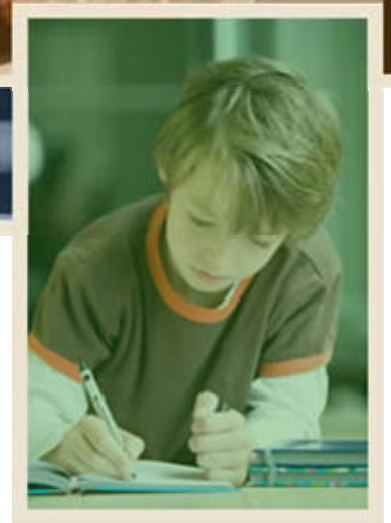
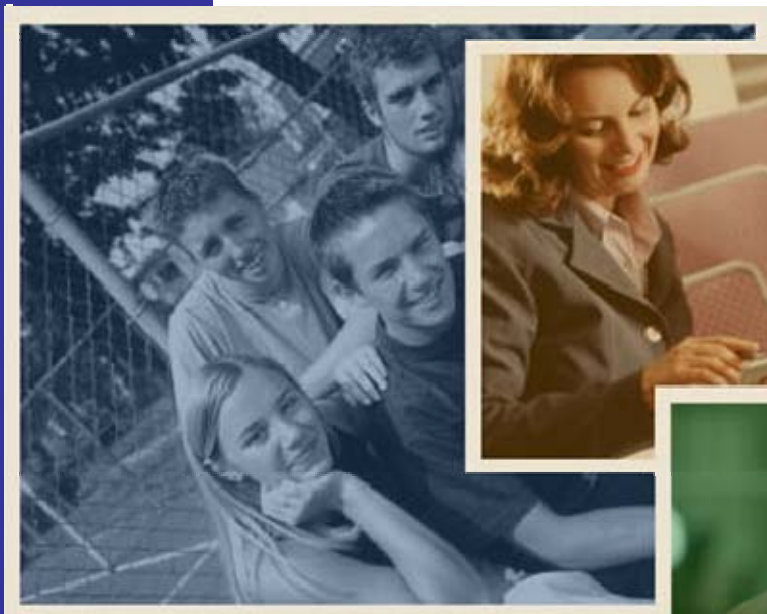


# CENTRAL ALBERTA REGIONAL CONSORTIUM

*Working Together: Making a Difference*

## ANNUAL REPORT

2007-2008



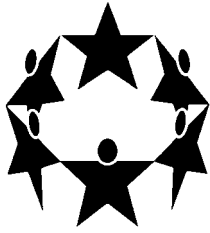
Promoting student achievement and school improvement through professional development.

# CENTRAL ALBERTA REGIONAL CONSORTIUM

[www.carcpd.ab.ca](http://www.carcpd.ab.ca)

(403) 348-8194 phone

(403) 348-8195 fax



## 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.

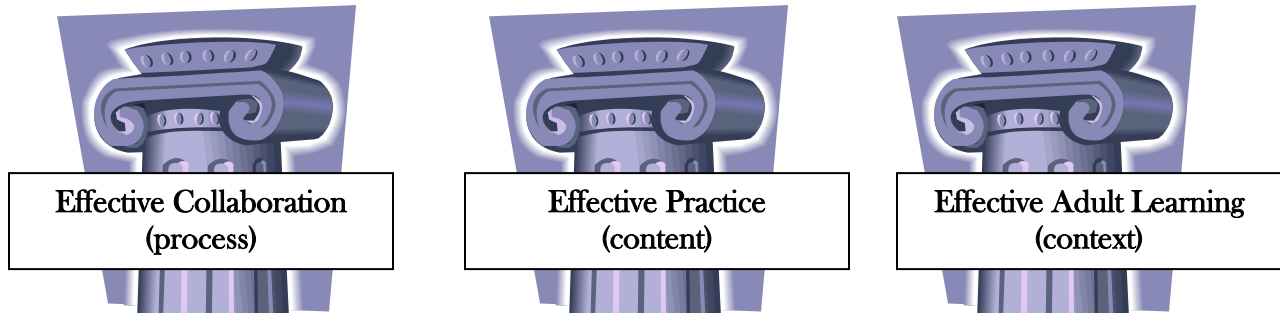


## **Alberta Regional Professional Development Consortia\*** **Beliefs about Curriculum Implementation**

### **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](http://www.arpdc.ab.ca)

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

**TABLE OF CONTENTS**

*Message from the Board Chairperson* .....5  
*Message from the Executive Director* .....6  
*Accountability Statement* .....7  
*Board of Directors* .....7  
*Regional Needs Assessment Information*.....8  
*Contextual Information*.....9  
*Trends in the Central Alberta Region*.....9  
*Statistics/Participation Rates by Division* .....11  
*Goals, Performance Measures and Targets*  
     *Goal 1 Facilitate Implementation*.....12  
     *Goal 2 Curricula Implementation*.....14  
     *Goal 3 Coordination, Brokerage and Referral*.....16  
     *Goal 4 Emerging Needs*.....17  
     *Goal 5 Leadership Capacity*.....18  
     *Goals 6 Cost Effectiveness* .....19  
*Meeting our Targets*.....20  
*2007/2008 Program and Presenter Evaluations* .....21  
*Program Development Projects*  
     *Leading and Learning 2007 Conference* .....22  
*Examples of Effective Collaboration* .....23  
*Social Studies Project Executive Summary*.....24  
*Mathematics Project Executive Summary* .....28  
*2007/2008 Financial Statements* .....31

**CARC Staff**

Executive Director	Donna McRae
Executive Assistant	Veronica Sargeant
Office Assistants	Kim Cermak & Chelsea Berreth
Casual Clerical Staff	Lianne Kruger

**Central Alberta Regional Consortium**  
*Message from the Board Chair*

The Central Alberta Regional Consortium continues to be a leader in Alberta in providing relevant, quality professional development to administrators, teachers, staff and parents. This is my first year as Chair of the CARC Board and it has been a rewarding experience to work closely with the CARC stakeholders and witness first hand the hard work and dedication to improving teaching and learning in the zone. Zone 4 can be proud of the model approaches to professional development that highlight innovations, new strategies to teaching and strengthening proven practice. The member jurisdictions are collegial and collaborate on promising practices in the best interest of the zone. These individuals are leaders in their jurisdictions and in the province and they offer their expertise to each other and collaboratively build the strength of the CARC.

This is also the first year for the Executive Director, Donna McRae who has brought new perspectives to CARC and has been the leader for many new approaches and initiatives in the zone. Her skills in collaboration with stakeholders, organization and effective management are praiseworthy. In one year, there has been notable growth in the CARC organization with high satisfaction reports from stakeholders. Many management changes have contributed to growing success of the consortium. The addition of an electronic registration system and updates to the website, have also ensured current information on all program offerings.

The CARC program year has been extensive. We are certainly proud of our *Leading and Learning Conference* which featured world experts on assessment and included many local educators sharing best practices in the zone. The first Zone AISI conference was an outstanding success which provided AISI leaders from across central Alberta the opportunity to network and share some of the amazing work being done in the zone. The Social Studies Project, led by Sharon Lampard, was extensive providing a plethora of opportunities for teachers in many dimensions of the new program. Math leaders, Brenda MacDonald and Margo Nygard, provided rich opportunities for zone teachers to strengthen their understanding of the new Math curriculum and effective strategies for implementation. A generous choice of professional development opportunities were made available on leadership, all curriculum areas, and on topics for support staff.

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

Respectfully submitted,

*Dr. Lynne Paradis*

**Central Alberta Regional Consortium**  
*Message from the Executive Director*

CARC is extremely proud of the school districts in Zone 4 and all the education stakeholders for working together to fulfill its vision of “*Working Together: Making a Difference*”. We are pleased to share CARC’s success and achievements during the 2007 -2008 year.

Our work and role has continued to evolve in the last year. An increased number of conditional grants to consortia from Alberta Education as “support for implementation”, acknowledges the significant role that regional consortia plays in assisting in the implementation of the ministry business plan and supporting districts with implementation or new curricula and/or new initiatives. Grant opportunities have provided the opportunity for resources to be shared in an equitable way that has the potential to support the smallest and largest districts in the region.

The outstanding work of Sharon Lampard, CARC Social Studies Coordinator as well as Brenda McDonald and Margo Nygard, CARC Mathematics Consultants was evident throughout the Zone. Through their hard work and dedication, opportunities were provided to support jurisdictions, schools and teachers in implementing the new Social Studies and Mathematics Curriculums. Implementation plans were created and carried out with the input of multi-stakeholder Advisory Committees and provided opportunities for teacher professional development and opportunities to develop District leadership capacity.

This year CARC offered an expanded number of learning opportunities on a variety of topics and subject curriculums, at both the zone and district levels. The number of participants indicates the continued confidence in our programs. Throughout the year both existing and new partnerships helped guide consortium operation and course offerings.

The collaboratively planned 2007 Leading and Learning Assessment for Learning Conference was a huge success. This opportunity for Central Alberta educators to hear internationally renowned speakers, in their own “backyard”, and for local teachers share expertise on the topic of “Assessment” was highly supported. We also hosted a Librarians conference and a Zone 4 AISI project sharing day this year.

I wish to thank the CARC Board for the support and direction provided this past year. The commitment of Board members to a regional consortium model and to providing learning opportunities for improved student learning is very evident.

Thank you also to our advisory committee members, Central Office district contacts, session participants and session facilitators who continue to work with us to provide successful learning opportunities for all.

Respectfully submitted,

*Donna McRae*

# Accountability Statement

The Central Alberta Regional Consortium Annual Report for 2007 – 2008 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



Deanna Specht .....	Alberta School Boards Association
Brent Galloway (Vice Chairman) .....	Red Deer College
Lawrence Hrycan .....	Alberta Teachers Association (Administrators)
Lynne Paradis (Chairman) .....	College of Alberta School Superintendents
Barb Maheu .....	Alberta Teachers Association (Provincial)
Catherine Nicol .....	Alberta Education (ex officio)
Sherri Polei .....	Association of School Business Officials of Alberta
Tracy Kaley (contact) .....	Alberta Home and School Councils Association
Janet Ward .....	Alberta Teachers Association (Teachers)

### RESPONDENT COMMENTS

*Writing in the Primary Classroom – 4 part supper series, Sept – Oct/07*

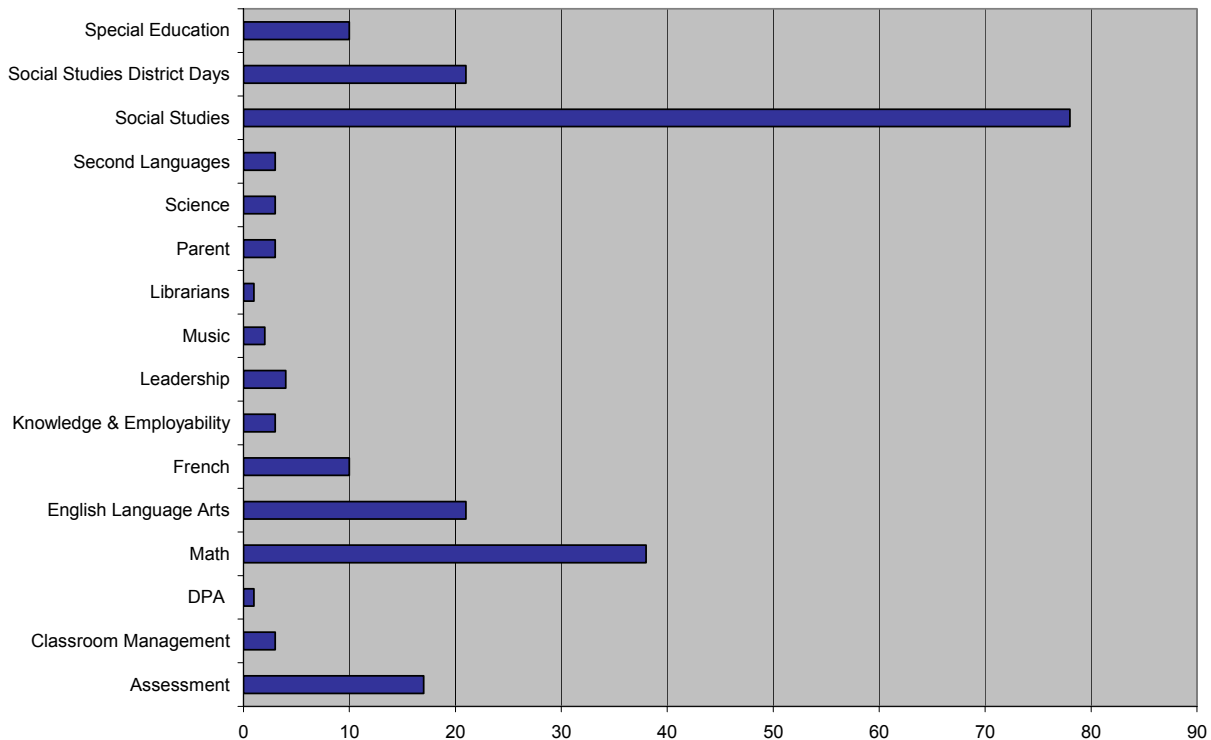
- I like that these sessions were held early in the school year and were held consecutively (4 weeks in a row) so that the info stays fresh. I am using it right away and able to come to the next sessions with background knowledge and questions.
- It is all making sense because it is so connecting and practical. At parent-teacher interviews, parents were happy to know their child is writing at his/her level.
- I have already begun using ideas from the first workshop and had great success and enthusiasm from my grade 2 students. Looking forward to trying some of the new ideas from tonight – especially stretching small moments into three part stories and using literature as a writing spring board.
- I will teach my children that revision is “revisiting” a story to make it better. It is not to fix mistakes. I will change conferences to a time to get on their level, eye to eye and listen to their stories.

## *Regional Needs Assessment Results 2008*

The **2008 Spring Regional Needs Assessment** administered by CARC and the Zone 4 ATA was completed by 578 respondents. Results reveal:

1. 32% of the teachers in the CARC region have 11+ years of teaching experience, with 9% in their first five years of teaching and 28% with more than 20 years of experience. As well, 46% of the teachers have another degree over and beyond their B.Ed.
2. The top four reasons which limit teacher participation in PD (in order of priority choice) are:
  - time away from students (50%)
  - time (at 35%)
  - availability of substitute teachers (25%)
  - accessibility/cost of travel and accommodation (24% each)
3. The top 3 subject areas of most important interest/need for PD at elementary, junior and high school level are Language Arts, Mathematics, and Social Studies with the next 3 being Special Education, Science, and Technology.
4. The top three specific areas of interest/need for PD are differentiated instruction, SMARTboards in the classroom and dealing with difficult behaviours.

**Number of Workshops by Theme 2007-2008**



## *Contextual Information*

In the 2007-2008 school year, the Central Regional Consortium operated with one Executive Director, one Executive Assistant and one Office Assistant. A Social Studies Coordinator managed the implementation of the Social Studies program and two new part time Mathematics Consultants managed the implementation of Mathematics program.

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

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

## *Trends in the Central Alberta Region*

### **1. TREND**

Beliefs about Curriculum Implementation and 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 planned more Division professional development opportunities in Mathematics and Social Studies. A Zone AISI celebration was also planned which allowed teachers from each District to share and celebrate progress in their AISI projects.

### **2. TREND**

Increasing CARC program offerings and requests for participant attendance coupled with a lack of substitute availability and District financial supports to attend PD offerings.

### **IMPACT**

Many districts continue to report stress on PD budgets and a decreased number of substitute teachers to meet participant requests to attend CARC sessions. The Consortium attempted to provide leadership capacity sessions, with funding for substitutes, where participants could then provide training within their own Districts.

CARC continues to study alternative models to support adult learning. A partnership with Chinook’s Edge School Division and Olds College coupled with an anticipated Alberta Education grant will allow for CARC to have an operating video-conferencing suite in the next year. A number of other technology models for learning opportunities and learning community development will be explored.

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

Alternative delivery models, such as more involvement with ATA Convention days and District PD days, was expanded.

### 3. TREND

Increasing number of initiatives to implement and manage.

#### IMPACT

CARC increased consultant staff to manage the number of increased initiatives and expectations. A new registration system was introduced to help manage participation numbers and communications.

### 4. TREND

Districts are reporting that they have fewer teachers willing to become district curriculum leaders because of the out of classroom commitment.

#### IMPACT

CARC offered weekend cohort learning opportunities to enhance leadership capacity and allow for increased teacher participation.

## EMERGING AREAS Anticipated in 2008-2009

### 1. 21<sup>st</sup> Century Learners

CARC will explore the use of technology for enhanced professional development delivery. We will also assist teachers with their technology skills related to District and student expectations.

### 2. Measuring the Impact

CARC will continue to investigate ways to ensure that the services provided are making a difference to those who receive them.

### 3. Teacher Capacity

CARC will provide more district and school based learning opportunities in comprehensive ways that include minimal time out of the classroom. More weekend cohort sessions and evening supper series will be explored. Web-casting, video-conferencing and other technological alternatives will be explored.

#### RESPONDENT COMMENTS

##### Specific changes resulting from session:

*Help Me Fit In – Oct 5/07*

- I will try to use more positive reinforcement in my classroom and more vicarious reinforcement to encourage the behaviour I want.
- Restructuring of time out. In the past, I have had little need for this and needed to hear what was said today. Good practical, sound ideas to protect dignity and give room to celebrate success.

*Reading Don't Fix No Chevy's – Oct 24/07*

- When I come to these workshops, I'm really looking for “hit the floor running ideas...” This was extremely good.
- This was very practical. I will become a better teacher because of this! Bravo!

*6+ 1 Writing Traits– Jan 11/08*

- Lots of wonderful ideas to use – very practical for use in the classroom. This is one of the best, most useful seminars I've attended in many years.
- Sharing with colleagues is such an important part of learning as a teacher, thanks for allowing/providing time to do so. Thanks for a great session.
- This was excellent! So many new ideas that I am excited to go back and use and a reminder about older material that I had forgotten and will now use again. Thanks!!

## *Statistics/Participation Rates*

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

### Participating Jurisdictions

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

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

<b>CARC Learning Opportunities</b>			
Learning Opportunities (total # of days)	390	CARC Session Participants	8459
CARC Advisory Meeting Days (Math, Social Studies, French, FNMI, Librarians, Leading and Learning Conference, AISI Mini-Conference)	28	CARC Meeting Participants	314
*ARPDC Events	8	ARPDC Events Zone 4 Participants	213
<b>Total Days of PD</b>	<b>426</b>	<b>Total Number of Participants</b>	<b>8986</b>

\*ARPDC Events:

*Learning Together for Success (FNMI); Promising Practices in High School Completion (FNMI); Provincial French Futures Conference, Knowledge and Employability Symposium, Provincial Math Institute, Provincial Social Studies Institute, Pan Canadian Literacy Forum, Reaching & Teaching<sup>8</sup>*

### Alberta Regional Professional Development Consortia (ARPDC) Model:

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

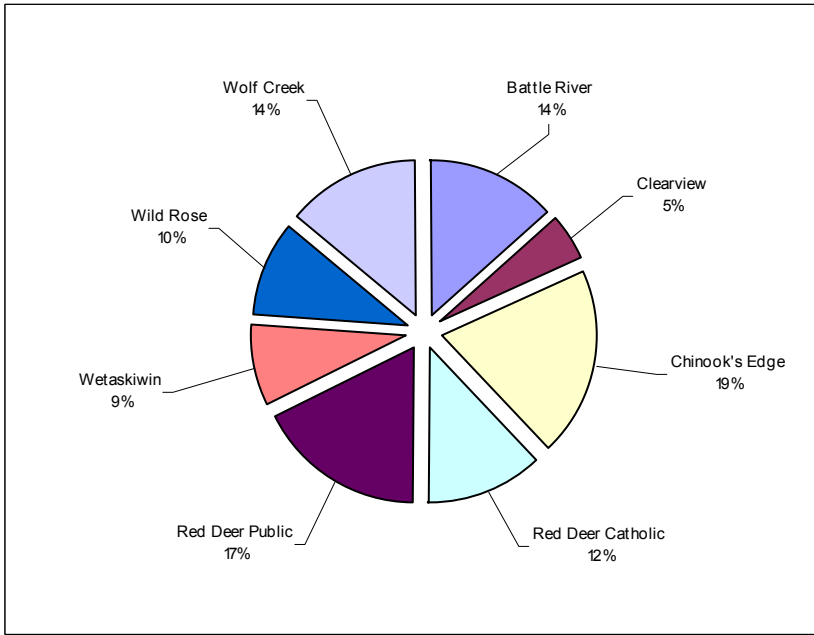
- Half day and full day sessions count as one day (i.e. the time to organize a full day or half day session is the same)
- Each day of a series counts as one day of PD – participant numbers are counted for each day
- Conferences over multiple days - each day counts as one day of PD (conference over 3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

### CARC Learning Opportunities - Year to Year Comparison

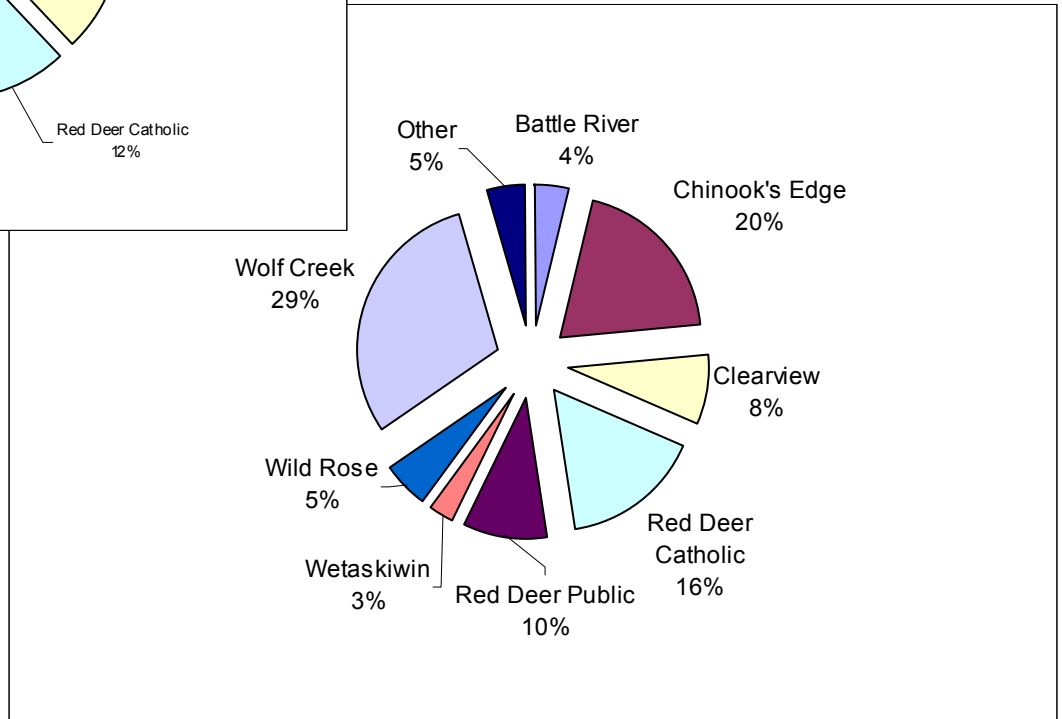
	2004 - 2005	2005-2006	2006-2007	2007 - 2008
Total Days of PD	81	163	202	426*
Total Participants	3823	5269	6119	8986*

\* includes meetings and ARPDC events

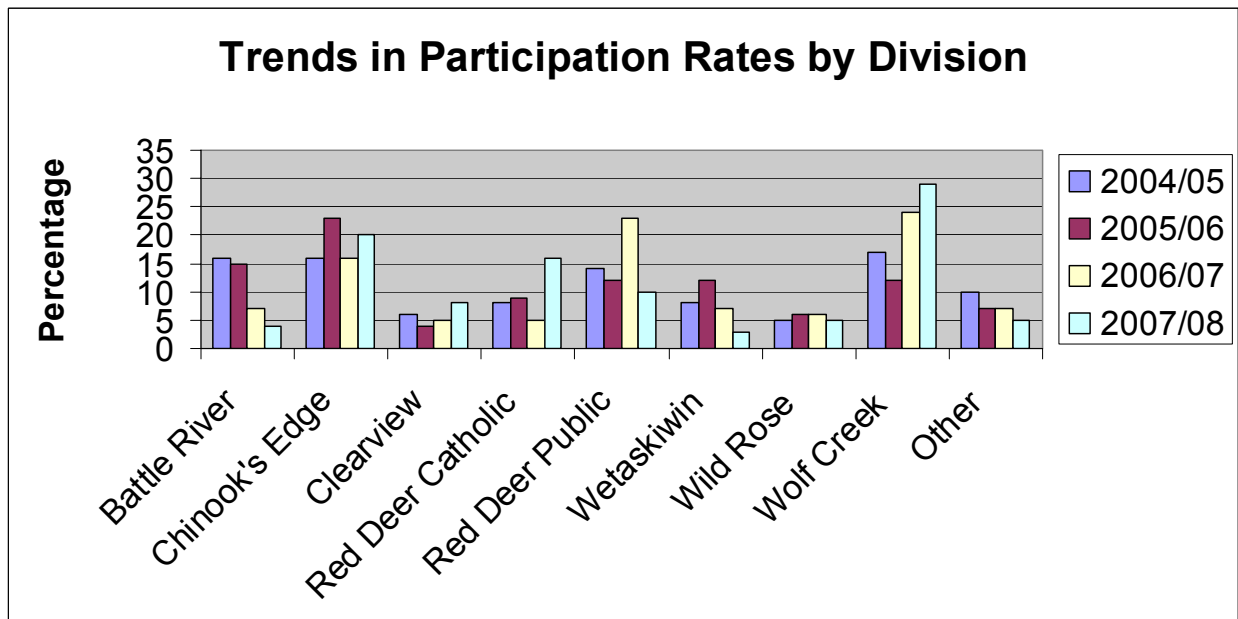
## Percentage of Teachers Employed by Districts in Zone 4



## CARC Learning Opportunities Participation Rates by Division 2007/08



## Trends in Participation Rates by Division



# 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"> <li>• Percentage of stakeholder contacts who agree that PD offerings align with needs identified in their plan(s)</li> <li>• Number of participants attending Consortium PD offerings</li> <li>• Satisfaction of stakeholder contacts with Consortium services overall</li> </ul>	<ul style="list-style-type: none"> <li>• Survey of educational stakeholders</li> <li>• Counts</li> <li>• Survey of educational stakeholders</li> </ul>	<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"> <li>• 92.8% of district contacts agreed that the PD offerings align with the needs identified in their plans</li> <li>• 8986 participants attended CARC and/or ARPDC offerings</li> <li>• 100% of stakeholders indicated that, overall, they were satisfied with the services provided by the Consortium</li> </ul>

## Progress & Accomplishments

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

	<i>Target 06/07</i>	<i>Results 06/07</i>	<i>Target 07/08</i>	<i>Results 07/08</i>
<i>Align with needs</i>	80% - 89%	93%	80% - 89%	92.8%
<i>Services overall</i>	80% - 89%	100%	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"> <li>Percentage of stakeholders satisfied that CARC facilitated PD supports for effective implementation of curricula</li> <li>Percentage of PD program participants satisfied that the session supported their ability to apply the information learned to their situation</li> <li>Percentage of Alberta Learning designated leads for conditional grants who are satisfied</li> </ul>	<ul style="list-style-type: none"> <li>Survey of educational stakeholders</li> <li>Session evaluations; program feedback</li> <li>Summary from Alberta Education designated leads</li> </ul>	<ul style="list-style-type: none"> <li>Our goal is to maintain a satisfaction rating of 80% – 89% in this area.</li> </ul>	<ul style="list-style-type: none"> <li>100% of district contacts were satisfied that CARC facilitated P.D. supports for effective implementation of curricula</li> <li>97.5% of PD program participants were satisfied that they are able to apply the information learned to their classroom, school or jurisdiction</li> <li>98% of PD program participants reported overall satisfaction with sessions attended.</li> <li>100% of Alberta Education designated leads for conditional grants reported satisfaction with services provided by the Consortia</li> </ul>

#### RESPONDENT COMMENTS

*The Essentials: Part I – Oct 2/07 (Social Studies)*

- Good PD activity – well-organized and thought provoking. Excellent in helping me get a clearer understanding of the new program. Well worth my time being here.

*Assessment in the New Social Studies Program of Studies – Oct 10/07*

- This session was a great reminder that the program of studies guides our practice. A most valuable day – thank you!

## Progress & Accomplishments

- Facilitated Advisory Committees for: Curriculum Coordinators, French, FNMI (First Nations, Métis, Inuit), Library, Mathematics, Special Education, High School Science, Social Studies, Leading and Learning Conference, Zone 4 Think Tank, AISI Zone 4
- Social Studies and Math Consultants and their Advisory Committees developed comprehensive regional implementation plans. (See Executive Summaries – Social Studies – page 25; Mathematics – page 26).

## Alberta Education Stakeholder Survey – November 2008

### Comments from AB Education Managers/Directors

- I feel that ARPDC is charged with a great deal of responsibilities moving implementation forward. Whenever I have a question, concern or idea for implementation deliverables and supports in my subject area, the Consortia Executive Directors and/or coordinators are there to assist.
- Very much appreciate the collaboration and efforts made.
- Very receptive to suggestions – flexible and accommodating.
- I believe the needs of Alberta Education, School Authorities and other stakeholders or partner organizations are being served well as a result of the work of ARPDC.

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

#### *Patterns and Pre-algebra for Gr. K-6 – Oct 22/07*

##### **Specific changes resulting from session:**

- There are numerous activities I would use tomorrow, including websites, activities using easily accessible manipulatives and student friendly language
- I plan to use the Smart Board to help teach patterns and look at the national library of virtual manipulatives.
- Question the kids further, extend the pattern, verbalize the pattern.
- Giving students' opportunity to demonstrate their understanding of the = sign.
- Looking at equations – do they know this? Bringing thinking to the next level.

#### *Positive Programming for Students with Autism – Mar 10/08*

##### **Specific changes resulting from session:**

- I will investigate the Alberta Education website. I will also search resources in our school to get further information.
- I will get teachers more involved with the student; facilitate a higher rate of success.
- Learned not to stand between student and teacher. I will not repeat what teacher said, so that child will listen the first time.
- Lots of good information; great presenter
- I will use the work job card idea that was presented.
- The ABC chart for keeping useful/clean data that is worth keeping.

### 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"> <li>Percentage of stakeholders accessing these services that are satisfied.</li> </ul>	<ul style="list-style-type: none"> <li>Survey of educational stakeholders contacts.</li> <li>Session evaluations</li> </ul>	<ul style="list-style-type: none"> <li>Our goal is to maintain a satisfaction rating of 80% - 89% in this area.</li> </ul>	<ul style="list-style-type: none"> <li>92.9% of stakeholders accessing these services are satisfied.</li> <li>100% of program participants are satisfied.</li> </ul>

### 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 Learning<sup>7</sup>: 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 2008. This conference focused on *Achieving Assessment Excellence* and offered a platform of keynote speakers who highlighted significant points pertaining to the accurate design and effective use of assessments. Delegates were offered specific and practical strategies to further explore the use of high-quality assessments and the development of a culture for learning.

#### Referral Centre

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

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

## 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"> <li>Percentage of stakeholders satisfied that the programs meet their identified and emerging needs.</li> <li>Descriptions of services offered.</li> </ul>	<ul style="list-style-type: none"> <li>Survey of educational stakeholders</li> <li>Qualitative measures (descriptions /testimonials)</li> </ul>	<p>Our goal is to maintain a satisfaction rating of 80%-89% in this area.</p>	<ul style="list-style-type: none"> <li>100% of district contacts indicated satisfaction that the PD offerings align with those identified in their plans and their emerging needs</li> <li>Evaluation comments and testimonials noted throughout this report</li> </ul>

## Progress & Accomplishments

- 8986 participants participated in 390 workshops, inservices and training sessions.
- Increased participation rates over 13 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 COMMENTS

*A/SI Mini-Conference– Apr 29/08*

- I would like to compile specific toolkits that include summative and formative evaluations that teachers have submitted that they are using in their subject area.
- I enjoyed the part about working together with similar schools in developing course materials,; sharing what already exists. For example, we could promote how to collaborate in a small, rural setting.

<i>Target 06/07</i>	<i>Result 06/07</i>	<i>Target 07/08</i>	<i>Result 07/08</i>
80% - 89%	100%	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"> <li>Percentage of stakeholders satisfied that the efforts of CARC contribute to development of professional development leadership capacity</li> <li>Descriptions of services offered.</li> </ul>	<ul style="list-style-type: none"> <li>Survey of educational stakeholders.</li> <li>Qualitative measures (descriptions and testimonials)</li> </ul>	<ul style="list-style-type: none"> <li>Our goal is to maintain a satisfaction rating of 80% - 89% in this area.</li> </ul>	<ul style="list-style-type: none"> <li>100% of stakeholders were satisfied that the efforts of CARC contribute to development of professional development leadership capacity</li> <li>descriptions noted below</li> <li>testimonials noted throughout this report</li> </ul>

### Progress & Accomplishments

- Hosted Alberta Education/Zone Curriculum Coordinators' Meetings
- Provided facilitator training for:
  - Social Studies
  - Elementary Math
  - Assistive Technology for Learning
  - Junior High Math Facilitator Training
- Utilized many local presenters at Leading & Learning 2007

#### RESPONDENT COMMENTS

*Read and Write Gold – Mar 18/08*

- I thought the day was energizing and informative.
- The course was absolutely worthwhile, wonderful ...it provided super information to utilize these social resources.
- This course provided me with good ideas to implement, I will pursue getting more informed on books, as we were given excellent resources to utilize.

<i>Target 06/07</i>	<i>Result 06/07</i>	<i>Target 07/08</i>	<i>Result 07/08</i>
80% - 89%	100%	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"> <li>Percentage of program participants agreeing that fees are reasonable</li> <li>Financial records indicating cost recovery operations</li> </ul>	<ul style="list-style-type: none"> <li>Survey of stakeholders contacts</li> <li>Survey of district contacts</li> <li>Session evaluations</li> </ul>	<ul style="list-style-type: none"> <li>Our goal is to maintain a satisfaction rating of 80%-89% in this area.</li> </ul>	<ul style="list-style-type: none"> <li>85.7% of the district contacts were satisfied CARC provided good value for the grant dollars received to support curriculum implementation.</li> <li>100% of district contacts were satisfied that CARC provided services at a reasonable cost.</li> <li>99.1% of program participants are satisfied CARC services are provided at a reasonable rate.</li> </ul>

## 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.

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

## Meeting our Targets

### Survey of District Contacts

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

Goal			06/07	Target 07/08	07/08
1	<i>Facilitate P.D. based on the plans of partner organizations</i>	★★★★	<b>93%</b> SA-73% A-20%	80% - 89%	<b>92.8%</b> SA-57% A-36% U-7%
2	<i>Facilitate P.D. supporting implementation of curricula</i>	★★★★	<b>100%</b> SA-67% A-33%	80% - 89%	<b>100%</b> SA-79% A-21%
3	<i>Coordinate, broker and act as a referral centre to access P.D. resources</i>	★★★★	<b>100%</b> SA-67% A-33%	80% - 89%	<b>93%</b> SA-79% A-14%
4	<i>Deliver P.D. based on identification of plan and emerging needs</i>	★★★★	<b>94%</b> SA-47% A-47%	80% - 89%	<b>100%</b> SA-57% A-43%
5	<i>Promote and support the development of P.D. leadership capacity.</i>	★★★★	<b>100%</b> SA-80% A-20%	80% - 89%	<b>100%</b> SA-79% A-21%
6	<i>Provide P.D. at a reasonable cost</i>	★★★★	<b>100%</b> SA-93% A-7%	80% - 89%	<b>100%</b> SA-79% A-21%
6	<i>Provided good value for the grant dollars provided to support implementation of curricula</i>	★★★★	<b>93%</b> SA-73% A-20%	80% - 89%	<b>86%</b> SA-79% A-7%
	<i>Overall, I was satisfied with the services provided by CARC</i>	★★★★	<b>100%</b> SA-87% A-13%	80% - 89%	<b>100%</b> SA-79% A-21%

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

##### **Specific changes resulting from session:**

###### *Best Practice in LA & DL – Jan 24/08*

- I will have students engage in revising their own writing based on specific criteria.
- I will try to use as many examples as possible – encourage more reading that is accountable – keep better portfolios ...
- I found the course to be refreshing, with good information, it was very enjoyable.
- The information provided as applicable and valuable.

## Summary of Program and Presenter Evaluations

### Program Feedback and Ongoing Needs Assessment

Of the **8986** participants taking part in Central Alberta Regional Consortium programs in 2007-2008, **52%** completed program evaluations.

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

<b>Presenters</b>	<b>Strongly Agree / Agree</b>
Stated intended outcomes early in the workshop	98.9%
Provided content, materials and activities which matched the intended outcomes	98.9%
Communicated clearly	98.8%
Used appropriate processes to engage participants	97.9%
<b>Sessions</b>	
I am able to apply the information learned to my classroom, school or jurisdiction	97.5%
The registration fee was reasonable	99.1%
Overall, I was satisfied with this session	98.0%

### **SAMPLE RESPONSES**

#### *Leading and Learning – Assessment in Action – Nov 30, Dec 1 & 2/08*

- This was one of the best PD opportunities I have had in my 7 year career. I am an AISI Lead Teacher and all speakers were relevant to my area of Assessment for Learning AND provided many ideas and insights into being a leader – motivating, inspiring and providing hope.
- Build on this next year. This conference was great on introducing us to assessment. Next year, we need to take these topics and start working with some of the specifics. Thanks for all the work that went into putting on this conference!
- While sessions were informative, it soon became clear that all presenters had studied and pulled from the same research (Stiggins, Marzano, Dufer, Fuller). As a result, much information was redundant. For those “on board” with our Boards’ assessment journey, it felt like “we’ve got it – you don’t need to feed this to us anymore!”

#### *Handwriting Without Tears – Mar 12/08*

- A fantastic upbeat session full of good teaching ideas
- I now have ways to get kids excited about making letters, catchy rhymes, songs and action ideas.
- I am able to take this information and begin a small group center time of instruction tomorrow.
- I would like to get others on board so that it becomes universal and will ease student transition from grade to grade.
- I came because my students struggle with reversals; I plan to implement many techniques as early as tomorrow.
- Provide the program again so that other staff could be trained!

## Program Development Projects

### ***Making a Difference... for Parents***

#### **Parent Sessions 2007 – 2008**

<i>Date</i>	<i>Session</i>	<i>Location</i>	<i># of Participants</i>
October 23, 2007	<i>AHSCA Kick Start for School Councils</i>	Red Deer	28
October 18, 2007	<i>Help Your Child to Enjoy and Understand Math</i>	Red Deer	Cancelled due to low enrolment
March 17, 2008	<i>Secrets of Discipline</i>	Red Deer	67
March 18, 2008	<i>Secrets of Discipline</i>	Camrose	23
			<b>118</b>

CARC continues to provide schools and parents with access to two excellent parent newsletters - *Parents make the difference!*<sup>®</sup> (Elementary) and *Parents Still make the difference!*<sup>®</sup> (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 2007 – 2008, **fifty-six** 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 2007: Assessment in Action***

On November 29, 30 and December 1, 2007 CARC organized the 4<sup>th</sup> Annual Leading and Learning Conference entitled *Assessment in Action*. 790 delegates were in attendance to hear keynote presenters Damian Cooper, Ken O'Connor, Martha Kaufeldt, Connie Kamm and Gwen Doty. A total of fourteen local educators also presented sessions.

As part of our commitment to provide sustained professional development “over-time”, the Leading and Learning advisory committee requested the organization of

sessions “Leading Up” to the conference and “Following” the conference. A total of eight sessions were planned prior to the November conference and two sessions were planned following the conference. Most sessions were offered by local educators who were considered “assessment specialists” in their districts. While these sessions were successful, it was felt that individual School Districts were providing this kind of professional development at the District level. The sessions were highly subscribed to by teachers from private schools.

## Examples of Effective Collaboration

### SAMPLE RESPONSES

#### *Specific changes resulting from session:*

##### *Librarians & Learning Conference – Mar 18/08*

- I will use the ideas in the library Teacher Guides to learn about each book. Will use post-it-notes to share and promote author visits.
- I loved the “Bestseller Express” idea, I will modify this idea to use in our library.
- We are here not only for the presenters, but the contacts made here are important too. We should do this every year!!
- Awesome .....excellent .... great speakers .... good ideas and ... very interesting!

##### *AHSCA Council Kick Start – Oct 23/07*

- I believe we will be more effective parent council because of the information provided.
- I found many ideas to bring out more parents and gather more opinions and questions from non-attending parents.
- I would like to see more integrated meetings of Councils from public, Christian and Catholic schools.
- Pleased that this was offered. Will strongly urge other council members to attend if offered again.

##### *Experiment! Explore! (Science) – Dec 11/07*

- Incorporate more hands on activities, simple demos and websites
- Add new labs to engage students. Present problems that require students to develop techniques, theory and experiential skills to complete
- Websites will be useful. The method cannon has many applications I will be able to use.

##### *Secrets of Discipline Workshop – Mar 17/08*

- I will apply changes at home so my children learn expectations.
- Correcting behavior instead of punishing.
- Teach instead of punish.

### 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 develop based on the identified and emerging needs of
- education stakeholders

CARC Advisory Committees include:

Curriculum Coordinators	AISI Zone 4
French	Library
Math	High School Science
Social Studies	Special Education
Zone 4 Think Tank	
Leading and Learning Conference	
First Nation, Metis, Inuit (FNMI)	

# Social Studies Project Executive Summary

Sharon Lampard, Social Studies Project Coordinator 2007/08

## Executive Summary

### **Common Project Goal**

The common social studies project goals are to:

- provide in-service and pre-implementation support to all Grades 6, 9 & 11 teachers and administrators.
- provide ongoing in-service and implementation support to all Grades K- 5 &, 7, 8, and 10 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 \$635,000 grant to Central Alberta Regional Consortium on behalf of the districts and teachers it serves and to be used over three years, 2007-2010.

### **Plan Overview**

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

*See Appendix A for CARC Social Studies Implementation Plan 2007-2008*

### **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 Central Alberta Social Studies Specialist Council, Central Alberta Teachers' Convention Association, Central East Teachers' Convention Association, 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.

## Year One Results

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

### Advisory Committee

- Advisory Committee representation spans all eight districts as well as administration, ATA social studies specialist council, FNMI and Private Schools.
- The Advisory Committee met three times this year.
- Advisory committee meetings were very productive. These forums allowed the CARC Social Studies
- Project to have input from and respond to representative voices from our Zone.
- A newly formed high school advisory committee met to discuss emergent high school needs. Their ideas provided invaluable feedback that was used to augment direction for the 2008-2009 year CARC PLAN.

### CARC Professional Development Learning Opportunities

The plan to support implementation resulted in numerous learning opportunities and forums for presentation. CARC offered a variety of zone-wide learning opportunities, including full and half day workshops, dinner sessions, project-based cohorts and conferences. The focus of these opportunities was always to explore themes, topics and grade level classroom implementation - all related to the new Social Studies Curriculum. Wherever possible, these sessions followed the model of opportunities for learning to initiate, develop and sustain the implementation of the new curriculum. Series in assessment, critical thinking, infusing technology and all project cohorts began with an introduction/overview/exploration (initiate) of a theme or topic with the option to participate in a more in-depth examination (develop) of the theme/topic through the form of practical, hands-on, interactive learning experiences.

Many learning opportunities were initiated by requests from the districts, cohort or train the trainer facilitators, and feedback received on session evaluation forms. Year One of the 2007-2010 Social Studies Project saw a significant increase from the previous year in both the number of learning opportunities and the number of attendees. Related statistics are as follows.

Category	Description of Learning Opportunities	Learning Opportunities	Participants
1	CARC-Delivered General Learning Opportunities + Advisory (+ Socialization 2008 Summer Conference + Advisory)	51	760
2	District Request / CARC-Delivered Learning Opportunities	33	680
3	Additional District organized days based on impact of CARC organized days	14	504
4	CARC Cohort and Train the Trainer Sessions	22 (18 cohort + 4 Train the Trainer)	365
5	Cohort and Train the Trainer Facilitator Sessions – organized by teachers who participated in CARC sessions	60 -based on 27 respondents (a small sampling)	764
<b>TOTALS</b>		<b>180</b>	<b>3,073</b>

➤ Note: an additional 31 general sessions were organized but cancelled due to low registrations or presenter cancellation

- 100% of participants from Zone 4 expressed satisfaction with the social studies sessions they attended.
- 100% of participants from Zone 4 reported that they were able to apply the information learned in sessions to their classroom, school or jurisdiction.
- Representatives from each district within our Zone met a minimum of two times (September and May/June) with the social studies project coordinator and collaboratively created informal Social Studies implementation plans that align with the CARC project plan and are based on accessing CARC funding opportunities or trained Zone Curriculum Facilitators
- CARC continued to adapt the Zone project plan based on emerging needs and trends in accessing professional development and in response to requests and suggestions of stakeholders.
- District Request PD opportunities, an increasingly effective method of program delivery for CARC, was extremely well-supported by all districts. This year, CARC saw a significant increase in PD opportunities for this category, as outlined in the chart above.
- All districts requested CARC supported facilitators for District Professional Development opportunities.
- Respondents to a survey conducted by one of our districts indicated 100% satisfaction with both district and CARC organized programming.

*Please see Appendix D for a complete summary of CARC-delivered learning opportunities, dates, facilitators and number of attendees.*

### **Building Leadership Capacity Programs**

Teachers from all eight CARC districts as well as private schools accepted the opportunity to participate in cohort planning groups and/or facilitator “Train the Trainer” programs.

- These programs added immeasurably to the 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.
- Essentially all project cohort members stated the opportunity to work with teachers from many districts was a major highlight of their work.
- Infusing Technology into Social Studies, Creating Critical Challenges, and Assessment Tasks were cohort programs for 2007-2008.
- A PD “Train the Trainer” model was introduced to encourage district leadership capacity in the areas of Weaving Children’s Literature, Differentiated Instruction, Infusing Technology and Assessment.
- Alberta Education Infusing Technology project, was a joint initiative of the AB ED Online Guide Project, the Calgary Regional Consortium and CARC.
- Two “Parent Nights” were held this year as a way of enhancing parents’ understanding of the new program.

## **Resource Development**

- Many zone-initiated Collaborative Projects were completed through the work of the cohorts. These allowed teachers to work in-depth with a particular focus (critical challenges, assessment, infusing technology) and with the program of studies.
- A zone-initiated project of Museum Artifacts for grades 4 and 7 was completed.
- The Grade Level Websites project was offered again this year. Teachers of grades 6, 9 and 11 collaborated to select appropriate websites aligned with grade level outcomes and these have been posted on our CARC social studies website.
- The CARC Social Studies Website continued to grow with the addition of cohort project work from our 2007-2008 collaborative cohort projects.
- Three issues of our ARPDC provincial social studies newsletter, *Explorations: A Professional Journey*, were produced throughout the year.
- Webcasts were a new addition this year. CARC had teachers from several districts participate in the 3 ARPDC webcasts. Session materials were archived on a wiki, allowing participants to access materials even after the session was completed.

## **Conferences**

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

- “Land, People and Stories,” an Aboriginal Awareness Conference on May 5, 2008 – took educators on an experiential field trip to two sacred sites; it proved to be a unique and valuable learning opportunity.
- Three-day Summer Conference on August 19, 20, 21, 2008 - organized and presented
- CARC Librarians’ Conference – supported with a social studies keynote session on Weaving Children’s Literature, using social studies outcomes.
- Sessions at several district professional development days – supported with sessions.

## **Stakeholders and Community Partnerships**

- CARC continued to build strong relationships with the Central Alberta Social Studies Specialist Council, Central Alberta Teachers’ Convention Association, Central East Teachers’ Convention Association, Provincial ATA Social Studies Specialist Council, 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.
- CARC Social Studies Project Coordinator worked closely this year with two ATA Teacher’s Convention Chairs as well as the Provincial ATA Specialist Council and has organized a total of 19 sessions to be offered at Teachers’ Conventions (14) and Specialist Council Conventions (5) in the upcoming year.

# Mathematics Project Executive Summary

*Margo Nygard & Brenda MacDonald, Mathematics Project Coordinators 2007/08*

## Executive Summary

### **Common Project Goal:**

The common ARPDC goals are to:

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

### **Grant Background**

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

### **Plan Overview**

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

### **Regional Characteristics/Context**

Central Alberta is comprised of eight school jurisdictions, Federal Band Schools and Private charter schools. Geographically, our region extends hundred of kilometers both east/west and north/south. Some jurisdictions have a higher percentage of FNMI students, some have a higher than average of Colony schools and many include French Immersion Schools. There is also a growing number of English Second Language students. These factors present interesting diversity as well as their own challenges.

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

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

## Year One Results

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

### Advisory Committee

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

- The Advisory met four times this year
- The meetings were very productive. The meetings were interactive forums where voices from all districts and stakeholders were represented.
- Meetings incorporated Video Conferencing Technologies to enable effective half day meetings

### CARC Zone Four Professional Development Learning Opportunities

- Year One of the Mathematics Project was extremely successful with a number of programs being offered and number of teachers attending sessions.

**CARC Delivered Learning Opportunities**

	2007 -2008
<b>Total Events</b>	<b>59</b>
<b>Total Participants</b>	<b>752</b>
<b>Cancelled Events</b>	<b>21</b>

- **97.6 %** of participants expressed satisfaction with the mathematics sessions that they attended.
- **96.9%** of participants reported they were able to apply the information learned in their sessions to their classrooms, school, or jurisdiction.
- The plan was adapted to suit the emerging needs of the zone.

### Mathematics Curriculum Consultants

Two Mathematics Curriculum Consultants (Margo Nygard and Brenda MacDonald) and a Regional Curriculum Facilitator(David Decoste) were seconded for a one-year term of 2007-2008. Each math consultant and facilitator provided a minimum of 30+ days to the consortium for math project implementation. The consultants acted as contacts for CARC, liaised with Alberta Education Mathematics Team, and coordinated all CARC services related to mathematics support for the implementation plan. The triad worked extremely well and was very successful.

*COMMENTS FROM ADVISORY  
COMMITTEE, TEACHER  
PARTICIPANTS, AND DISTRICT  
LEADERS*

“As a first year teacher I, without a doubt, feel more prepared now than I have throughout this year with the combination of one year’s experience and this Math PD, I am looking forward to teaching Math 7 again.”

“It was extremely helpful to collaborate and connect with other teachers in the same Grade. Many ideas were shared and as a result a network of support has now been established for the coming year.”

“This was great! It should happen in all other areas where there is new curriculum or curriculum changes.”

“Awesome opportunity to meet with colleagues, share ideas and feel prepared.”

“Getting to know how things work, learning what is happening in each division is very eye opening.”

## District Zone Four Professional Development Learning Opportunities

- 41 District-delivered learning opportunities were provided to 489 teachers and administrator registrations for sessions. These sessions were led by our Mathematics Expert and Facilitator – David DeCoste
- Five districts offered Math Module sessions to K, 1,4, and 7 with support from the Mathematic Consultants – trained in the modules.

### District – Delivered Learning Opportunities

	2007 -2008
<b>Total Events</b>	<b>41</b>
<b>Total Participants</b>	<b>489</b>
<b>Cancelled Sessions</b>	<b>9</b> due to presenter's surgery

## New Initiatives

New Initiatives for 2007-2008 included:

- Math Leadership Cohort – Districts also nominated 2 Mathematic leaders to be trained in the Alberta Education Mathematics Modules. Leadership capacity is being built to support the next 5 years of implementation. We have 15 leaders from the 8 districts attending the leadership cohort days
- Training sessions for a French Immersion Teacher
- New Alberta Education Modules including the Math Strands, Personal Strategies, Problem Solving, Assessment and Numeracy. Some of these modules were presented this year with more being presented next year.
- Advisory asked for the consultants to look at the development of cohorts in the following topic areas: assessment, colony schools and technology.

## Stakeholders and Community Partnerships

CARC continued to build strong relationships with the local ATA Mathematics Specialist Council and Jurisdictional Curriculum Leaders through Advisory, conversations and communication throughout zone events.

### COMMENTS TO SUPPORT THE PROFESSIONAL DEVELOPMENT OPPORTUNITIES

"Having David as our "personal Math consultant and guru""

"Brenda MacDonald!! She supports, encourages and motivates us every step of the way. How blessed we are!"

"Proactive – getting me prepared and organized for next year."

"Good connections made with other teachers."

"I feel I know my new Math outcomes well."

"Margo, you are a great speaker! You made the day go quickly & gave us many activities to do with our students. You also helped change our thinking!"

"Time during my work day to receive PD – it was not after school, weekends or summers."

"Excellent presenters Taking the time to look at one strand at a time and dig deep into the strand and what the new program of studies is asking us to do."

"Best PD I've ever attended! Learned more in math in this session than in my whole education. My EA has even noted how I've changed my focus in my math teaching already!"



**Regional Consortium  
Statement of Revenues and Expenses  
For the Year Ended August 31, 2008 (in dollars)**

CONSORTIUM NAME: Central Alberta Regional Consortia

	Budget 2007/2008	Actual 2007/2008	Actual 2006/2007
<b>REVENUES</b>			
<b>Alberta Education:</b>			
Management & Infrastructure (Note 1)	178,282	178,282	173,089
Conditional Programming Grants (Schedule 1):	649,441	520,494	464,209
Other Alberta Education			
<b>Total Alberta Education:</b>	<b>827,723</b>	<b>698,776</b>	<b>637,298</b>
<b>Other Revenue:</b>			
Program Registration (Note 2)	80,000	113,323	87,726
Grants - Non government sources (Note 3)			
Other (Note 4):			
Conference Registration	249,072	215,580	221,852
Innovation and Incentives	-	43,347	21,922
Program Development	-	97,049	
French Immersion	61,867	83,615	17,994
<b>TOTAL REVENUES</b>	<b>1,218,662</b>	<b>1,251,689</b>	<b>986,792</b>
<b>EXPENSES</b>			
<b>Management &amp; Infrastructure (Note 5):</b>			
Salaries, Wages, Benefits, Contracts and other fixed overheads (Note 6)	261,566	249,403	141,882
Board expenses (Note 7)	4,000	2,651	1,885
<b>Programming:</b>			
Costs of Delivering Programs (Note 8)	649,441	795,788	491,623
<b>Other:</b>			
Leading & Learning Conference	249,072	215,580	221,852
(Specify)			
(Specify)			
<b>TOTAL EXPENSES</b>	<b>1,164,079</b>	<b>1,263,422</b>	<b>857,242</b>
<b>REVENUES less EXPENSES (Note 15)</b>	<b>54,583</b>	<b>(11,733)</b>	<b>129,550</b>
<b>Accumulated Surplus at beginning of year</b>	<b>174,175</b>	<b>168,370</b>	<b>38,823</b>
<b>Accumulated Surplus at end of year</b>	<b>228,758</b>	<b>156,637</b>	<b>168,373</b>

PLEASE RETURN hard copies of completed statements and schedules and the certification to School Finance Branch, 8th floor, Commerce Place, 10155-102 Street, Edmonton T5J 4L5 BY DECEMBER 1, 2008



**Regional Consortium**  
**Statement of Financial Position**  
**As At August 31, 2008 (in dollars)**

**CONSORTIUM NAME:** Central Alberta Regional Consortia

	August 31, 2008	August 31, 2007
<b>ASSETS</b>		
Cash in Bank and Temporary Investments	1,161,196	662,616
Accounts Receivable ( <b>Note 9</b> ):		
Province of Alberta	-	-
Alberta school jurisdictions	-	-
Other	-	-
Prepaid Expenses (e.g. deposits for programming)		
Other assets	-	-
<b>TOTAL ASSETS</b>	<b>1,161,196</b>	<b>662,616</b>
<b>LIABILITIES</b>		
Accounts payable		
Accrued liabilities ( <b>Note 10</b> )	-	-
Deferred Revenue:		
Programming Grants ( <b>Schedule 1</b> ):	950,710	389,811
Prepaid registration ( <b>Note 11</b> )		
Other:		
Leading & Learning Conference	40,332	59,065
French Immersion	13,518	45,367
Total Deferred Revenue:	1,004,559	494,243
<b>TOTAL LIABILITIES</b>	<b>1,004,559</b>	<b>494,243</b>
<b>ACCUMULATED SURPLUS</b>		
Operational Reserves ( <b>Note 12</b> )		
Unrestricted Funds ( <b>Note 13</b> )	156,637	168,373
<b>TOTAL ACCUMULATED SURPLUS</b>	<b>156,637</b>	<b>168,373</b>
<b>TOTAL LIABILITIES AND ACCUMULATED SURPLUS</b>	<b>1,161,196</b>	<b>662,616</b>



Regional Consortium

Schedule 1 - Conditional Grant Program Revenue  
For the Year Ended August 31, 2008 (in dollars)

CONSORTIUM NAME: Central Alberta Regional Consortia

2007/2008

	Revenue Deferred from Previous Year	+	ADD: Current Year Receipts (a)	-	DEDUCT: Transfers to Other Consortia (Schedule 2)	=	DEDUCT: Deferred Revenue: Programming Grants (b) (Page 2)	=	Conditional Programming Grants Revenue (Page 1)
<b>Conditional Grant Programs</b>									
Curriculum Coordinators' Meetings	4,152						3,070		1,082
Social Studies	19,231		203,098				138,217		84,112
Math Elementary	7,586						-		7,586
Social Studies Admin Project	343,693		740,286				755,136		328,843
Video Conferencing	15,149						280		14,870
Math	-		138,008				54,007		84,001
(Specify)									-
(Specify)									-
(Specify)									-
(Specify)									-
(Specify)									-
(Specify)									-
(Specify)									-
(Specify)									-
(Specify)									-
(Specify)									-
<b>Total</b>	<b>389,811</b>		<b>1,081,392</b>		<b>-</b>		<b>950,710</b>		<b>520,494</b>

a. Current year receipts include amounts transferred in from other Consortia.  
 b. Deferred revenue on the Statement of Financial Position represents unexpended funds that will be expended on programs or transferred to other consortia next year.



**Regional Consortium  
Schedule 2 - Transfers to Other Consortia  
For the Year Ended August 31, 2008 (in dollars)**

**CONSORTIUM NAME:** Central Alberta Regional Consortia

		<u>Amount Transferred 2006/2007 (a)</u>
<b>(Specify Program)</b>		
(Specify Consortium)		
(Specify)		
(Specify)		
(Specify)		
(Specify)		
(Specify)		
(Specify)		
<b>Total</b>	<b>(Specify Program)</b>	-
<b>(Specify Program)</b>		
(Specify Consortium)		
(Specify)		
(Specify)		
(Specify)		
<b>Total</b>	<b>(Specify Program)</b>	-
<b>(Specify Program)</b>		
(Specify Consortium)		
(Specify)		
(Specify)		
(Specify)		
<b>Total</b>	<b>(Specify Program)</b>	-
<b>(Specify Program)</b>		
(Specify Consortium)		
(Specify)		
(Specify)		
(Specify)		
<b>Total</b>	<b>(Specify Program)</b>	-
<b>(Specify Program)</b>		
(Specify Consortium)		
(Specify)		
<b>Total</b>	<b>(Specify Program)</b>	-
<b>Total transfers</b>		-

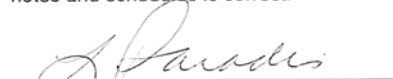
(a) Program totals are reported in Schedule 1 and are excluded from the total conditional program grant revenue reported on the Statement of Revenues and Expenses.



**Certification of  
Regional Consortium Financial Statements  
For the Year Ended August 31, 2008**

**CONSORTIUM NAME:** Central Alberta Regional Consortia

I certify that to the best of my knowledge, the information provided in the attached statements, notes and schedules is correct.

  
\_\_\_\_\_  
(Signature) Chair of Consortium

December 8, 2008

Date

  
\_\_\_\_\_  
(Signature) Financial Officer

December 8, 2008

Date

**NOTES TO FORMS 1 AND 2**

- Note 1** Management and Infrastructure grant from Alberta Learning (total amount allocated for the year).
- Note 2** Registration rates are intended to cover the direct costs reported as programming
- Note 3** E.g. grants and subsidies from private partnerships (Shaw).
- Note 4** Funding from other provincial government departments or the Federal government; bank interest, and operational fees recovered from other consortia should be placed in this section as well.
- Note 5** Costs of operating and maintaining the consortium office.
- Note 6** Including Executive Director, Executive Assistant and office staff. Fixed overheads include office space, utilities, office supplies and equipment.
- Note 7** Including meeting fees, supplies, travel and subsistence and board development.
- Note 8** Program delivery costs include part-time staff and contracted co-ordinators/consultants(e.g. program host, presenters, registration staff), and other direct costs including materials, site, audio-visual, catering, etc. Do not include amounts transferred to other consortium shown on Schedule 2.
- Note 9** Amounts owed to the consortium at the end of the current year.
- Note 10** Unpaid balances pertaining to the year. E.g. Unpaid wages
- Note 11** Pertaining to programming planned for subsequent year(s).
- Note 12** School Board-approved funds earmarked for future operations or programming.
- Note 13** Unrestricted Funds represent the net assets (total assets minus total liabilities) less any operational reserves for earmarked programming.
- Note 14** Accumulated Surplus is the total of operational reserves and unrestricted funds.
- Note 15** Any over-expenditure must be offset by sufficient Accumulated Surplus at the beginning of the year.