow – Up Development Fund

Over the years, this fund from CARC has aided in initiatives often not possible without additional finances to support innovative project ideas. Support has been available to school staffs and school councils.

BRSD PD Day with Barry MacDonald

CARC lent its support to this System Professional Development Day involving both support and professional staff.

Guskey Book Study

Under the guidance of Consultant, Darlene Grasdal, administrators from across Zone 4, examined Guskey's theories on Effective Professional Development and Evaluation of same. Existing practices were shared and new ideas and documents were piloted. The research continues.

CONFERENCES

Small Schools; Successful Students

Back by popular demand for the third year was a very successful Small School Conference where talent from across the province shared exciting ways they were meeting the challenges of keeping their schools viable.

Building Bridges: An Aboriginal Awareness Conference

To launch our FMNI project, we worked with our Aboriginal community to stage this conference. Evaluations indicated appreciation for the building of a working relationship long overdue.

Social Studies K-3

Probably the most collaborative initiative carried out in Central Alberta, has been the Social Studies K-3 Zone wide Leadership Training Project in which all systems were represented on a Steering Committee who planned effective in-services around a philosophical understanding, facilitator training sessions and a system schedule open to all clients. Building capacity was the goal and sharing resources lessened the workload for all. Curriculum leaders presented in each other's districts as well as helping other Consortia by presenting outside our Zone.

2004 – 2005 Program Review

Alberta Education provided conditional grants to CARC to support the implementation of the Alberta Commission of Learning (ACOL) recommendations accepted by Alberta Education.

ACOL recommendations addressed through CARC programming in 2004 - 2005

| Recommendation | CARC sessions supporting recommendation |
|---|---|
| 7. Introduce a new wellness program for all students from kindergarten to grade 12. | <p>Daily Physical Activity</p> <ul style="list-style-type: none"> • No Gym? No Problem! (2 sessions) • Creating a Desire to Participate (2 sessions) • Motivating the Masses (2 sessions) • ABCD's of Physical Education • DPA: Let's Get Moving! • Assessment Antics |
| 8. Provide all students with the opportunity to learn a second language. | <ul style="list-style-type: none"> • School Administrators Workshop for Implementing the 2nd Language Requirement • French Language Summer Camp – Level I • Focus on FSL (Grades 4-12) Parts I--IV • Being Able to Write and Wanting to Write... |
| 9. Ensure support for implementation of new curriculum. | <p>K- 3 Social Studies</p> <ul style="list-style-type: none"> • Leadership – Implementation • Leadership - Critical Components • Leadership - Assessment • Leadership –Building a Culture of Inquiry • K-3 Social Studies – French • Introducing the New K-3 SS Curriculum • Social Studies Through Literature • K-3 Social Studies Summer Institute • Junior High Math • Number Sense: Developing Conceptual Understanding of #s • Developing Fraction Concepts in Jr. High Math • Integers Workshop |
| 13. Require every school to operate as a professional learning community. | <ul style="list-style-type: none"> • Zone IV PLC development – CARC sponsored work with Susan Clayton through CASS • Reaching and Teaching Conference |
| 27. Implement and provide adequate resources for the FMNI Policy Framework. | <ul style="list-style-type: none"> • Building Bridges: An Aboriginal Awareness Conference • Sponsored pilot school Native Liaison/Cultural Resource Teachers to attend a variety of CARC sessions e.g. Brain-smART Journaling, Resiliency Training |
| 42, 44, and 46: meeting the needs of | <ul style="list-style-type: none"> • The Resiliency Training Program™ |

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| special education students | <ul style="list-style-type: none"> • Teaching Students with FASD: Building Strengths, Creating Hope (3 sessions) • Differentiating Your Instruction Tomorrow • Classroom Tried and Tiered: Using Tiered Activities to Differentiate • Solution Focused Workshop • Assistive Technology for Learning Leadership • Creating DI to Support Diverse Student Needs (Grades 1-6) • Let's Talk...Behavior Summer Institute |
| 24. Ensure that all schools encourage positive attitudes, good behavior and respect for others. | <ul style="list-style-type: none"> • Humour for Your Health • Life is Yours...LIVE It! • Principled Discipline for Parents • Life is Hard...Get a Helmet! • So You're a Parent...Welcome to Insanity! |
| 59. Ensure teachers have access to classroom assessment materials and practices. | <ul style="list-style-type: none"> • Turning Assessment into Instruction – Year II (3 sessions) • Assessment FOR Learning follow-up support with Margaret Sanders • Successful, Effective Supervision and Evaluation of Professional Staff • Writing Effective Multiple Choice Questions (Gr. 9-12) • Interpreting Diploma Exam Results (Sr. High) • Interpreting Achievement Test Results (Gr. 6-9) |
| 72. Comprehensive professional development plans. | <ul style="list-style-type: none"> • Collaborated in the development of the <i>Comprehensive Guide to Professional Development Planning</i>. • Used advisory committees in priority areas • Alberta Education and Zone 4 Curriculum Coordinator Meetings |



Alberta **Regional** Consortia

Alberta Regional Professional Development Consortia* Beliefs about Curriculum Implementation

Overarching Understanding

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

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|---------------------|--------------------------|-----------|
| Our pillars: | Effective Collaboration | (process) |
| | Effective Practice | (content) |
| | Effective Adult learning | (context) |

Enduring Understandings

We have come to understand:

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

Essential Questions

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

* ARPDC is comprised of 6 regional consortium across the province including: Northwest Regional Learning Consortium, Edmonton Regional Learning Consortium, Learning Network, Central Alberta Regional Consortium, 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
