



NRLC Social Studies Curriculum Implementation Interim Report 2007-2008

"Reaching New Heights"

December 15, 2008

Northwest Regional Learning Consortium
www.nrlc.net

*Karen Egge, Executive Director
Leslie Snyder, Project Coordinator*

Table of Contents

	Page
Interim Report	5
Grant Background, Overarching Project Goal	
Plan Overview, Regional Background, Context	
Zone One Districts	
Report on Grant Deliverables	6
NRLC Project Advisory	
Report on Grant Deliverables	7
Project Coordinator	
Budget and Administration	
Report on Grant Deliverables	8
NRLC Project Plan	
Report on Grant Deliverables	9
Provision of Learning Opportunities	
Report on Grant Deliverables	10
Building Leadership Capacity	
Report on Grant Deliverables	11
District Delivered Learning Opportunities	
Regional Learning Opportunities	
Summer Workshops	
Admin Toolkit Sessions	
Report on Grant Deliverables	12
Newsletters	
Electronic Sources	
Partnerships	
Report on Grant Deliverables	13
Provincial Webcasts	
Report on Grant Deliverables	14
Assessment Series with Anne Davies	
Report on Grant Deliverables	15
Teachers Satisfaction with programming	
Reflections re programming	
Impact on Teacher Practice	16
Increase in teacher knowledge and understanding	
Teacher confidence re teaching strategies	
Teacher ability to utilize effective assessment practices	
Impact on Teacher Practice	17
Teachers express need for continued PD	
Teachers expect to change the way they teach	
Teachers confirm NRLC sessions helpful	
Impact on Administrators	18
Is the project having an impact?	
Basic understanding of overarching concepts	
Admin Toolkit making a difference	
Impact on Administrators	19
Competing priorities	
School/district implementation plans	
Areas for further PD – multiple perspectives	
Suggestions for Admin	
Reflections	20
Consideration for next steps	
Final Reflections	
Appendix A	21
NRLC Social Studies Project Plan 2007-2008	
Appendix B	30
Sample Year at a Glance 2007-2008	
Appendix C	32



Fort Vermilion SD #52, Grande Prairie RCSSD #28, Grande Prairie Public SD #2357, High Prairie SD #48, Holy Family Catholic RD #37, Northern Gateway RD #10, Northland SD #61, Northwest Francophone Ed #1, Peace River SD #10, Peace Wapiti SD #76, Francophone-Charter-Private-Band Schools; Partners: Alberta Education, ATA, NRIC



Report on Grant Deliverables

NRLC Social Studies Project Advisory Committee

Advisory Committee

Nine districts and a number of private and band schools were invited to continue participating on the Social Studies advisory committee (see complete list on previous page). One of the districts accesses most of their service from ERLC and attends meetings infrequently, with the other eight districts regularly attending meetings and actively participating on our committee.



The main role of this group is to **provide input as they oversee the planning and monitor the progress of project implementation**. These representative voices provide feedback on effective implementation strategies, offer suggestions for PD, collaborate on larger zone projects, and provide input re unique district needs.

Advisory committee meetings were held six times (including dual purpose meetings allowing the central core of the advisory to serve in multiple roles). Within the core advisory group a strong bond and a high degree of trust has developed – **they value the sharing, collaboration and**

open discussion forum where they can bring issues, concerns, ideas and innovations to our project. **Roving advisory meetings** allowed larger numbers of teachers from the field to participate in short luncheon meetings on specific topics related to the project.

Meetings often include a **professional development component** (i.e. Admin Toolkit session) and are structured to provide active participation surrounding elements of the plan. This rich discussion has led to comprehensive PD planning, resulting in a **variety of innovative opportunities** and an ever-increasing number of collaborative **inter-jurisdictional ventures** (e.g. Anne Davies assessment series).

Advisory members **work on innovative approaches** to overcome any obstacles related to the project (e.g. increase attendance, distance/travel issues, work with school calendars to reduce sub problems, et al). As well they work to understand the plethora of session options, provide advice on ways to increase teacher and administrator engagement, and more! They have provided many useful suggestions to NRC in general, as well as the social studies project. *Incorporation of many of these ideas has led to improved project participation and results.*

The advisory is crucial to the success of the project and we have had great success in working with both the **central core of members** and the "**roving advisory**." A continued goal is to involve more **administrators** so that we may access their expertise and influence in encouraging teacher attendance at sessions. The advisory group has developed an intimate knowledge of both the project and the zone. They **have the most influence** with site admin and teachers. Working closely with advisory committee members continues to be very important to project success.

Indicators of success: high attendance at advisory meetings; all districts represented throughout the year; inclusion of aboriginal and francophone representatives; open dialogue and consensus on project plans; consensus on use of grant funding; district sharing and networking; modeling program pedagogy with advisory group; use of VC for meetings; NRC, Alberta Ed, ATA partners.

District in-kind contributions:

Meeting space, video conference suites, travel and release time for central office advisory members



Advisory Comments and Suggestions:

- I have attended advisory meetings. It is good to meet everyone and I would plan to attend any future meetings.
- The NRC has provided us with an amazing opportunity for in-house PD. The workshop will get us off to a great start for the year.
- I heard great things about the summer social studies sessions. Congratulations on another successful series!
- Advisory meetings are a good use of my time.
- Perhaps some of the data collection needed could be done at the meeting instead of through email and electronic surveys.
- Communication methods are fine. The fewer the better. We are inundated with email.
- Do we have a critical mass of teachers who now really understand the new program of studies?
- I have regularly attended the advisory meetings – this has been great as an overview and an opportunity to provide feedback.
- I'm thinking of ways to use the Admin Toolkit appendices with workshops at the district level.
- Where will I go from here? How will I get through to staff who don't really get it?
- What are the gaps for teachers who are already implementing?
- This will help me engage staff in curriculum conversations.
- Could we have specific modelling of a class by a "mentor" teacher?
- Maybe parent/school council offerings on the new curriculum?
- Helping teachers = helping students.
- Communication is great.
- We need to create a process around how the newsletter is circulated so that multiple copies don't end up in the inboxes.
- Sometimes too much information – a few bold lines and then an attachment might be better.
- I've had far too many surveys this year (not just NRC—everything has a survey this year) and as a result am probably not giving as much information as I should.

Report on Grant Deliverables

Project Coordinator

A full time project coordinator was in place for 2007-08. As the central project contact, the coordinator works to facilitate zone opportunities while collaborating among teachers, districts, Zone One members, NRLC Executive Director, Alberta Ed, ATA and teachers' convention boards, and other provincial social studies coordinators.

This diverse role includes communication, support, coordination, organization ... presenting, networking, liaising, consulting, strategizing, responding, planning and preparing (sessions, plans, reports and more), listening ... creativity, development, reflection, goal setting, vision, collaboration.

The NRC project coordinator communicates closely with all stakeholders using various methods including face to face meetings; electronic media (telephone, email, webcast, video conference, website); through reports, documents and newsletters. Most communication is two way dialogue that informs the project and allows for a responsive plan that meets the needs of teachers in zone classrooms.

Districts have expressed their appreciation at having one main contact who can work with them to assist in meeting their needs. This has contributed to the strength and diversity of the overall project in zone one.

Budget and Administration

A total of \$525 000 is available for the three years of this cycle of the project. A draft budget was prepared for 2007-08 and approved by the Advisory. Tracking of deliverables still required additional resources for grant administration. With the multiplicity of session types offered through NRC under this grant, additional office time was required to ensure that proper accounting, tracking and recording procedures were followed.

The overall budget was designed to encourage district collaboration and multiple partnerships. This proved to be very effective with resources shared for more than 44 regular workshops, 3 webcasts (shared provincially with other consortia), and a series of 6 full days on assessment with Anne Davies involving more than 1800 participants.

Session costs were generally \$40 and 97% of participants felt the registration fee was reasonable. NRC also allowed teachers from other subject areas to attend sessions at the same cost as social studies teachers. Every attempt was made to ensure equity and equality for all districts as well as band and private schools.

NRC was able to stay within budget parameters while providing a high calibre, varied program. Funding was reduced in 2007-08 to stay in line with the reduced grant dollars available for 2007-2010.

Multiple learning opportunities and cross subject approaches continued to be emphasized in order to maximize funding and build teacher capacity. **The funding for curriculum implementation is important to districts and the zone,** and allows teachers to become immersed in both the content and the pedagogy that they will use with students.

District in-kind contributions:

Payroll and contractual services for seconded project coordinator

Comments:

- Congratulations! What an amazing report!
- I really appreciate the effort that Mrs. Snyder has put forth in making available a vast array of opportunities for teachers for PD as well as her personal interest and support for my success. Thanks and keep up the excellent work that you do!
- Well done on the report. It is very informative and gives a detailed picture of what SS implementation looks like in Zone One. The visuals are an excellent addition as well.
- Hey Leslie, thanks for the exceptional work you did in setting up the admin toolkit session for us.
- Thank you Leslie—awesome job!
- Excellent pace/level of activity ... in the session today.
- Thanks! Worthwhile session!
- Thanks again for your great presentation to us yesterday! It was all positive comments that I heard.
- Thanks for all of your hard work this year.



Comments Re Budget:

- Our district has taken the shared approach: District/School/Consortia. Without the [project] funding this would have been very difficult with just the District and School portion. We have been able to put PD in the classroom, as close to the teacher as possible so that time and money aren't such big issues. It has heightened our awareness of the importance of planning with new curriculum, because we have had to submit a plan of action for how the money is to be used. [Collaborating with project and district funding] has provided high caliber PD opportunities with international speakers like Anne Davies ... Northern Alberta would never be able to afford having such [a] speaker here. Registration costs are very, very reasonable, including lunch and materials. NRC is very willing to meet our PD needs and is very open to suggestions and requests. Carol Fedoruk, Curriculum & Instruction, PRSD #10
- The S.S. cohorts are an example of the excellent work that can happen among teachers when given the time, money and support they need to be successful in new program implementation. ... Teachers need to plan together, create together and share. This is by far the best P.D. If we really want to address such huge paradigm shifts then we need to support teachers in a much different way than we have traditionally. Gone are the days of one shot P.D. Teachers need to be led by an "expert" in a practical day where they work and create together but under the skilled direction of a facilitator who has some expertise. Dana Laliberte, Curriculum & Instruction, HFCRD #37

Implementation Plan Elements	Budget 07/08	Expenses 07/08
Building Leadership Capacity: Web 2.0 Tools \$15000, Assessment Facilitators \$8000, Children's Lit Facilitators \$10000	\$33000	
99 Minutes Webcast Pilot Series	\$12000	
District Delivered Sessions	\$45000	
NRLC Delivered Sessions	\$83632	
Summer Workshops	\$30000	
Project Coordinator/Facilitator	\$11000	
Resources: Newsletter \$1500, Wiki \$3000	\$4500	
Jurisdiction Assistance \$1500, Roving Advisory Ctee \$3000	\$4500	
Totals	\$337632	
Balance		

Report on Grant Deliverables

Project Plan

NRLC continued the process of consulting with advisory representatives, reviewing survey data, and listening to teacher voice as a plan was prepared for 2007-08. The plan **addressed all grant requirements** (innovative PD activities and strategies, multiple perspectives, summer institutes, administrator sessions, building district capacity, role of project coordinator). The plan received unanimous approval at all levels of governance.

The plan has been developed following the cycle outlined in **A Guide to Comprehensive Professional Development Planning** and additionally is **based on the 3 pillars of ARPDC beliefs about curriculum implementation (Effective Collaboration, Effective Practice, Effective Adult Learning)**.

Careful attention has ensured that teachers will be able to enhance their professional practice whether they are *initiating, developing or sustaining* their learning while providing for *multiple entry points*.

During the year the plan was **continuously re-visited and modified** to reflect district needs, lessons learned, best practices, teacher feedback, zone input, and new ideas from a variety of



sources. The plan continues to be a “**living**” document for the zone.

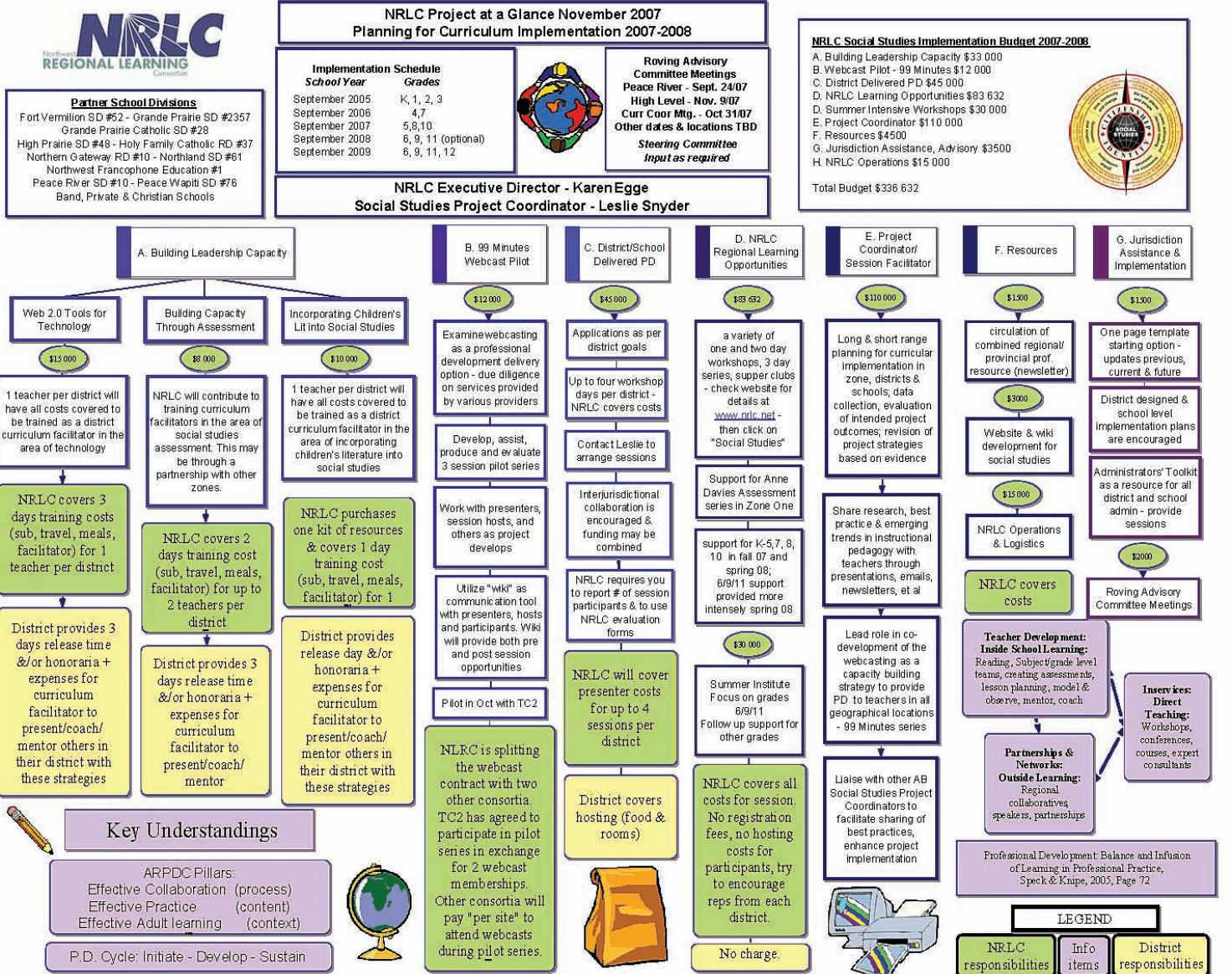
Teachers, administrators and district key contacts were surveyed to provide pre and post implementation data, allowing the plans to be responsive to zone and district realities, and enabling the project to be reflective of those who are implementing the program in our classrooms.

Districts were encouraged to create their own **implementation plans**. This has only met with moderate success. Administrators were asked to identify if social studies implementation plans were in place. Administrators were aware of 33% of schools that have an implementation plan in place; 44% of districts are known to have an implementation plan in place. This data continues to suggest that **district implementation planning is an area in need of further attention**.

NRLC is working with each district and encouraging them to be informed, active advocates with “**living**” school and district implementation plans.

District Contributions

Meeting time to prepare district and school implementation plans; advisory members to contribute to and approve NRLC zone plan.





<http://www.Wordle.net>

Report on Grant Deliverables

Provision of Learning Opportunities

Professional development has been offered in many different formats as noted in the “Wordle” in the above diagram.



When planning 2007-08 NRLC considered a variety of elements (these are examples only)

- Building sustainability within districts
 - Meeting basic program requirements (e.g. overview, Dimensions of Thinking, Multiple Perspectives)
 - Unique district characteristics (e.g. Colony schools, multi grades)
 - Structure of PD days within district/zone (e.g. PLCs, monthly PD Fridays, afternoon PD, district days, convention)
 - Administrative support (site and central)
 - District and teacher requests for specific presenters/sessions (e.g. Anne Davies, Brenda Dyck, Garfield Gini-Newman, Wally Diefenthaler)
 - Emerging needs and trends (e.g. webcasting, podcasting)
 - Participant feedback (e.g. Cognitive Coaching, group planning time, demonstration lessons)
 - Areas of concern (e.g. Assessment, Online Guide)

General Session Categories:

NRLC Regional Learning Opportunities: Sessions were offered by NRLC in many locations: wide variety of topics, additional sessions on request. Offered sessions at Mighty Peace Teachers' Convention. Summer workshops – well received, well attended.

District/School Delivered PD: Districts could access funding to bring facilitators to their PD Days, inservices, PLCs, after school workshops, staff meetings. Encouraged to partner and maximize resources - this occurred at 27+ learning opportunities.

Anne Davies Assessment Series: Six days of PD were offered with Anne Davies as lead facilitator. This successful series saw entire districts participating in large group format, and in smaller leadership settings.

Webcasts: Three were held provincially—pilot project titled “99 Minutes of Social Studies”

Description of Learning Oppor.	# of Lrng Oppor.	# of Participants	Avg #/Session
NRLC Regional Learning Oppor.	43	688	16
District Delivered Learning Oppor.	51	1655	32
Anne Davies Assessment Series	6	1848	308
Webcasts: 99 Min. of Social Studies	3	130	43
Total for NRLC & District Sessions – Full Day	103	4321	
Mighty Peace Teachers Convention (part day)	20	337	17
Sessions offered by Curriculum Facilitators	25	177	7

Building Leadership Capacity: offered specifically in children's literature, admin toolkit, assessment, web 2.0 tools, cognitive coaching

Reflections:

- The number of sessions/participants in 2007-08 more than doubled this year over the previous year. Part of this can be attributed to zone collaboration for the Anne Davies assessment series which garnered over 1800 participants in six days.
 - All districts collaborated to host Anne Davies during the year. One session was hosted at an arena (Anne refers to it as "Anne on Ice") and there were 850 participants that day—the largest session NRLC has ever hosted. Out of a highly successful series, this was the day that presented a number of unique challenges.
 - Collaboration between NRLC, school districts, francophone, charter, band schools
 - Provincial collaboration occurred 4 times - webcast, francophone
 - Sessions for Administrators: Admin Toolkit sessions were hosted four times (3 at district request)
 - Sessions that were "district sponsored" had higher average attendance including the Anne Davies sessions.
 - Sessions hosted by curriculum facilitators were most often offered in 1-to-1 or small group mentor type settings; facilitator data includes two sessions offered jointly with Francophone Consortium (Summer, 2008)
 - Working closely with Mighty Peace Teachers Convention was rewarding – many teachers could access PD
 - Holding sessions in multiple locations offered more challenges this year (Peace River no longer has regular airline service) thus we offered sessions in fewer locations and many teachers found this difficult.
 - A partial list of sessions is included in Appendix B – "2007-2008 Year At A Glance"

Report on Grant Deliverables



Building Leadership Capacity:

Building Capacity Through Assessment: Sessions were offered to train teacher leaders using the ERLC resource kit on assessment in social studies – 7 districts attended.

Administrators' Toolkit: All districts were offered a session on using this excellent resource/toolkit – most districts have participated to some degree; will be contacting all districts to encourage booking this session.

Web 2.0 Tools for Technology: training to provide coaching and mentoring skills and knowledge to lead teachers so they can provide leadership at their schools using Web 2.0 tools.

Weaving Children's Literature into Social Studies: Most districts participated. Very successful with facilitators presenting many sessions and one-to-one coaching sessions with teachers in the zone. Contracted further development of additional middle school resource based on teacher requests.

Cognitive Coaching: less emphasis this year – districts were provided with some funding to work with Cognitive Coaching within their districts. Continued exceptional response.

Anne Davies Assessment Series: Districts were invited to send teacher leaders to two different day-long “leadership in assessment” workshops. These leaders were then given the opportunity to work with groups of teachers as table facilitators during the large group sessions that Anne led on the second day of each series. These teachers received additional resources and invaluable training that continued to build local leadership capacity.



Comments:

Train the Trainer: Social Studies Assessment:

- Ideas and templates are ideal to apply in any subject area and useful to guide student involvement.
- We are going to meet with grade level teachers to develop comprehensive performance assessments/tests/etc to produce unit plans.
- This has reinforced my understanding of the principles of this workshop – I will be presenting portions of this to other teachers at our schools.
- Great working with Sherry – very good at getting to the “heart”. Thanks Leslie, for piggy backing on to AAC training.

Admin Toolkit Sessions:

- I can't wait to use this resource with my staff.
- Incorporate this tool as a point of reflection—an examination of where we are going—at a staff meeting or PLC day.
- This resource allows me to ask appropriate questions to get teachers thinking about what “new” curriculum is about.
- There was clear recognition that this document would help form the basis for conversations with teachers, for PD with staffs, for a quick review prior to classroom visitations.
- Liked the fact that the binder isn't 200 pages & is easy to navigate with tabs.
- This established an effective foundation for our admin retreat.
- An extensive conversation took place that indicated a high level of engagement and a deep understanding regarding the significance of the Toolkit as a support for administrators.

Web 2.0 Tools for Technology

- Thank you—my brain is flying through ideas.
- This is great information. Let's put it to work.
- I will incorporate these techniques when meeting with teachers and planning technology lessons.
- Allows me to present to teachers with immediate practical applications to curriculum: looking at grade 4 Alberta SS topic completing a communitywalk.com.
- We need to video these workshops and save them.
- How lucky am I to be able to attend today? I've already shared things with staff and tomorrow I'll do the same with the kids.

Weaving Children's Lit Facilitators:

- Great model—inspiring and effective. Excellent to build on, transfer, develop for the French learning community. I will be presenting to our other schools ...and to HFCRD administrators.
- Specific steps to follow as a facilitator. Very clear to use to present to others.
- Excellent presentation! Best SS presentation/in-service that I have attended! Thank you!

Cognitive Coaching Series:

- Use the process to help my teachers reflect on their own teaching ... less solution based managing.
- Use the various maps when coaching/helping admin in my district.
- I'm going to keep this training manual right on the side of my desk and practice-practice-practice.
- Not only enjoyable but also beneficial.
- Excellent PD. Looking forward to using the tools and strategies that will enhance learning in our school.
- The Cognitive Coaching course has been the best PD I've had in my 4 years of teaching.

Anne Davies Assessment—Leadership

- I will be modeling some of the criteria setting, as part of “walk the talk”
- Look at finding exemplars for teachers. Incorporating these ideas into the essential outcomes group.
- Allow time to talk with other leaders in our school on these assessment topics to help staff improve assessment practices.
- Dealing with adults requires the need to model the behaviour we want teachers to use—facilitate adult learning.
- How do you transfer this to a virtual school? ... How do you incorporate peer assessment?
- Great jigsaw—very valuable.
- Lots of thought provoking discussion of timely topics—thanks for the opportunity to explore more on grading and reporting.

Report on Grant Deliverables

District Delivered Learning Opportunities

Districts and/or schools could apply for funds to have PD provided in locations of their choice. There was increased collaboration and all districts participated enthusiastically in this area of the project.

- **51 District Days, 1655 total participants.**
- 27+ PD days co-hosted by 2 or more districts, band schools.
- District/school requested sessions have higher number of participants (**average 32 participants per session**).
- District requested sessions rarely get cancelled due to lack of registrations.
- Anne Davies assessment series – 6 sessions, 1848 participants – average 308 per session.

District Contributions: Release days, food and travel costs, materials for sessions, funding contributions.



NRLC Regional Learning Opportunities

NRLC provided a wide variety of workshops with low reg fees (hosting costs only) and an average number of 16 participants per session

- Workshops hosted in central locations with additional sessions scheduled on request.
- 20 Sessions were also held at Mighty Peace Teachers Convention with good average attendance (17 per session).
- Supper sessions were often cancelled; evening and weekend opportunities received high praise but had low registrations.
- Sessions were open to teachers in other subject areas at the same subsidized cost.
- **43 Learning Opportunities, 688 participants in 2007-08**
- All sessions were offered as joint ventures with multiple districts and/or band/private schools.

District Contributions: Sub costs, food and travel costs.



Summer Workshops

Zone one teachers continue to be positive about their summer workshop experiences. A one day overview was offered as well as a one day integrating technology session for all levels. These were followed by more specific programming.

- **Grade 11 Nation and Nationalism:** 19 participants (2 days).
- **Grade 9 Canada Opportunities and Challenges:** 21 participants (2 days).
- **Remix 2008: Social Studies for a Digital Generation:** 20 participants (2 days).

Session participants expressed very high levels of satisfaction and applicability to classroom work. NRLC was very pleased with the teacher attendance.

District Contributions: subsidization of food and travel costs.

Admin Toolkit sessions

Specific sessions were held for administrators using the Admin Toolkit. This resource is user-friendly and administrators were engaged with the range of activities assembled in one place.

- More districts are booking this session into the next year.
- This is an important participant group for this project – their support and modelling is essential for teacher participation and success.
- 3 district sessions, 1 at Mighty Peace Teachers' Convention—session evaluations were very positive.

District Contributions: release time, food and travel costs, venues.

Report on Grant Deliverables

Newsletters

Professional articles were contracted (topics this year included: Multiple Perspectives, Using Digital Historical Narratives, Social Participation as a Democratic Process) to provide teachers with independent or group study materials.

- 49% of teachers have seen one or more copies (up 10% over last year).
 - 57% of administrators have seen one or more copies (up 8% over last year).
 - **85% of those who have read a newsletter agree that the content is useful** (up 6% over last year).

For future planning: Use more local content in newsletters (see Appendix C). Showcase what teachers/schools are doing in zone one to promote ideas for classroom use. Encourage use of archived articles located on the website. Districts can use newsletters for PD at staff or admin meetings; teachers can use them for personal PD. This is still relatively "new" and requires nurturing. Numbers as indicated above show increased readership.

District Contributions: local distribution costs, additional printing costs.

Electronic Sources for Teachers

NRLC Website – We want to provide resources to teachers that will reduce the amount of search time needed for them to find information for student use and lesson planning. We intend it to be a **central hub** leading them to important sites, materials, and a listing of all current/updated sessions being hosted in the zone.

Teachers and administrators are going to the website in increasing numbers.

- 68% of teachers responded that they use the website “occasionally” or “often” (up 18% over last year).

Next steps include ensuring materials are current and easy to search and continuing to budget the resources to keep the website up to date. Continue to showcase it at PD events, ensure it is on all communication materials, and constantly refer to it by sending teachers there are their first source of information.

LearnAlberta (formerly Online Guide to Implementation) - At the end of the school year there was a transition of this provincial portal for teachers. Next steps include directing them to the new location and encouraging them to create accounts/workspaces.

- Use of this resource has increased to over 70% (up 20% over the previous year).

With **teachers moving toward electronic/digital resources**, NRLC must ensure ready access and host sessions that will showcase the excellent resources available in this comprehensive site. We must direct them to the resources that are already created and ready to use.

Because of some difficulties with the first few roll outs of the Online Guide, there has been some reticence about using it – thus the increase in the number of teachers we see in the 07/08 survey is **great news!**

Partnerships

Partnerships allow NRLC to connect more closely to the community and local resources. A number of teachers do this individually; when NRLC is involved it allows even more teachers to be exposed to local resources.

- **NRLC partnered with the ATA at the Mighty Peace Teachers Convention.** Twenty sessions were hosted in a variety of areas for all grade levels of the social studies program and they had an average attendance of 17 teachers per session.
 - We also partnered with the other provincial consortia to sponsor sessions/speakers at the **ATA Provincial Social Studies conference** hosted in October in Jasper. Dr. Roland Case was our featured speaker and over 100 teachers attended his mini keynote on “Using Primary Source Documents.” Consortia agree to continue sponsoring speakers at this conference.
 - **The Peace River Museum project** did not get going this year but is on the worksheet for future consideration. We have intentions of creating lessons related to artifacts that teachers could use when taking classes to the museum, and possible expansion to “museum in a box” activities. There is also an **exceptional centre for FNMI resources in Grouard and the Grande Prairie Museum** as other potential partnerships for future work.
 - A number of teachers from **Grande Prairie Regional College’s “TEN” program** (Teacher Education North) were able to attend a few sessions. Unfortunately we did not establish a joint project/session with them during 07/08.
 - NRLC sponsored one **French Immersion curriculum facilitator** to attend training sessions in French which were organized and presented by the French consortium. This facilitator then presented sessions for the Francophone Consortium during “Sessions d’Ete.” NRLC will continue to sponsor a lead teacher for this role.

 Alberta Regional Consortium

Social Studies Explorations - A Professional Journey

Fall, 2007 • Volume 2 • Issue 1

Archived copies of Explorations can be found at www.nrlc.net

Previous issues include:

- Critical Thinking
- Assessment
- Historical Thinking
- Inquiry-Based Learning
- Issue One
- Multiple Perspectives

Learning Question:
How does a multiple perspectives approach and how can Social Studies teachers successfully implement it?

Abstract:
One of the foundations of the new Social Studies Program is a multiple perspectives approach. Designed to move beyond traditional linear histories, this approach challenges students to question the past and develop a historical consciousness and critical thinking skills. Recognizing that a multiple perspectives approach is more than "culture" and "conflict" will help teachers successfully make a multiple perspectives approach into everyday practice.

See the full article on pages 2 & 3

Northwest Regional Learning Consortium

Alberta Education Resources for Social Studies

Alberta Education recently announced that funding in support of social studies implementation will be available over three years. Review of the implementation project have been based on your requests and suggestions from your planned annual feedback provided by teachers in winter issue. Thanks for your participation!

NRLC will have a new website

This year we will be working to technology into our website. We will be launching our website by November 1st. We are excited things - we intend that this will be more user friendly but also will be a valuable portal of resources, and opportunities for you to share and engage in. We encourage you to check out the site on a regular basis as new sessions are added and as the program changes. The portal gives you the latest information.

Podcasts

Keep your ears open for NRLC podcasts. This year we will introduce a series of short video clips designed to help you with classroom activities - 2, 3rd, and 4th graders. You can access the clips at www.nrlc.net.

Online Guide through the LearnAlberta website at www.learnalberta.ca

NRLC Email updates

Did you know that you can sign up for our monthly email newsletter? All updates from NRLC! An easy and convenient way to stay informed about PD opportunities, news, and other important information.

Feedback for this year

We continue to look 2007-2008 PD sessions, school PD days or a variety of ways to provide feedback. Please contact us so we can provide PD to help you improve student learning!

May in house Lester Snyder

Question: What suggestions can be directed to

Lester Snyder
Instructional Leader
780-961-1666
NRLC Zone One
Social Studies Project Coordinator



NRLC REGIONAL LEARNING CENTER
www.nrlc.net

Archived copies of *Explorations* can be found at [musicmatters.ca](#)

Previous issues include:

Issue One: Multiple Perspectives
Issue Two: Social Participation

Engaging Question:
What does it take to motivate and engage students as active citizens within a democracy?

Abstract:
In Alberta's Social Studies program, social participation for democratic practice requires a focus on what active and engaged citizenship can mean for K-12 students. When students become aware of and develop concern for their communities, they learn how to be effective citizens; they develop a capacity to act meaningfully for change, a commitment to their communities, and the ability to participate as informed, responsible citizens.

See the full article on pages 2 & 3



Left to Right: Leslie Snyder (CPSD), Diane Gauthier (CPSD), Kim Gauthier (CPSD), Shonda Schreiter (CPSD), Angela Shadrack (CPSD), Shelly Lillman (CPSD), Shelia Hartman (CPSD), Debbie Johnson (CPSD), Kristy Jenkins (CPSD), Michelle Malmstrom (CPSD), Karen O'Neil, Janet Pike (CPSD), Denise Foytelle (CPSD), May-Anne Rutherford (FDRD), Camryn Spaul (CPSD).

A great group of zone one teachers have been working hard to produce this issue to assist you to weave quality children's literature into your classroom. Contributors have focused on K-7 literature and we are eager to come to you with additional resources for your classroom, internal gatherings and share many more resources. We have resource lists, contact information, and many other ideas in our database.

Each district that was able to participate now has training facilitators and a \$400 box of books that they can use to help support their staff in the implementation of the new curriculum.

Bookings for this year
 - Sept 2008 - April 2009 - 2010 - 2011
 every school PD day and a variety of other special requests. Please contact us

Weaving Children's Literature into Social Studies

This unit will help you to understand how to use children's literature to help you teach social studies.

Stay in touch! Leslie Snyder
 Questions or program suggestions can be directed to:

Leslie Snyder
snyderle@ab.ca
 780-467-1000
 TELUS Zone One
 Social Studies Project Coordinator

NRLC
 REGIONAL PROFESSIONAL LEARNING CENTER
www.nrlc.net


E

Social Studies

Explorations

- A Professional Journey



Spring, 2000 • Volume 2 • Issue 3

Archived copies of Explorations can be found at:

<http://www.crsdp.education.gov.ca/socialstudies/explorations/>

Previous issues include:

- Critics of Thinking
- Assessment
- Historical Thinking
- Inquiry-Led Learning
- Multiple Perspectives
- Social Capitalism

This issue:

- Using Historical Narratives to Teach Thinking

Thinking Question:

How will teachers create a social studies program that meets the needs and reflects the nature of 21st century learners?

Abstract:

Explorations is committed to the effective implementation of the new Social Studies Program of Studies in the infusion of technology and its timely challenges to create a program that meets the needs and reflects the nature of 21st century learners. The authors believe that as we move into the 21st century, and with the digital generation, teachers need to explore how this tool can be harnessed to advance historical thinking and engage students in exploring historical consciousness.

See the full article on pages 2 & 3

Northwest Regional Learning Consortium

Northwest is a strong knowledge source sharing what you know.

—Peter J. Sutton, 2000

Supporting Professional Learning:

NRLC offers professional learning by participating in opportunities such as learning needs events of K-12 teacher forums, institutes, and workshops, and grant funding from Alberta Education, Alberta Foundation for Research and Innovation, and the provincial and territorial governments.

Scrap professional opportunities for the summer!

www.nrlc.net • www.pmln.org • www.rlc.ab.ca

Professional Resource Library: www.nrlc.net • www.pmln.org • www.rlc.ab.ca

Monday April 29 - Paper River
 Springfield School
 10:00 am - 3:00 pm
 Faculty & Principals (Dokh Tacher Schools)

The Essential Teacher - Learning the Journey - grade 4/NOTE: - continuing series for teachers interested in the program. (Teachers from other provinces are welcome.)

Wednesday, May 1, 2002

Digging Deeper into the New - Grade 11
 Alberta Education
 Focus on Planning - A day for grade 11 teachers who have had an exposure and are interested in the new curriculum. This is a day for the grade eleven program. Dates and times
www.nrlc.net

Supporting Inquiry Learning in the Social Studies Classroom - for Librarians, teachers, students, parents, and others involved in the classroom

Nonstop an outstanding social studies teacher!

Nonstop is now online at the NRC website. www.nrlc.net has many exciting features for social studies teachers. www.nrlc.net/teachers.html has the opportunity for teachers to share their teaching ideas and strategies. www.nrlc.net/parents.html presents awards for their families. www.nrlc.net/parents.html has a link to the annual social studies workshop. www.nrlc.net/parents.html has a link to the 17th Annual Barrie NRCL conference to nominate an outstanding colleague for this award. www.nrlc.net/parents.html has a link to the website and clicking on "Parents".

Nonstop is also free to join the NRCL. Social Studies implementation training may now be done online. Nonstop allows NRCL responses work directly into our program, making it easier for us to respond to your needs.

Stay in touch:

For more information, call or write and request a copy of the newsletter or receive our newsletter on all sessions. If you have questions or suggestions please contact:
 Alberta Education
 750-944-3465 • NRCL • www.nrlc.net

750-944-3465 • NRCL • www.nrlc.net



NRLC
 REGIONAL LEARNED
www.nrlc.net

Report on Grant Deliverables

Provincial Webcasts

Bringing the experts to Zone One – Virtually

NRLC partnered with Learning Network and Calgary Regional Consortium to do a much-requested pilot project delivering PD via webcast. After much research a license was purchased for WebEx software and project coordinators began to build capacity. Our goal was to make PD accessible anytime, any place.

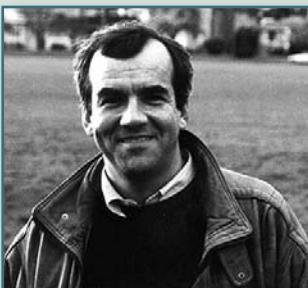
Date	Topic/Grade Level/Presenter
Oct 16	Introducing Primary Students to Historical Thinking (K-3) – Dr. Roland Case
Oct 23	Helping Elementary Students Think About History (gr 5-8) – Dr. Roland Case
Oct 30	Engaging the Teenage Brain – Garfield Gini-Newman

- Training was required to run the webcast; we also worked with presenters to help them become adept at presenting in this environment (both the pedagogy and the actual running of the WebEx tool required preparation).
- TC2 offered their services at no charge in order to build their own capacity in the use of the webcast as a vehicle for PD delivery—Roland Case and Garfield Gini-Newman were the two lead facilitators who came to zone one “virtually.”
- Initially there was “site overkill” as we worked to ensure that we would have everything in place. Registration processes were streamlined as we got into the process. As well, we found that we did not need local facilitators which made the sessions easier to run.
- Teachers from rural areas signed up more than urban teachers and sessions were not offered in all communities by every consortia as this was a pilot series (e.g. CRC only offered to a limited number of rural districts).
- Topics were narrow which restricted the audience pool; 130 teachers from zone one participated in the three webcasts (average 43 teachers per session).
- Materials were provided before and after the workshop. There were sites where teachers could follow up but participation was low in this area. Teachers really like the detailed session handouts which are archived at www.99minutes.pbwiki.com.
- Webcasts are archived at www.learning-network.org.

District Contributions:

Technology assistants to ensure set up of computers, computer labs for viewing, assistance with handouts and registrations

Consortium	Number of Sites		
	Oct 16	Oct 23	Nov 6
NRLC	20	18	14
LN	7	4	9
ERLC	5	4	4
CARC	8	6	6
CRC	4	5	5
SAPDC	6	5	4



Dr. Roland Case (left)
Garfield Gini-Newman (below)



Comments

- Thank you for organizing this pilot for us. I think it is a valuable tool in the world of PD especially with our busy schedules. For those of us who live further north it is also nice not to travel.
- Webcasting is easier than video conferencing.
- I have not participated in distance learning before (other than watching some videos on line), so I have nothing to compare this too. It was nice to be able to participate in the presentation in my own community. Had this been a regular workshop, I would otherwise have been unable to attend due to limited PD Days. Given the challenges that arise during a pilot, we had anticipated some glitches. Like with everything, some people responded better than others so we had a few fires to put out in terms of promoting this as a viable/reliable method of PD delivery.
- I am still thrilled that we had Roland Case and Garfield Gini Newman in our board room talking to us!!!! TOYOTAS weren't the most reliable vehicles when they appeared on the North American market....but, you can't beat them today.
- It was a worthwhile experiment and I think it worked well, even the problems helped to fine tune how to do things. So it was a good learning experience. Plus it let us have a glimpse on how on-line students have to work.
- Interaction: Good. By occasionally calling for a hand or smiley face, people feel involved. I really liked this session. It was good to have a refresher, especially with such a great presenter. I liked the informal nature. It would have been much better to have some people to interact with at my site.
- It was an interesting session...and the technology of it all was especially cool, even with the glitches. I think the process has real potential for delivering PD to rural teachers.
- I like this format because it allows us to participate in quality presentations while not having to travel. We can enjoy a comfortable atmosphere at our own school.
- I wonder if Bridget software could enhance this experience for smaller groups than what we had. I would have liked more interaction with all the participants. I do think this was an effective way to allow people to see presenters and get information out to remote rural schools.
- The 2 sessions I took part in certainly enhanced my professional growth. 1. It was more than just sit and listen to a presentation. Having the time to discuss and share helped us internalize the learning. 2. Ability to text message the presenter as well as Dan and Leslie was huge. It felt much more interactive than a video conference. We didn't have to worry about making sure our voice could be heard, or the camera was in the right place, etc.
- WebEx format seems to be an excellent way to facilitate learning. It offers an interactive approach and is open to questions. Hopefully the questions were answered – we experienced some silent gaps during the session which I assume was due to interaction by other participants.

Webcast Pros	Webcast Cons
Big name presenters in small towns	Tech glitches
No travel, convenient, accessible	Lack of interaction – need more hands on
Cutting edge of technology	Easy to drift – be off task
Cost	Getting used to the technology

Report on Grant Deliverables

Anne Davies Assessment Series

Bringing the experts to Zone One – In Person

All districts in zone one participated in bringing Anne Davies in to do six days of PD on assessment (the most requested need expressed during the first two years). This was almost a year in the planning and substantial financial contributions were made by a number of districts who chose to be “partners” in the event. This allowed their teachers to have reduced registration fees.

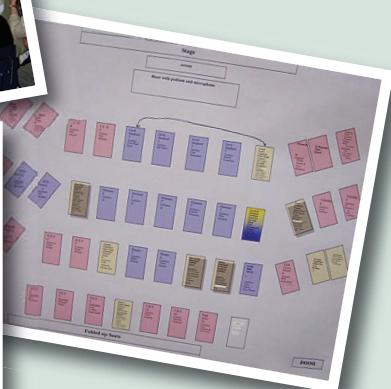
Regular registrations were charged to teachers in districts who did not contribute as much to the “up front” costs. This allowed us to have a combined budget that would support the fees, venues, and other costs. The six days provided some challenges but overall we reached many teachers and built a lot of capacity around assessment for learning in zone one.

- Workshops were hosted in Grande Prairie (four days) and Peace River (two days).
- Two days were designated for leadership – teachers with previous experience in assessment for learning, who would help facilitate in the large group settings.
- 1848 participants attended the 6 days (average of 308 per session).

- District Contributions: Sub costs, food and travel costs, venue, cash contributions.
- The challenges were mostly around the large Grande Prairie venue which was held in an arena on a covered ice surface – it was very cold and the sound and visuals were okay, but not exceptional. Teachers were uncomfortable.



Leadership workshop



Above: Seating plan in Peace River
Left: Dr. Anne Davies

Date	Location	Attendance	Topic
Sept 27/07	Grande Prairie	158	Leading the way to AFL Part 1
Sept 28/08	Grande Prairie	850	AFL: Practical, Powerful & Time Saving
Feb 21-08	Grande Prairie	104	Building an Assessment Plan for Social Studies
Feb 22/08	Grande Prairie	299	Building and Assessment Plan for 1 Subj Area
April 25/08	Peace River	94	Leading the way to AFL Part 2
April 26/08	Peace River	343	Collecting Evidence of Learning/Reporting
		1848	Total number of participants over 6 days

Leadership comments:

- Next time I have my own classroom I'll seriously take in Anne's research. With my AISI group now I'll look at setting criteria.
- I will work with teachers so that they realize assessments can be part of the instructional process—in fact, discussing assessment criteria can deepen instruction/learning.
- Get my staff to match portfolios with general outcomes.
- Review of triangulation, jigsaw, group names, graduated independence .
- Set criteria for staff meetings.
- I will provide more time to reflect in PD sessions.
- Continue to “walk the talk” with my teachers.
- Work at helping teachers collect samples for strong and weak work.
- Some good facilitation skills re-introduced – helpful for future workshops.
- Looking forward to more session with Anne Davies.
- Things I liked: video clips, networking with other teachers, chance to jigsaw book and then discuss.
- Excellent—great modelling of teacher behaviour, excellent reflection time on process explanation.
- Great day! Thanks Leslie, for great organization. Thanks Anne, for outstanding sharing.
- Thank you for allowing time to internalize this new learning, I am hoping that with additional work tomorrow it will become better internalized.
- Very engaging—informative—added to the knowledge I had.
- I am an assessment specialist for my district so I had a lot of the info before but it is a great reminder to help refocus.

Teacher participant comments:

- I am working on implementing this process with the recently changed grade 7 social curriculum. Overall it is a demanding curriculum so I will “pick & choose” what is used & how much time I have.
- I hope we are not going to this facility again [GP arena].
- this is awesome to integrate with the new social curriculum.
- Mulling over ideas of how many marks are needed for report card; keeping AFL out of report card—use only to inform teaching.
- Going to use AB Ed learning exemplars to guide goal setting.
- More time on assessment at district and school level.
- Rubric bank: time to collaborate with teachers from same grade/ subject.
- I didn't enjoy attending such a large PD session (in terms of #s).
- Time for PLC's to implement these ideas! Incredible potential to change learning in our schools!
- Follow up session please – but use a different facility.
- Thank you – clear concise content – enough group work and discussion to keep everyone engaged.
- I always learn something that can improve my practice. Many thanks for your hard work NRLC.
- Very much enjoyed the structure of the day with smaller group reflection time at table.
- I'm glad I got to develop my own assessment plan—I felt I got some hands on experience that I can take with me.
- We need more examples for non-academic kids please.
- I wish I had been able to go to all the workshops—it would have been rewarding.

Report on Grant Deliverables

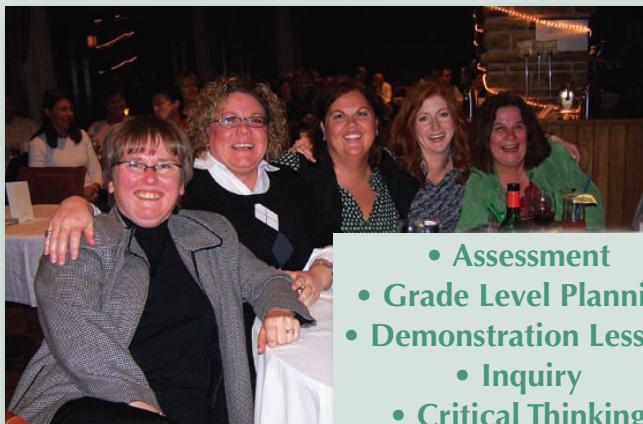
Teacher Satisfaction with programming

Teachers and administrators consistently report very high degrees of satisfaction with the professional development offered through the NRLC social studies curriculum implementation project.

NRLC Survey Questions completed by participants 2007-08 Results from Surveys at PD Opportunities for Social Studies	Satisfied or Very Satisfied
I am able to apply the information learned to my class/school/district	97%
Overall, I was satisfied with this session.	97%
Satisfaction with NRLC session facilitators/presenters	98%

Five Top Requests for PD Include ...

In our annual survey, teachers are asked to identify which PD areas NRLC should focus on for the next year. When all grade level surveys were combined, teachers indicated that they would like to work on five key areas – see overlay on photo (left).



- Assessment
- Grade Level Planning
- Demonstration Lessons
 - Inquiry
 - Critical Thinking

The primary purpose of public schooling is to promote student learning. Research has shown student learning is enhanced when jurisdiction staff members have access to effective professional development. ... To be effective, professional development must be integral to the day-to-day operation of a school. Since resources are limited, PD must be well—planned in consultation with all education partners to ensure resources are used efficiently. Research tells us change occurs over time. Therefore, for PD to be effective, it must be systematically planned, systemic, supported and sustained. A comprehensive PD plan mindful of these factors should result in school improvement and enhanced student learning. (A Guide to Comprehensive PD Planning, Alberta Education, p. 1)

Reflections/Recommendations re NRLC programming:

- Work to develop district capacity and sustainability.
- Encourage zone & provincial collaboration; expand upon work with francophone board and other consortia.
- Continue to support teachers at multiple levels (initiate, develop, sustain).
- “Evergreen” program elements to allow for multiple entry points - many teachers just beginning their journey.
- Look into partnerships (e.g. Peace River Museum, AAC, TC2, other zones in province).
- Continue working cross-subject—this increases the likelihood of transfer, builds teacher capacity.
- Work with administrators.
- Integrate multiple perspectives (including aboriginal and francophone).
- Listen to teachers – be sensitive to overload.
- Continue to provide PD in a variety of formats using embedded time and/or existing structures (1/2/3 day sessions, PLC days, PD days, ATA PD days/activities, et al). Host in multiple sites.
- Explore alternate delivery options: webcast/VC, dinner sessions, weekends, summer.
- Provide convenient PD in locations close to home/school including “caching” sessions for later viewing.
- Be open, responsive, flexible, creative and fun. Ensure that teachers enjoy their PD experiences.



Impact on Teacher Practice

Impact on Teacher Practice – Comparison to Two Year Summary

Is the curriculum implementation project having an impact on teacher practice?

Yes. This has been confirmed through survey data, anecdotal records, session evaluations, level of participation, and general discussions with teachers and administrators. In 2007-2008 teachers were again surveyed in clusters according to their initial year of implementation. This data has been compared to the previous two year average based on the same questionnaire. **The results are extremely positive and encouraging.**

Increase in Teacher Knowledge and Understanding

Data from teacher surveys at all grade level generally indicates that teachers who have received PD through the NRLC curriculum implementation project indicate **higher levels of knowledge and understanding** the longer they were involved. Results after this third year show the largest gains – **up to 17%!**

Chart A	2005-2007 Previous 2 Year Average	2007-2008 Current Year
K-3	84	90
4, 7	86	96
5, 8, 10	69	87
6, 9, 11	44	61
12	No data	75

Chart A: percentage of teachers who express that they have "some" or "a lot" of understanding and working knowledge about the new social studies curriculum.

Teacher Confidence re Effective Teaching Strategies

Survey data indicates that length of involvement in the project increases the percentage of teachers indicating **higher levels of confidence re effective teaching strategies (up to 15% higher).**

Chart B	2005-2007 Previous 2 Year Average	2007-2008 Current Year
K-3	80	81
4, 7	79	88
5, 8, 10	66	80
6, 9, 11	50	65
12	No data	88

Chart B: percentage of teachers who express "some" or "a lot" of understanding and working knowledge about effective teaching strategies for the new social studies curriculum.

Teacher Ability to Utilize Effective Assessment Practices

Assessment has been the most requested topic for PD. After 2007-08 teachers indicate a **much higher level of understanding/working knowledge about effective assessment practices (up to 21% increase).**

Chart C	2005-2007 Previous 2 Year Average	2007-2008 Current Year
K-3	60	69
4, 7	63	72
5, 8, 10	53	74
6, 9, 11	55	62
12	No data	75

Chart C: percentage of teachers who indicate "some" or "a lot" of understanding and working knowledge about effective assessment practices for the new social studies curriculum.

General trends have emerged from the data:

- Exciting results! Teachers express increasingly higher degrees of knowledge and confidence across many areas as the project continues. Noted exception: Grade 12 teachers express high degrees of satisfaction and comfort in the first year they have been surveyed. In Zone One, grade 12 teachers often teach all the high school social studies classes in their schools so one possible explanation is that they may already have exposure to the program in prior years.

Comments:

- I felt the two day session was extremely beneficial. Coming from a school where I am the only teacher teaching the new curriculum, and only being a 2nd year teacher it was very liberating to work with veteran teachers and be able to bounce ideas off them—and realize that ideas I come up with were similar to their ideas!

- Where do I start! There are so many amazing ideas that I took from this inservice that I plan to incorporate in my classroom/teaching. I am definitely going to have students create magazines online, use voice thread.com, and use digital storytelling. I've already created a PB wiki and am excited about using this as well!

- I look forward to sharing these instructional tools with all of my colleagues at Montrose. The specific tasks and assignments we developed will be shared at school/district PLC meetings as well as on a collaborative district website.

- I can honestly say that I have come away from these sessions with so many different ideas that I have already begun to incorporate into my planning, I really like the use of graphic organizers like the placemat and plus/minus charts as well as other strategies that were modeled.

Impact on Teacher Practice

Teachers Express Continued Need for Professional Development

Teachers recognize the need for ongoing professional development. 71% of teachers express "some" or "a lot" of need for additional PD. The less implementation support they have received (as indicated by years involved in the project) the more PD they request. Even after three years of curriculum support, our analysis of this high request level is very optimistic – **teachers recognize that there is a lot to learn in order to change their practice.**

Chart D	2005-2007 Previous 2 Year Average	2007-2008 Current Year
K-3	59	66
4, 7	70	65
5, 8, 10	75	73
6, 9, 11	76	76
12	No data	75

Chart D: Percentage of teachers who express "some" or "a lot" of need for additional PD to teach the new social studies.

Teachers Expect to Change the Way They Teach

As a general average over all grades, 70% of teachers expect to change the way they teach after participating in professional development through this project. Primary teachers show the lowest numbers – possibly they currently incorporate inquiry/process oriented teaching strategies into their current programs to a higher degree, and do not expect as much change. Generally, the higher the grade levels, the bigger the expectation that they will be changing their practice (noted exception: teachers surveyed in grades 6/9/11).

Chart E	2005-2007 Previous 2 Year Average	2007-2008 Current Year
K-3	59	55
4, 7	78	83
5, 8, 10	84	84
6, 9, 11	89	50
12	No data	80

Chart E: percentage of teachers who expect to change the way they are teaching "some" or "a lot" as a result of PD they have received through NRLC and this project.

Teachers Confirm NRLC Sessions Helped Them Understand New Curriculum

Teachers were surveyed as to whether they had participated in NRLC sessions offered on the new social studies program. If they participated they were asked to complete a subsequent question (again grade 6/9/11 are the noted exception).

Chart F	2007-2008 Current Year
K-3	72
4, 7	73
5, 8, 10	85
6, 9, 11	58
12	83

Chart E: Percentage of teachers who agree that NRLC sessions helped them understand the new curriculum.

Comments:

- Still working on expanding my understanding of doing inquiry. Trying to resist the urge to teach it the old way!
- I have some understanding yet find it hard to fit in the assessment component as much.
- I would like to observe teachers who are teaching it from an inquiry based perspective and have time to debrief with them after the lesson.
- I am a new teacher and am finding time is limited. In the past six months I have taught two new grades.
- I have only taught grade 2 for the last two years and so I missed out on the PD that was offered!
- This is the absolute best PD I've had.
- Thanks for a fabulous day—I can't wait to incorporate these strategies into my class!
- I am going to be more conscious of using brain compatible strategies focusing on 2 at a time and making them a habit.
- I will integrate a variety of cultural perspectives on a particular concept.
- Although there is already a major push for critical thinking, this PD has given me more ideas to use in class.
- It's finally here! An opportunity to work with colleagues in the same course on lessons we'll actually use!
- I am now qualified to offer this workshop to K-6 teachers—the format can be [varied] in length. [Children's Lit].
- I am very pleased to have had the chance to collaborate and work with other local teachers. I found the "work" periods of the sessions most beneficial.
- I hope to use Voice Threads, Digital Mapping and prioritizing tools. Most importantly I now know where to find the tools and I have lots of ideas and ways I can incorporate more technology into my teaching.
- This was a fantastic workshop. It gave a tool box of 13 tools to use to enhance our teaching style. It was great review of Web 2.0 tools.

Impact on Administrators 2007-2008

Impact on Administrators 2007-2008

Is the curriculum implementation project having an impact on administrators? Yes ... But ... Administrators are busy people with varied responsibilities and getting their time and attention requires thoughtful preparation. When they can find the time to participate they like what they see and they agree that this curriculum has the power to change teaching practice, improve student achievement, and change the culture of their schools.

Results over time indicate that administrators are increasing in knowledge and confidence when it comes to working with classroom teachers and the new social studies curriculum. 36 of the zone's 310 administrators responded to the 2007-08 survey.

- 11.6% response rate May 2008 (36 responses) – a 2% increase from 2007; 81% were school administrators.
- 69% indicate they have “some” understanding and working knowledge about the social studies program; 25% have “a lot.”
- 64% responded that they have “some” knowledge/understanding re “ability to recognize effective practice” - 28% have “a lot”

The last two bullets indicate modest increases over the previous two years.

Basic understanding of overarching concepts

Administrators were asked to complete the following stem on the May 2008 surveys: “I believe that...” Their responses suggest that they understand the basic overarching concepts behind the program but additional PD would be helpful in assisting them to carry out their leadership roles and to provide support to their teachers.



%	% of administrators who agree with the following statements (I believe...)
81%	In order to teach the new social studies, teachers will need to change their teaching practices
58%	Admin expect to see changes across the curriculum as a result of the new social studies program
50%	Admin feel comfortable supervising teachers who are implementing the new program
44%	Admin need to learn more about how to support implementation of the new social studies program
42%	Teachers in their schools feel confident about their abilities to implement the new program

Admin Toolkit Making a Difference

When asked to select what sessions they would most like to attend in the coming year, it was positive to note that the Admin Toolkit was tied for top priority. *“An Administrator’s Toolkit: Supporting Teachers in Social Studies Implementation”* contains a wide variety of activities and resources that busy administrators can readily access. It includes PD for admin to facilitate at staff meetings which will

allow them to model program concepts; conversation starters, suggested books, and a host of other ideas to get schools and teachers on the right track. This tool is not to be used for evaluative purposes. The resource was provided to all administrators who participated in Toolkit sessions held last year, and it received outstanding reviews for its ease of use, and helpful content. General Toolkit sessions were held at MPT Convention, as well as district-specific sessions hosted on request. To date 149 administrators have taken part on one or more occasions (this total includes admin who chose to repeat this session).

%	Greatest interest/highest priority Admin sessions
53%	Administrator’s Toolkit
53%	What changes can I expect to see in the classroom?
50%	Instructional leadership for Social Studies
42%	Assessment for Social Studies



Impact on Administrators 2007-2008

Competing Priorities

Administrators indicate the biggest barrier to session attendance is "competing priorities." They are responsible for more than social studies and with a wide variety of new curricula being implemented each year, resources that would assist them in more than one subject would be helpful. The expected expansion of the Administrators Toolkit with the addition of a MATH component is good news and may be one way to begin to provide resources for multiple subject areas. An expected completion date for this resource is January 2009.

Administrator prefer to increase their knowledge and skills at ...	Greatest barriers to admin attendance at sessions ...
NRLC regional daytime workshops 56%	Competing Priorities 78%
Teachers Convention 44%	Availability of subs 44%
District workshops 33%	Distance from sessions 31%
Webcasts or VC 25%	

Data from the surveys would suggest that NRLC, district workshops and teachers' conventions would be prime opportunities to present the updated Toolkit.

School/District Implementation Plans

While many responses affirm the project's positive impact, an area of concern is the general decline in the number of administrators who know whether their school and/or district has a curriculum implementation plan in place for social studies. Given the multiplicity of roles an administrator has, it is difficult to prepare a plan for each subject area. It may be helpful to find a way to incorporate this planning into a larger process instead of making it a separate document.

School	2005-07 (2 yrs)	2007- 2008	District	2005-07 (2 yrs)	2007-2008
Yes	53	33	Yes	55	44
No	31	25	No	12	11
Unsure	17	11	Unsure	33	31

Joint planning for administrators may also be effective (teachers request this more than any other PD). Districts/schools who have implementation plans generally report higher levels of satisfaction in other survey areas.

Areas for Further PD – Multiple Perspectives

Although not highlighted earlier in this report, multiple perspectives is an area in need of further PD for both teachers and administrators. In Zone one, funding and programming has been directed to both francophone and aboriginal perspectives. In a limited number of cases the responses have been excellent (e.g. Dr. Martin Brokenleg series co-hosted with HPSD). At other times sessions have been cancelled. Admin surveys indicate this is an area of need. Further program planning is required.

LOWEST administrator responses "I feel comfortable at this time with my knowledge of the following areas of the new social studies curriculum."

Other perspectives (including francophone)	25
Using the Online Guide	39
Aboriginal perspectives	44
Dimensions of Thinking (Critical, historical, geographic)	47
Differentiating Learning	47

Suggestions for Admin:

Active administrator participation is essential to curriculum implementation (both site and central). This very necessary involvement may be enhanced by consideration of the following suggestions (many adapted from 2005-07 final report):

- Determine if your school and/or district has a curriculum implementation plan. Work to create or revise a plan and make it into a "living" document that is often updated, referred to, followed, adjusted, changed, and used!
- Model the pedagogy you want teachers to use in classrooms – use powerful strategies requiring active participation at staff meetings, attend workshops with your teachers, use the social studies newsletter as a PD resource for a "mini book club," do classroom walkthroughs - see what teachers are doing, be an active participant in the curriculum/implementation project.
- Attend workshops specific to administrators – book an Admin Toolkit session for your district admin council if you have not already done so. Use the Toolkit with your staff (both site and central).
- Provide sub coverage and financial support for teachers to attend PD – have them share with other teachers at your school – encourage them to share with teachers at other sites. Have them share with you!
- Make use of local, district, zone and provincial resources.
- **Continue to make social studies curriculum implementation a priority – teachers will follow your lead.**

Comments – Administrators

- *NRLC regional opportunities are essential and fundamental to what we do as a division.*
- *Support for Math and Social has been excellent in particular.*
- *This has been the foundation of our implementation of new curriculum. NRLC provides support in a multitude of areas and is proactive in identifying gaps and predicting future PD needs.*
- *Principals are aware of our district plan and we link where possible [to other subject areas].*
- *We used the social studies implementation plan as a template to plan math.*
- *Coaching teachers to improve their practice will improve student learning.*
- *We are struggling to have social studies remain a priority in our administrators and teachers minds.*
- *This session will help me assist teachers in clarifying their goals.*
- *I will be modelling some of the criteria setting as part of "walk the talk."*
- *We added Admin buddies to our district PLC teams.*
- *Excellent opportunities and NRLC bends over backwards to accommodate district needs and requests.*
- *Listen to hear and not automatically be a problem solver!*

Reflections

Reflections as we are Reaching New Heights

Consideration for Next Steps

- One of the greatest project challenges continues to be finding the appropriate time to offer PD. Teachers continue to note distance, competing priorities/time, and availability of subs as barriers to attending sessions. Working with district calendars and embedded time has greatly increased the number of teachers who can attend sessions, and we will continue to strategize viable solutions to these concerns.
- Multiple perspectives will require further professional development. Use of local resources, assistance from partners such as ATA and Alberta Education, and thoughtful planning will enable us to continue to improve in this important area.
- Curriculum Facilitator positions as initially intended have not worked in many districts. The constraints of time, distance, and teaching loads have limited this role. Working with specific areas (i.e. Children's Literature) has met with positive results and we will continue to look for innovative ways to build district capacity in leadership roles.
- Continue to work with districts to encourage up to date implementation plans. Continue to involve administrators as they are key to project success. Continue to work closely with Advisory Committee and ARPDC Social Studies Project Coordinators around the province. These are all essential elements to Social Studies curriculum implementation success.

Final Reflections

Alberta Education has continued providing an exceptional opportunity for Alberta's students and teachers by extending the support of this unique implementation model through to 2010. Their vision in funding the project beyond the initial two years has resulted in much higher results in all areas surveyed in zone one. To provide funding until all grades have begun implementation, to use a staggered roll out allowing schools and teachers to truly engage with the pedagogy required to make the most of this amazing program, to support the project to such a high degree with multiple resources (Online Guide, commissioned series of textbooks, et al), to provide adequate budget dollars and dedicated staff, and to put teachers and students first – all of this and more is combining to make this curriculum roll-out a model to emulate when introducing subsequent new curricula.

Curriculum implementation of this magnitude is resulting in increased capacity and sustainability in the area of Social Studies. The work is challenging and time consuming at the provincial, consortia, zone, district, school and classroom level, but the rewards that our Social Studies teachers have experienced has brought professional development and curriculum implementation to new heights.

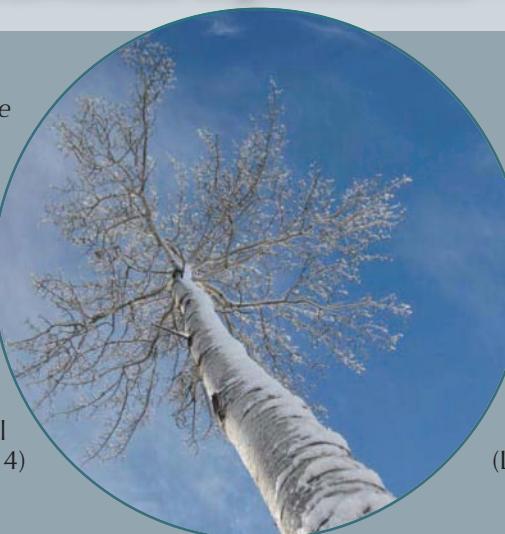


2007-2008 ARPDC Social Studies Coordinators

NRLC Social Studies Curriculum Implementation – Reaching New Heights

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.

(T. Guskey, Evaluating Professional Development, 2000, p. 4)



We are setting a standard that is world class. Implementing a curriculum that values multiple perspectives, explores purposeful content over rote learning of facts, encourages students and teachers to become critical thinkers who are involved in inquiry, and models exemplary pedagogy, is visionary in scope while remaining achievable in the everyday practice of teachers. We are truly reaching new heights in curriculum implementation.

(Leslie Snyder, NRLC, 2006, 2007)

Appendix A

Northwest Regional Learning Consortium
Social Studies Implementation Project Plan
September 2007 – August 2008



Director: Karen Egge, phone 780 882 7988
Karen.Egge@gppsd.ab.ca

Social Studies Project Coordinator: Leslie Snyder
780 836 3660 snyderl@prsd.ab.ca

Social Studies Project Implementation Grant #2007-0245

2007-08 Allocation: \$150,000

School Districts Served:

Fort Vermilion School Division # 52
Grande Prairie & District Catholic Schools #33
Grande Prairie Public School District # 2357
High Prairie School Division #48
Holy Family Catholic Reg Division #37
Northland School Division #61
Peace River School Division #10
Peace Wapiti School Division #76
Northern Gateway Reg Div # 10 (west portion)
Private Schools in region
Band Schools in region

Overview of opportunities/challenges in consortia region:

- The NRLC region includes nine school districts as well as a number of band, private and charter schools in a large geographical area covering the northern half of Alberta.
- Some jurisdictions have a higher percentage of FNMI students; some include Colony schools and/or French Immersion Schools.
- The combination of rural and urban schools makes for a multiplicity of teaching assignments and professional development needs.
- Opportunities to link to a number of on-going initiatives across the region allows us to design a plan that can compliment and enrich teacher learning.

Consortia Plan

1) Provincial Priorities

Alberta Education has provided NRLC a three year (2007-2010) social studies grant valued at \$525 000 to provide continued implementation support for the new Kindergarten through grade 12 program of study.

Governance

Project Coordinator

This grant requires NRLC to provide a full time instructional leader (project coordinator) to serve as the key social studies contact for the Regional Consortium. This coordinator reports to the NRLC Executive Director and will serve as the contact between Alberta Education and the Regional Advisory/Steering Committee.

Through consultation and collaboration with the Executive Director, Advisory Committee and other regional coordinators the project coordinator will:

- Guide the development of the regional implementation plan
- Lead and guide the progress of the plan
- Plan for coordination of resources including provincial collaboration
- Gather evidence to inform future planning and demonstrate the effectiveness of the components of the current plan
- Consult with Alberta Home and Schools Association representative to inform planning

Social Studies Advisory Committee

Additionally the grant requires NRLC to work closely with a regional advisory committee. The composition of this committee will include representatives from the regional educational community with membership inclusive of and not limited to:

- Consortia Executive Director
- Consortia Project Coordinator
- School authorities
- ATA – specialist council and teacher representatives
- Pre-service institutions

This advisory will:

- Contribute to the building of the regional project plan (years 1, 2, 3)
- Provide feedback to inform adaptations to the plan based on responses to needs and lessons learned
- Communicate the intent of the plan, subsequent adaptations and evidence of success within their organizational network
- Identify future regional needs

Submitted Plan

- To be submitted to Alberta Education, upon approval by the Executive Director and Advisory Committee, by November 15 of the given year.

Learning Opportunities Provided

- Documentation of services provided and program offerings provided through the plan to the intended participant group, and correlation to school/jurisdictional plans, regional plans and Ministry goals and priorities

Year End Report:

- To be submitted to Alberta Education, upon approval by the Executive Director and Advisory Committee, by October 15 of the given year.

2) Trends/Themes from needs assessments

The following needs have been identified in consultation with the steering and advisory committee members, and a variety of regional curriculum co-ordinators, teachers, administrators, district co-ordinators and social studies lead teachers/PD facilitators:

- **Support for teachers in understanding the core components of the program:** e.g. citizenship, identity, multiple perspectives, dimensions of thinking and an inquiry approach to instruction.
- **Support for teachers specific to implementation:** understanding/uncovering the program of studies, instructional strategies and assessment approaches that can best support the intent of the program and student learning.
- **Multiple entry points and learning opportunities** (ever-greening) to address the diverse needs of individual teachers and the context of the geographical region
- **On-site modelling and mentoring:** demonstration lessons that allow the teachers to see the curriculum brought to life in the classroom, opportunities to reflect and incorporate this into their planning
- Workshops that allow teachers to **plan collaboratively** using the program of studies, resources and each other to enhance their effectiveness in teaching social studies
- **Assist districts** and schools to **plan** local implementation strategies (including alignment, where possible, with jurisdiction 3-year education plans and AISI projects)
- **Collaboration** with the AAC (Alberta Assessment Consortium) to provide support for building tools to assess and report on student understanding, and to assist teachers in bringing these ideas to the classroom
- **Support for administrators** in actualizing their role as instructional leaders in support of curriculum implementation; awareness for parents and trustees
- **Use of a variety of formats and time frames** including face to face as well as distributed learning platforms (video conference, webcasting) to allow teachers to interact both during and after school with a wide variety of presenters and concepts, minimizing travel when possible
- **Provide multiple processes and opportunities** for use so that new knowledge, skills and strategies can be studied, implemented, refined, and evaluated
- **Include ongoing monitoring and evaluation** in order to identify priorities and needs for long-term and sustained support; **incorporate what has been learned in the first two years** of implementation into planning for the next three years

3) PD Program Goals

Given that student learning is enhanced when jurisdiction staff have access to effective Professional Development, and that professional development needs to focus on enhancing professional practice as well as leadership capacity at the school and jurisdiction levels we have identified:

Overarching Goal:

Students will demonstrate achievement of specific learner outcomes for their grade level according to the Alberta Social Studies Program of Study.

As Professional development is a shared responsibility, NRLC believes that our **role** in actualizing this goal is to provide strategies and professional development support that will lead teachers to develop their knowledge and understanding of the new curriculum and be able to implement the new program of study as intended.

*Our planning to meet this goal will be shaped by our beliefs
about effective curriculum implementation:*

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

Effective Collaboration (process) - Effective Practice (content) - Effective Adult learning (context)

Enduring Understandings

- *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.*

4) PD Strategies

Project at a Glance

This plan has been outlined as a one page concept map (see Appendix One) titled “NRLC Project at a Glance October 2007 – Planning for Curriculum Implementation 2007-2008.” The following section is intended to clarify the concept map and provide further context. Please refer to both the concept map and this contextual description as together they outline the activities which will support NRLC’s plan of curriculum implementation for 2007-2008.

SECTION A: BUILDING LEADERSHIP CAPACITY

3 Opportunities: Web 2.0 Tools for Technology, Building Capacity Through Assessment, Incorporating Children’s Literature into Social Studies

For jurisdictions or schools that have or are willing to designate and develop **lead teachers** in social studies, a series of workshops will be offered to develop their role as instructional leaders. We will cover all costs including subs as this is training district leaders and building capacity.

Budget: \$33 000

SECTION B: 99 MINUTES WEBCAST PILOT

This will be a pilot examination of the use of distributed learning via webcasting to allow “teachers, students and content to be located in different non-centralized locations.” (School Improvement Scoop, Nov 2007) Initially we will develop and produce a series of three pilot sessions delivered throughout Alberta. These will be evaluated and further plans will be made based on the pilot.

Budget: \$12 000

SECTION C: DISTRICT/SCHOOL DELIVERED PD

Districts can apply to have professional development sessions on their PD days in their own locations. Each district will be able to access up to four full days of PD in a variety of delivery modes. Collaboration between districts will be encouraged and facilitated by NRLC when possible.

Budget: \$45 000

SECTION D: NRLC REGIONAL LEARNING OPPORTUNITIES

NRLC will continue to offer a wide variety of learning opportunities throughout the zone. Supper sessions, evening and/or weekend workshops, video conference and webcasts will be utilized as well as one day workshops, 2 and 3 day series, and more. A toolkit has been developed for administrators and this will become a focus for working with this target audience. A large scale assessment series with Anne Davies will also be part of the mix. We will strive to meet new and diverse demands for PD in as many unique ways possible.

Budget: \$83 632

Summer intensive workshops will be held in August of 2008. There will be a variety of grade level opportunities that will go in depth on different topics, allowing teachers to have materials that they can use immediately in September. Budget: \$30 000

SECTION E: PROJECT COORDINATOR/SESSION FACILITATOR

A full time Social Studies Project Coordinator has been seconded. Duties include being the key contact for NRLC; liaising with Alberta Education; coordination of all services related to Social Studies support for implementation plan; consulting with Zone 1 members re planning and implementation; ensuring that all districts have input into planning process, and approve of zone plan; coordination of Social Studies programming through MPTC board (Teachers' Convention); carrying out project management, leadership, planning; implementation of plan directives, session facilitation, district consultations, management of project evaluation.

Budget: \$110 000

SECTION F: RESOURCES & OPERATIONS

Four professional newsletter articles will provide further insight into the social studies program. These will be distributed in a variety of formats and will be available on the web. We are investigating using these articles as parent information. NRLC will develop the social studies section of their website, and work to utilize wikis as two way communication tools.

NRLC operations (registration, evaluations, contracts, booking of locations and caterers, et al) requires resources to provide the support necessary to all aspects of the project.

Budget: Newsletter \$1500; Website/wiki \$3000; NRLC Operations \$15 000

SECTION G: JURISDICTION ASSISTANCE; ADVISORY/STEERING COMMITTEE

NRLC will work with each jurisdiction to assist them in developing a district implementation plan for social studies. A one page template is provided to assist them in the initial development phase. We have instituted a roving advisory committee for this year. We meet with teachers at PD days, conventions, et al and use interactive processes to get their feedback on the implementation project. As well we have a steering committee which consists of the Curriculum Coordinator membership who attend the Zone One meetings, and they are available for more intensive consultation on a request basis. Where possible steering committee meetings are held during other scheduled meetings and/or via video conference.

Budget: \$1500 Jurisdiction assistance; \$2000 Roving Advisory & Steering Committee

Budget

Revenue		
K-5, 7, 8 , 10 Committed Funding Grant 2005-0962	\$186 632	
Social Studies Grant 2007-0245	\$150 000	
Total Revenue	\$336 632	
Expenses		
Building Leadership Capacity		\$33 000
99 Minutes Webcast Pilot		\$12 000
District/School Delivered PD		\$45 000
NRLC Regional Learning Opportunities		\$83 632
Summer Intensive Workshops		\$30 000
Project Coordinator		\$110 000
Resources, NRLC Operations		\$19 500
Jurisdiction Assistance, Advisory		\$ 3 500
Total Expenses		\$336 632

5) Implementation

All sessions initiated through NRLC will be advertised on the website, flyers will be sent to schools and curriculum leaders in each district. Promotion and advertising of sessions intended to meet the unique needs of individual districts/schools will be jointly carried out.

Evaluation

- Tools will be developed and administered in order to identify and measure changes in teacher levels of concern for implementation, a measure known in the research literature to be a strong indicator of teacher readiness during the implementation stage (Hall & Hord, 2004; Hall, George & Rutherford, 1987).
- A summative evaluation will be compiled following the completion of all sessions. It will include:
 - # of learning experiences
 - # of participants
 - evidence of changes in teacher knowledge, attitude and practice that can be attributed to participation in the project.

A comprehensive survey will be conducted throughout the zone each year. This will provide pre-implementation data for teachers who have not yet begun to teach from the new program of study, as well as follow up data on each of the same teacher groups in subsequent years of implementation. This data may be used to inform the project in subsequent years, and may also assist in determining the success of the implementation project as a whole.

Of Note:

This plan attempts to apply an integrated design that combines zone, district and site level approaches to “optimize the potential benefits of each and drastically improve both the efficiency and effectiveness of professional development practices.” (Guskey, 2000, p. 31)

This plan has received the unanimous approval of the NRLC Social Studies Steering Committee by the members who were in attendance at the Alberta Education Curriculum Coordinator Meeting, Oct. 31, 2007.

Social Studies Steering Committee Members

Alberta Teachers' Association, Catherine Moir

Bigstone Cree Nation – Gladys Cardinal

Fort Vermillion School Division No 52 – Kathryn Kirby

Grande Prairie Catholic School District No. 28 – Marlene Stefura

Grande Prairie Public School District 2357, Lance Therrien,

High Prairie School Division No 48, Kim Barker-Kaye, Pauline Auger

Holy Family Catholic Regional Division No 37 – Rick Berry

Northern Gateway Regional Division No. 10 – Roger Lacey

Northland School Division No. 61 – Lucinda Jenkins

Northwest Francophone Education No 1 - Dolores Nollette

Peace River School District No 10 - Barb Mulholland

Peace Wapiti School District No. 33 – Brian Shields

Northwest Regional Learning Consortium - Karen Egge, Executive Director

Northwest Regional Consortium, Leslie Snyder - Social Studies Curriculum Coordinator

Trends/Themes from the Research

Multiple Approaches

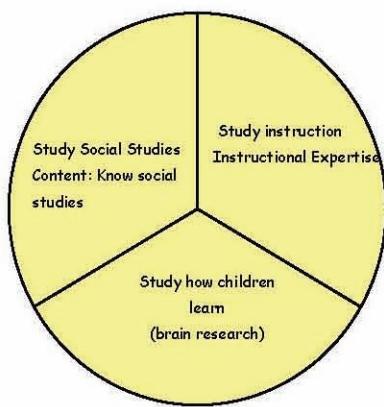
NRLC will aim to work with all Zone 1 members to provide staff development using multiple approaches that balance and infuse outside and inside expertise. Recognizing the collaborative nature of professional development, NRC will work to ensure that staff development provides for (Speck, Knipe, 2005, page 72):

- Direct Teaching (inservices, workshops, conferences, courses, expert consultants)
- Learning in School (action research, subject/grade level teams, modeling & observation, peer coaching/mentoring, lesson planning, creating assessments)
- Learning out of School (regional collaborative groups, ATA Specialist council in Zone 1, speakers, school/university partnerships)

To continue to implement professional development that includes opportunities for all teachers in the zone, respectful and regardless of when they are accessing these opportunities. To facilitate this we will ensure to offer programming that will be aimed at initiating, developing and sustaining the growth of teachers (the following examples are not considered a complete list but rather a sample of ideas in each area):

INITIATE <i>(Knowledge)</i>	DEVELOP <i>(Capacity)</i>	SUSTAIN <i>(Leadership)</i>
Workshops	Collaborative Inquiry	Leadership Building
Conferences	Mentoring	Capacity Building
Courses	Curr Planning	Partnerships
Consultants	Assessment Planning	Technology

Teachers need to know many things...



As noted in the graph on the left, the kinds of activities and experiences that will prompt teacher growth must engage them in a study of the subject they teach, the instructional strategies that promote learning for all, and the literature and research that uncovers how students learn (Ball & Cohen, 1999, Carpenter, Fennema, Franke, 2002).

A deep, rich and connected understanding of the subject matter they teach must include

- “how knowledge in the discipline is created and organized, and that recognizes that subject disciplines are more than bodies of static facts and techniques – they are complex and evolving” (TQS, Government of Alberta, 1997, p. 4).

- an understanding of what reasoning in a particular field entails, what constitutes a proof of something, what habits of mind are associated with the kind of thinking in the field (Ball & Cohen, 1999).
- understand the linkages among subject disciplines and their relevance and importance in everyday life at the personal, local, national and international levels (Teaching Quality Standard, 1997).

Teachers must demonstrate, practice and continually refine their instructional expertise. Teachers need to know about pedagogy so they may engage students with content in effective ways and the capacity to adapt and shift modes in response to students (Ball & Cohen, 1999; Leithwood, 2000).

Teachers need to know about children:

- how they learn
- how to observe and interpret their learning based on a developing and expanding knowledge of learning theory as it evolves (Ball & Cohen, 1999; Butler, et al, 2004).
- student variables that affect learning (Teaching Quality Standard, 1997).

KASAB

Joellen Killion (NSDC) talks about the stages of a teacher's professional growth as they relate to changing practice and she uses the acronym KASAB which outlines that teachers go through the following stages:

Knowledge: conceptual understanding of information, theories, principles and research

Attitude: beliefs about the value of particular information or strategies

Skill: strategies and processes to apply knowledge

Aspiration: desires, or internal motivation, to engage in a particular practice

Behaviour: consistent application of knowledge and skills

It is NRLC's goal to assist teachers in moving through these stages to make the necessary shifts in practice to achieve a change in their own teaching behaviours.

Changing Practice

What is critical for teachers is a focused practical inquiry. The focus allows the teachers to engage in an inquiry that connects pedagogy, content and children's thinking. This kind of inquiry allows teachers to use what they learn about a child's thinking to make instructional decisions in the classroom. Teachers must focus their inquiry **on their own behaviours**, not student behaviour/management issues. (Stock and Schoenfield)

Additional Information

Further information is included in the following documents:

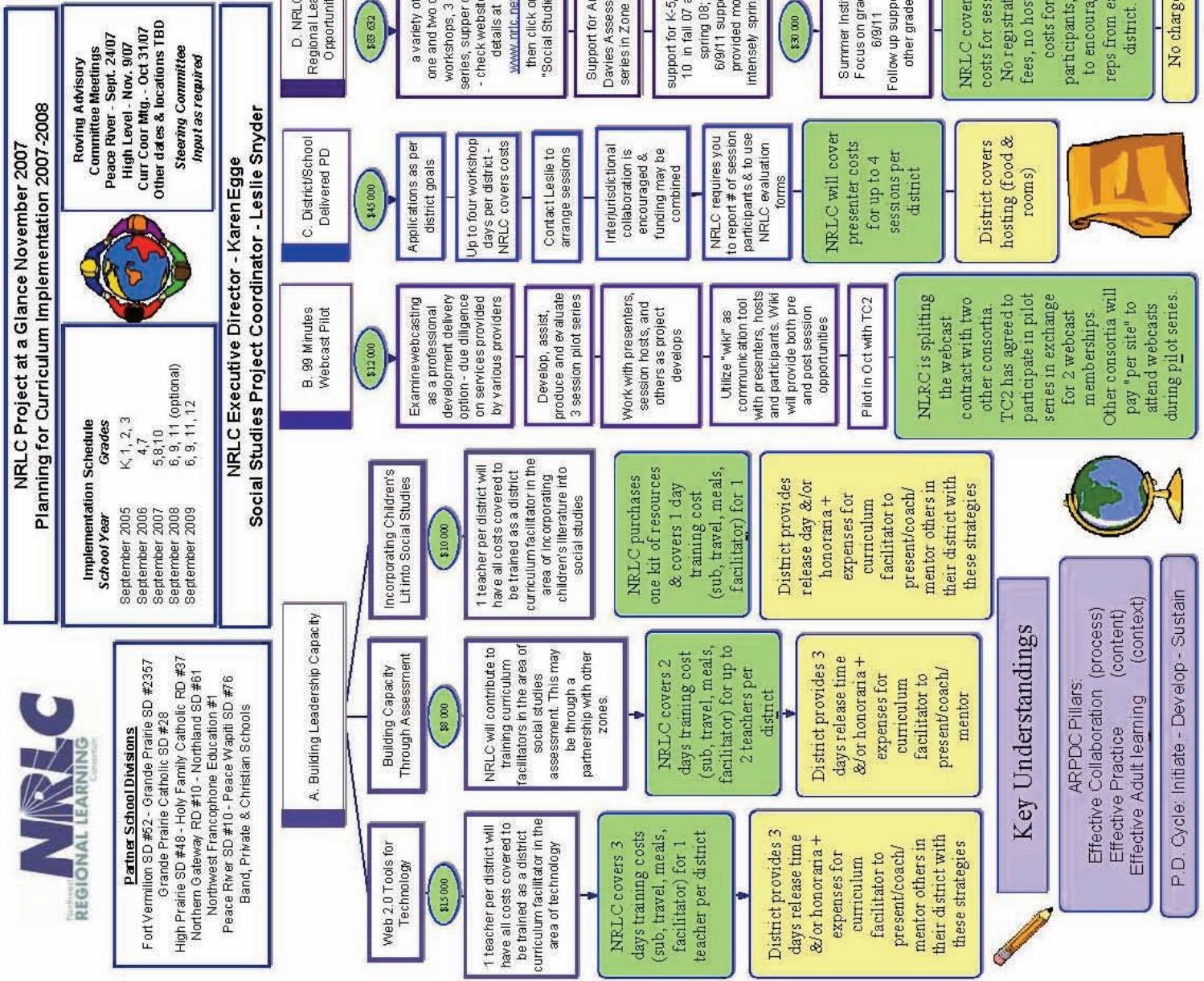
- Appendix One – Project at a Glance (see attached pdf file)
- Appendix Two – Year At A Glance SS 2007-2007 (see attached pdf file)
- Appendix Three – District Planning Template (see attached pdf file)
-

Additional information located on the NRLC website (www.nrlc.net)

- Zone One Project Report for 2005/2006
- Year One Social Studies Implementation Plan 2005-2006
- Zone One Project Report for 2006/2007 (to be attached)
- Year Two Social Studies Implementation Plan 2006-2007
- A variety of other supporting documents

NRIC Project at a Glance November 2007

Planning for Curriculum Implementation 2007-2008



Appendix B

November 7, 2007



Social Studies Year At-A-Glance roster is subject to change. For the most up-to-date info and full session descriptors, visit the NRLC website at www.nrlc.net. Sessions are also available on request for PD days, special sessions, school staff development days, etc. We encourage you to book these days as early as possible in order to get facilitators in place for your selected topics and dates.

These sessions are subject to change. Please refer to our website for the most up-to-date information.

Contact **Leslie Snyder** for information, bookings and anything Social Studies related in our zone.

Phone 780 836 3660 Fax 780 836 3608 Email snyderl@prsd.ab.ca

September Sessions

Sept 13	What's in a Grade? – general session, all grade levels	Sherry Bennett	Grande Prairie
Sept 14	Saturday Social Studies Projects with K-5 (Day 1 of 3)	Sherry Bennett	High Level
Sept 20-noon	Roving Advisory Meeting for Administrators – CANCEL	Leslie Snyder	Grande Prairie
Sept 20 – afternoon	An Administrator's Toolkit – Supporting Teachers in Social Studies Implementation - CANCEL	Sherry Bennett	Grande Prairie
Sept 20 & 21	Library Technician's Special Series: Building a Solid Library Foundation to Support Social Studies (2 days)	Thalia Hartson	High Prairie
Sept 21 - am	Geographic Thinking – Going Beyond Where's Waldo for Grade 5 and 8 Social Studies teachers	Wally Diefenthaler	High Level
Sept 21 - pm	Creating Assess. Practices for Student Success Gr. 7-12	Wally Diefenthaler	High Level
Sept 24 - am	Geographic Thinking – Going Beyond Where's Waldo for Grade 5 and 8 Social Studies teachers	Wally Diefenthaler	Peace River
Sept 24 - pm	Creating Assess. Practices for Student Success in Sr Hi	Wally Diefenthaler	Peace River
Sept 24	Roving Advisory Meeting for teachers – Lunch	Leslie Snyder	Peace River
Sept 24 - am	Inquiring About Inquiry for K-3 Students - CANCEL	Sherry Bennett	Peace River
Sept 24 - pm	Building Better Rubrics – General - CANCEL	Sherry Bennett	Peace River
Sept 24 - am	An exploration of LearnAlberta.ca	K. LaRone/D. Lander	Peace River
Sept 24 - pm	Digital Resources to Support Social Studies	K. LaRone/D. Lander	Peace River
Sept 27	Leading the Way to Assessment for Learning	Anne Davies	Grande Prairie
Sept 28	Assessment for Learning – all grades	Anne Davies	Grande Prairie

October Sessions

Oct 3 NEW	Get Going with Globalization – Round 2 – Grade 10	WallyDiefenthaler	Grande Prairie
Oct 12	The Instructional Coach in a School Setting	Joellen Killion	Grande Prairie
Oct 16 -	Persuasive Writing, Grade 4 through 10 - CANCEL	Barbara Maraconda	Grande Prairie
Oct 16	99 Minutes of SS – Webcast – Historical Thkg – K-3	Roland Case	Multi Site Webcast
Oct 19-21	ATA Provincial Social Studies conference	Various	Jasper
Oct 23	99 Minutes of SS – Webcast – Historical Thkg – 4-7	Roland Case	Multi Site Webcast
Oct 25-26	Aboriginal Perspectives – Parent and Teacher sessions	Dr. Martin Brokenleg	High Prairie
Oct 30 NEW	SS 30-1 and 30-2 Exam Design Information Session	Alberta Ed	Grande Prairie
Oct 30	99 Minutes of Ss – Webcast – Teenage Brain – 6-10	Garfield Gini-Newman	Multi Site Webcast

November Sessions

Nov 9	Building Better Rubrics - all grade levels	Sherry Bennett	High Level
Nov 10	Saturday Social Studies Projects with K-5 (Day 2 of 3)	Sherry Bennett	High Level
Nov 12	Web 2.0 Tools – Making Sense of Emerging Tools for Teaching Social Studies – for school & district technology teacher leaders (Day 1 of 3)	Brenda Dyck	Grande Prairie
Nov 13	Infusing Technology into the new Social Studies Program of Studies – Grades 4 – 8 (Day 1 of 3)	Brenda Dyck	Grande Prairie
Nov 15	Creating Critical Challenges for Grade 10 SS	Garfield Gini-Newman	Grande Prairie
Nov 20 5 – 8 pm	Tonight's dinner topic: Back to the Future: Bringing History to Life with Historical Thinking, 5 – 8 pm, K-8	Wally Deifenthaler	Grande Prairie
Nov 21	Roll up your sleeves: in depth working/planning day with grade 5 teachers – bring resources, activities, and more	Wally Diefenthaler	Grande Prairie
Nov 22	Roll up your sleeves: in depth working/planning day with grade 8 teachers– bring resources, activities, and more	Wally Diefenthaler	Grande Prairie

Nov 23 & 24	Roll up your sleeves: in depth working/planning day with grade 10 teachers— bring resources, activities – 2 days	Wally Diefenthaler	Grande Prairie
Nov 26	Infusing Technology into the new Social Studies Program of Studies – Grades 4 – 8 (Day 2 of 3)	Brenda Dyck	Grande Prairie
Nov 26	Precision Reading in Social Studies & Content Areas	Rick Freeze	Manning
Nov 27	Web 2.0 Tools – Making Sense of Emerging Tools for Teaching Social Studies – for school & district technology teacher leaders (Day 2 of 3)	Brenda Dyck	Grande Prairie

December Sessions

Dec 6	Web 2.0 Tools – Making Sense of Emerging Tools for Teaching Social Studies – for school & district technology teacher leaders (Day 3 of 3)	Brenda Dyck	Grande Prairie
Dec 7	Infusing Technology into the new Social Studies Program of Studies – Grades 4 – 8 (Day 3 of 3)	Brenda Dyck	Grande Prairie
Dec 10	Good Question! Creating Multiple Choice Q's (Gr.9-12)	Tim Coates	Grande Prairie

January Sessions

January 15 5-8 pm	Tonight's dinner topic: Going beyond where's Waldo – K-8, bring program of studies & grade level colleagues	Wally Diefenthaler	Grande Prairie
January 16	Critical Thinking: Getting up to speed in the new Social Studies Curriculum, for K-12 teachers & administrators	Wally Diefenthaler	Grande Prairie
January 23	But What Does It <i>Really</i> Look Like? Intro/Demo Lesson/Follow up working group – K-3 day	Sherry Bennett	Grande Prairie
January 24	But What Does It <i>Really</i> Look Like? Intro/Demo Lesson/Follow up working group – Grades 4-6	Sherry Bennett	Grande Prairie
January 25	But What Does It <i>Really</i> Look Like? Intro/Demo Lesson/Follow up working group – Grades 7 & 8	Sherry Bennett	Grande Prairie
January 26	Saturday Social Studies Projects with K-5 (Day 3 of 3)	Sherry Bennett	High Level
January 29	Tonight's dinner topic: Going beyond where's Waldo – K-8, bring program of studies & grade level colleagues	Wally Diefenthaler	Peace River
January 30	Critical Thinking – full day workshop for all grade levels	Wally Deifenthaler	Fairview

February sessions

Feb. 11	Supper – Web 2.0 Tools for Teachers, 4-8 pm, Day 1 of 2	Brenda Dyck	Peace River
Feb. 12	Social Justice in Social Studies – Grades 4 – 8	Brenda Dyck	Grande Prairie
February 21	Building an Assessment Plan for Social Studies, Gr. 5-10	Anne Davies	Grande Prairie
February 22	Building an Assessment Plan for 1 Subject (Div 3 & 4)	Anne Davies	Grande Prairie
February 27	Cognitive Coaching Refresher (one day)	John Clarke	Peace River

March Sessions

March 6	MPTC – You Too Can Be A Storyteller, 9 am – 4 pm	Brenda Dyck	Grande Prairie
March 6	MPTC – Admin Toolkit: Helping Teachers with the new SS		Grande Prairie
March 6	MPTC – Overview Grade 6 & 9	Wally Diefenthaler	Grande Prairie
March 6	MPTC – Overview Grade 11	Wally Deifenthaler	Grande Prairie
March 7	MPTC – Social Justice in SS, 9 am – 2 pm, gr. 9-12	Brenda Dyck	Grande prairie
March 7	MPTC – Nurturing Critical Thinking in the Classroom	Wally Diefenthaler	Grande Prairie
March 17	Supper Session – Place Based Story Telling, 4 – 8 pm, K-4	Brenda Dyck	Grande Prairie
March 18	Web 2.0 Tools for Teachers, full day, Day 2 of 2	Brenda Dyck	Peace River

April Sessions

April 8	Grade 6/9/11 overview new curriculum	Wally Diefenthaler	High Prairie
April 17	Worksheets Don't Grow Dendrites	Marcia Tate	Grande Prairie
April 24	Leading the Way to Assessment for Learning – part 2	Anne Davies	Peace River
April 25	Collecting Evidence of Learning, Reporting ...	Anne Davies	Peace River

May Sessions

May 14	Grade 6, 9, 11 Day 1 overview & resource fair	Wally Diefenthaler, Pub	Peace River
May 15	Grade 6, 9, 11 Day 1 overview & resource fair	Wally Diefenthaler, Pub	Grande Prairie
May 16	Digging Deeper Day 2 Grade 11 Planning Day	Wally Diefenthaler	Grande Prairie

These sessions are subject to change. Please refer to our website for the most up-to-date information.

Appendix C

Social Studies in Action in Zone One

Students Saving Our Society

The following is an actual letter written in 2008 by a group of grade 10 students at Peace Wapiti Academy in Grande Prairie. Letter reprinted with permission.

Dear Senator General Romeo Dallaire:

Students Saving Our Society (S².O.S) is a citizen action group formed at Peace Wapiti Academy. It was inspired by our teacher Louis Chabot. He teaches, no matter who you are, you can make a difference. ... Our goal was to see if a small group of students from Northern Alberta could actually have an impact on a humanitarian situation, whether it is local, regional, national, or even international.

We started meeting in October of this year and after looking at different possible issues, we decided the **"Crisis in Darfur"** was the most urgent. The numbers became staggering for us: 2.5 million displaced, over 400 000 killed, and the countless numbers of rapes in the past five years. This really had an impact on us. So we thoroughly investigated the issue and decided to spread awareness throughout the area. Our first large project was planned by a group of ten students. In a period of three and a half weeks, we organized the **largest rally for Darfur in Canada**. Along with the rally we held the **only "Dream for Darfur" relay run in Canada**. We had a turnout of at least **1800 students** who listened to performers called High Valley, while eating one of the 2000 burgers cooked outside at -26°C. The silence of the students was deafening as **UN investigator Debbie Bodkin & STAND high school coordinator Evan Cinq-Mars spoke of the atrocities in Sudan**.

Since this time S².O.S was requested to make presentations to three rotary clubs, municipal politicians, school boards, and **Member of Parliament Chris Warkentin**. In our meeting with Mr. Warkentin, he congratulated us on our efforts, but suggested in would not be enough to obtain action from the government. He mentioned if we were to show the government that the citizens in the area were more concerned with the crisis in Darfur, it would make a larger statement. Thus we are looking to arrange a large Gala fundraiser where we will have entertainment, speakers, and the opportunity for people to make a difference.

Our goal is two fold. The money raised from this

event is going to go to a refugee camp on the South Eastern end of the Darfur region. The same camp being assisted by London MP

Glen Pearson, who we have been in contact with. Secondly to use this as a springboard to meet with Minister of Defense and Foreign Affairs and have them fully fund the remaining three million dollars to support the camp.

As we have stated, we want to make a difference in this world, and we want to see what people tell us is actually real. People always say: "youth are the future", and "the sky is the limit", or "you can do anything you put your mind to". Perhaps we are too young to know better, but as a group we believe this is possible. We have already proved that big things really do start small, and that one person can make a difference in this world. We admire you so much for your devotion to making the world a better place. You are a role model to many. We realize that you are very busy, but we would be so honored to have you as our keynote speaker. We would schedule the event around your availability.

Yours in making the world a better place,

Students Saving Our Society (Student names omitted)

For more information or to provide assistance you may contact teacher Mr. Louis Chabot by email:
louischabot@pwsd76.ab.ca

Additional information available at these links:

Remembering Darfur: <http://cgi.bowesonline.com/pedro.php?id=1&x=story&xid=360489>

PWA Student to Ottawa:

<http://cgi.bowesonline.com/pedro.php?id=1&x=story&xid=385689>

YouTube video of the Darfur rally:

<http://www.youtube.com/watch?v=mV1k7aDoBaU>

Want to highlight what you are doing in social studies?
Submit articles, photos and weblinks to Leslie Snyder,
NRLC Social Studies Implementation Project Coor.



Check out our newly designed website: www.nrlc.net



Karen Egge, Executive Director
Northwest Regional Learning Consortium
Phone 1 800 864 4140 or 780 882 7988
email: Karen.Egge@gppsd.ab.ca

Leslie Snyder
Social Studies Coordinator
Phone 780 836 3660
email: SnyderL@prsd.ab.ca