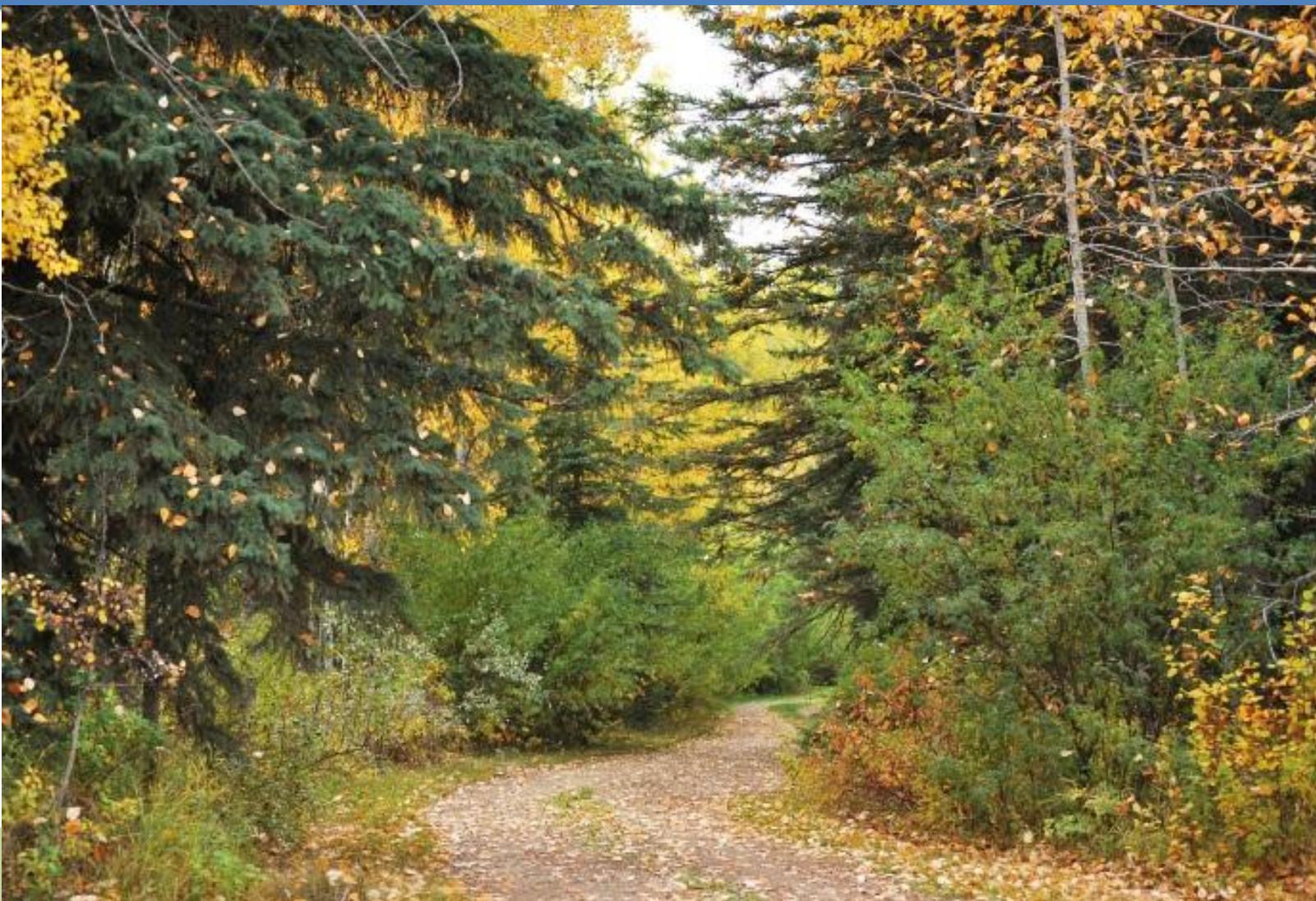




2009-2010

Annual Report



Karen Egge, Executive Director, NRLC
Submitted to Alberta Education
February 23, 2011

“Adult Learning for Students’ Sake”



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ALBERTA EDUCATION VISION STATEMENT

“The best Kindergarten to Grade 12 education system in the world.”

MANAGEMENT TEAM CHAIR MESSAGE

During 2009-2010, the Regional Professional Development Consortia in Alberta began to plan for change in practice. Program planning and implementation practices are under review and will be revamped to meet new demands from the Provincial Ministry of Education and from the stakeholders and beneficiaries of the services the consortia provide. The Northwest Regional Learning Consortia Executive Director, Karen Egge, has made important contributions to the change process within the consortia organization, while maintaining the complex operations of the local NRLC. Karen, along with Executive Assistant and Systems Coordinator, Tammie Diesel; and Curriculum Coordinators, Leslie Snyder and Geri Lorway, have continued to offer quality programs to aid in the implementation of curriculum revisions, as well as address locally identified needs for professional development. The NRLC Team utilizes innovative technology for delivery that has helped to even the field in a region that is defined by a vast geographic footprint. The Management Board is proud of the work accomplished by the NRLC Team and looks forward to continued high quality, timely, leading edge teacher professional development.

Submitted by: Jean Reston

EXECUTIVE DIRECTOR MESSAGE

The 2009-2010 Annual Report reflects a year of carefully planned professional learning opportunities to meet the needs of teachers and staff exactly where they are as we provide "Adult Learning for Student's Sake". We continue to strive for excellence in the way we deliver programs, whether through webinars on specific topics or direct classroom support through coaching cohort groups or modeling by experts in a subject area. Purposeful curriculum implementation support and planning with District and Zone advisory groups reflects the high level of participation and satisfaction.

We continue to be on the "Learning Edge" of using Distributed Learning Technologies to bring experts from the next classroom or across the country together to build their knowledge together and create those job embedded transitions into their work with students. There is a saying that 'the more you learn the more you know what you don't know' and we appreciate the opportunity to learn together with our learning communities!

I wish to thank the NRLC staff for the extra support during my wait for surgery and medical leave last summer and fall. The understanding of the Management Team as we planned together is much appreciated. Every challenge is an opportunity and the staff met every expectation with a positive attitude and a high level of persistence. I am proud of them and our work together. We look forward with great energy and the trust that our work makes a difference.

Submitted by: Karen Egge

ACCOUNTABILITY STATEMENT

The Northwest Regional Learning Consortium Annual Report for the 2009-2010 school year was prepared under the direction of the Management Team of the Northwest Regional Learning Consortium and in accordance with the reporting requirements provided by Alberta Education. The results of this report are used, to the best of NRLC's ability, as an advocate for quality professional development; and from the point of view of the service provider to work with its partners to develop, implement and assess professional development programs and comprehensive plans that support learning for students' sake.

Submitted by: Jean Reston & Karen Egge



MANAGEMENT TEAM 2009-2010

Tanasichuk, Adrian	ATA (PWSD76)
Bartlett, Nan	ASBA (PRSD10)
Peppler, Judy	ASBOA (PRSD10)
Manzer, Elaine	ATA (PRSD10)
Turville, Joni	ATA
Therrien, Lance	CASS (GPPSD)
Reston, Jean (Chair)	Teacher Education North, GPRC
Rubuliak, Jim	Alberta Education, Education Manager School Improvement
No Representative	ASCA

NRRLC TEAM 2009-2010

Egge, Karen	Executive Director
Diesel, Tammie	Systems Coordinator
Labrecque, Jennifer	Administrative Assistant
Morrison, Susan	Administrative Assistant
Snyder, Leslie	Social Studies Coordinator & Curriculum Coordinator
Lorway, Geri	Mathematics Curriculum Coordinator
Dechant, Wanda	Educational Technology (DL)

NRRLC MISSION

The Northwest Regional Learning Consortium (NRLC) provides quality professional development that is responsive to its learning community members' needs as they work to enhance student learning.

NRRLC VISION STATEMENT

The NRLC serves as a catalyst to inspire and enhance active adult engagement in the overall learning process that in turn supports, enriches and improves student learning.

The essential work of the Consortium is aligned with provincial priorities, regional needs, and district and school goals so that sustainable, meaningful learning opportunities are available to its learning community members.

The Consortium promotes learning and learning connections for the diverse community of adults who share the responsibility for student learning.

REGIONAL CONTEXT

In the 2009-2010 school year, NRLC operated with one Executive Director and 2.5 admin support positions. NRLC connected with 3 different advisory committees as well as contacts from the 9 school jurisdictions and regional private and band schools. Additionally, Leslie Snyder was maintained as a full time Social Studies Consultant, and Geri Lorway was contracted as a part time Math Curriculum Consultant.

- 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.
- A number of jurisdictions have a high percentage of FNMI students; some include Colony and Francophone students.
- The combination of rural and urban schools makes for a multiplicity of teaching assignments and professional development needs. There are many small schools, multi grade configurations and staff teaching multiple subjects in the smaller schools, thus creating challenges for teachers who deal with 'competing priorities' with new curricula and the need for on-going learning with limited access to professional development dollars and time. Availability and cost for substitute teachers and competing priorities for PD remain a challenge for teachers and districts.
- Three jurisdictions with almost half of all of the teachers are located within one small urban centre (Grande Prairie) served by this consortium.
- Distance and scattered locations within the region provides a challenge in providing professional development learning opportunities for teachers within the region. As a result, NRLC continues to provide programming wherever feasible. We use a variety of locations, thereby reducing travel time for participants to attend sessions. It is hoped that Distributed Learning strategies will enhance delivery options.
- A number of on-going initiatives (i.e. zone advisory committees, curriculum coordinator meetings, individual and joint meetings with districts) across the region provide opportunities for working together and designing plans that can complement and enrich teacher learning.

Zone 1 Jurisdictions

Grande Prairie Public School District # 2357
Grande Prairie & District Catholic Schools #33
High Prairie School Division #48
Holy Family Catholic Reg Division #37
Northern Gateway Regional Div # 10 (west portion)

Peace River School Division #10
Peace Wapiti School Division #76
Fort Vermilion School Division # 52
Northland School Division #61
Private and Band Schools in region

ARPDC BELIEFS ABOUT CURRICULUM IMPLEMENTATION

ARPDC (Alberta Regional Professional Development Consortia) is comprised of seven regional consortia across the province of Alberta, including:

Northwest Regional Learning Consortium

Learning Network

Edmonton Regional Learning Consortium

Central Alberta Regional Consortium

Calgary Regional Learning Consortium

Consortium provincial francophone pour le perfectionnement professionnel

Southern Alberta PD Consortium

Overarching Understanding

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

Our pillars

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

Enduring Understandings

We have come to understand:

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

Essential Questions

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

NRRLC 2009-2010 GOALS

NRLC has developed strategic priorities and goals for the ongoing measure of the work of the Consortia. The Executive Director, being responsible for the coordinating and reporting of learning opportunities as designated by Alberta Education, actively reviews and aligns those opportunities to match NRLC goals. The Management Team evaluates the Executive Director and program delivery based on an annual review of these goals (revised October 2008); which are directly linked to those goals of ARPDC as identified.

Strategic Priority: Partner with constituents to develop and implement Comprehensive PD Plans.

1. **Goal:** Utilize Provincial Conditional Grants as a vehicle to collaborate with constituents in the development and implementation of regional comprehensive Zone One Working Professional Development Plan.
 - **Action:**
 - a. Continue to advocate the benefits and opportunities of a PD comprehensive plan to CASS and principals.
 - b. Work with regional advisory groups and including stakeholder representation, tap into their knowledge and assist in developing their capacity to successfully implement the curriculum.
 - c. Update Management team and other constituents at regular intervals.
 - d. Prepare and present progress reports based on strengths and challenges of grant action plans.
 - **Measure:**
 1. Plan developed and submitted on time.
 2. Report on engagement and participation in plan and activities.
 3. Devise and implement strategies to gather teacher input on implementation of new curriculum and changes to knowledge, skills and attributes.

Links to ARPDC goals 1, 2, 3, 4, 6

Progress Goal 1: *The Zone 1 Curriculum Implementation Project Report for 2009-2010 (Year Two) has been submitted and will be circulated with this report. The Regional Curriculum Implementation Plan 2010-2011 (Year Three) was approved and sent in to Alberta Education December 1, 2010. Mathematics Implementation support continues to be the main focus.*

The ability to plan comprehensively across the Zone provides for excellent utilization of grant resources and integration with distributed learning methodologies.

The third bi-annual Joint Needs Assessment will be completed in March 2011 and will be presented at a Comprehensive PD Planning meeting in April 2011.

Goal Accomplished

Strategic Priority: Throughout 2009-10 school year provide relevant and timely professional learning activities to school jurisdictions in the NRLC service region.

2. **Goal:** Utilize current relevant data on PD needs in planning process.

▪ **Action:**

- a. Identify PD needs in NRLC service region.
- b. Explore possible joint comprehensive needs assessment for the region with long-term focus.
- c. Deliver Professional Learning opportunities based on those needs.
- d. Identify possible needs assessments already underway and access those findings.
- e. Meet with constituent subgroups in the service region and collaborate when appropriate.

▪ **Measure:**

1. Report on engagement and participation through regular program and director reports.
2. Gather qualitative and quantitative feedback on program evaluations from participants.

Links to ARPDC goal 1

Progress Goal 2: *The NRLC program report reflects the access and variety of professional learning opportunities throughout the region. Consistent access to the support of experts advances job-embedded learning as they share their knowledge and build learning relationships together. We continue to support Cohort learning groups, workshop series (both face to face and through technology) and Learning Coaches.*

Through our data base we are able to provide a comprehensive PD profile of NRLC programs and district attendance numbers when we meet with each jurisdiction.

Total completed programs = 413 with 7617 participants. NRLC has a 52% response level at an overall average of 98% satisfaction. Goal Accomplished

Strategic Priority: Promote and support PD leadership capacity of stakeholders.

3. **Goal:** To develop leadership capacity to enable teachers to participate in and facilitate further professional learning.
 - **Action:**
 - a. Recruit participants from NRLC region to attend NRLC sponsored programs.
 - b. Incorporate effective standards for PD in program planning.
 - c. Implement follow-up strategies for assessing impact of the professional learning.
 - d. Utilize Advisory and Curriculum Coordinators meetings to encourage professional development leadership capacity.
 - **Measure:**
 1. Number of participants in leadership orientated activities.
 2. Analysis of participants reporting on quality of learning opportunities and application of leadership skills.

Links to ARPDC goal 5

Progress Goal 3: *We continue to support Leadership through Coaching (an initiative of two neighboring school districts and open to other districts) and Mathematics and Social Studies learning cohorts. Through the work of AISI projects and Professional Learning Communities informal leadership continues to grow and we work with these leaders as well. A real success story is the collaboration with the French Language Resource Centre led by Lesley Doell. The quality of programming and the support really advances French Language learning of teachers and their students.*

Goal Accomplished

Strategic Priority: Ongoing development of NRLC management team

4. **Goal:** To increase the capacity of the NRLC Management Team to be well informed about Consortium operations in order to facilitate to stakeholder groups they represent.
 - **Action:**
 - a. Brainstorm various strategies for reporting back to stakeholder groups.
 - b. Highlight specific program projects at each meeting.
 - c. Organize written Director's report by Goals.
 - d. Management team will review operational guide annually.
 - **Measure:**
 1. Management team members report they have appropriate information to share with stakeholder groups.
 2. Operational Guide reflects practice.
 3. Management team members provide proactive input and recommend future directions.

Links to ARPDC goal 5

Progress Goal 4: *The Management Team have kept up to date on various provincial activities that influence professional development including the Minister's forum on Inspiring Education and the needs of the 21st Century Learner, the ARPDC Governance Review led by Dr. Terry Gunderson and responses to the recommendations. They are aware of the changing role of NRLC as provincial projects evolve.*

Strategic Priority: Inter-agency collaboration to coordinate, broker and refer PD opportunities.

5. **Goal:** Develop collaborative working relationships with other agencies that share common interests and goals.
 - **Action:**
 - a. Participate in joint projects such as Distributed Learning and French Language Resource Centre.
 - b. Explore possible collaborative projects with Peace Library System, Council for Lifelong Learning and Grande Prairie Regional College.
 - **Measure:**
 1. Report on collaboration and describe professional learning opportunities resulting from collaborations.

Links to ARPDC goals 3, 6

Progress Goal 5: *We continue to collaborate with PD Partners in the region including the Mighty Peace Teachers Convention, PARSCA and new this year more specific planning and support with multi-district PD days and joint speaker requests. The one loss is the Support Staff Conference with a draw of approximately 500 participants annually.*

Goal Accomplished

Strategic Priority: Use of Distributed Learning Technology by NRLC

6. **Goal:** Utilize technology to support professional learning.

- **Action:**
 - a. Investigate best practices in technology assisted learning for professional development in order to expand opportunities for teachers and other educational partners.
 - b. Identify and implement pilot (s) of new practices in action.
 - c. Expand use of technology applications to assist in all aspects of Consortia work.
- **Measure:**
 1. Report on practices applied with analysis of participant feedback.

Links to ARPDC goals 3, 4, 6

Progress Goal 6: *We continue to use video-conferencing for two Board meetings a year and numerous provincial group meetings. The two provincial High School Math Institutes use Web-casts and Elluminate to bring 17 sites together across the province. The Provincial Elluminate license provides most of the webinars planned during the year as well as many meetings. We will continue to support the learning culture through these events with technical support and coaching for presenters to effectively engage their audiences. The cached supports are just finding their place now and we will improve in this area.*

Goal Accomplished

CHALLENGES AND OPPORTUNITIES AS A PD PROVIDER IN THE NORTHWEST REGION

1) 21st Century Delivery – Distributed Professional Learning

Districts and education stakeholders have high expectations on how technology can be effectively employed system-wide for teaching and learning. We are in the process of preparing students for a knowledge economy that emphasizes learning how to learn with vast amounts of information available to us through technology. The initiative we are working on right now is changing and expanding how professional development is delivered by consortia throughout the province. We must be ‘willing to try new things before they are fully defined’ with lots of behind the scenes work to determine the best way to facilitate high quality learning experiences; along with access to expertise, assistance with technical requirements, and pedagogical understanding of the best use of emerging technologies to support adult learning. Different jurisdiction standards for access need to be addressed.

2) Measuring the Impact of Professional Development

There is an international trend to answer the question ‘How do we know if professional development enhances or contributes to improved teacher practice and curriculum implementation?’. NRLC has participated in a year-long discovery process with education partners to determine essential elements that will help look at the impact. NRLC consistently seeks formative feedback to ensure that the services provided are making a difference to those who receive them. This work will be an ongoing guide to our work as we find the answers together over time. We must plan for more follow-up with participants as they engage in transformative learning and teaching.

3) Comprehensive PD Planning

The opportunity to participate in Zone Curriculum Coordinators meetings, specific advisory meetings, and individual jurisdiction consultations, has generated productive and effective professional learning programs that are customized and which build upon shared responsibility. The implementation of a three-year Comprehensive Curriculum grant has provided a transparency of available resources and significant collaboration in Zone 1. We must continue to seek opportunities to provide services in multiple ways with various PD partners and to build sustainability and leadership capacity with expertise and accountability.

4) Competing Priorities for PD Resources

Our ability to stretch PD resources has always been a challenge in the large geographical region NRLC serves. Travel costs to bring in presenters are higher than in central regions, and even regional access requires teacher travel and sub release. The use of technology is bridging those gaps, but it is not less expensive in the developmental stages. We will continue to offer more sessions at the district level and through PD days and conventions. The development of teacher-coaches is expanding the reach of curriculum specialists and will be part of our comprehensive planning. Adapting to school jurisdictions financial constraints has always been part of our growth in our professional practice. NRLC has always been careful to keep workshops at a reasonable cost and to negotiate with presenters, services and facilities.

MEEETING OUR MANDATE **ARPDC Goals, Measures & Targets**

The Northwest Regional Learning Consortium is evaluated annually through a Stakeholder Survey from educational stakeholders, the school jurisdictions we serve. Approximately 30 surveys are distributed and results for 2009-2010 show responses from seven (7) of the nine (9) jurisdictions with a total of 18 respondents. The results and comments are very consistent with results from the previous year; NRLC is viewed as an integral PD provider in Zone 1.

Comments Responses by School Jurisdiction Respondents

- ♦ The NRLC is an invaluable asset to Northern Alberta teachers. Particularly with the additional services provided through online webinars and conferencing, there is a "flattened" effect for teachers. No longer is it Edmonton or Calgary who have access to highest quality professional development. There is every opportunity for teachers in rural and urban centers beyond the major centers to have easy access to emerging trends and best practices. In addition, the NRLC deals extremely well with the diversity of needs from different districts. I would strongly recommend that this organization is considered an invaluable resource and continues to receive funding in order to provide the services it does for years to come.
- ♦ The Consortia has been a great supporter of all of our jurisdictional needs particularly in implementing new Math curriculum. We couldn't do it without them.
- ♦ The Consortium has done a wonderful job in the past few years. They have met our needs and are flexible when we ask them to be flexible.
- ♦ Collaborative atmosphere for doing what's best for our district is much appreciated.
- ♦ Northland School Division does not use the support and resources of the NRLC as we could or should, and we are the ones who could use their support more than anyone else. How can we change this?
- ♦ The NRLC continues to provide excellent service to the staff in our District!
- ♦ The on-line math cohort was very welcome last year. Because travel is always an issue for us - having PD where travel was not necessary was great.
- ♦ Other PD was also good and comments from colleagues who attended some of them was positive.
- ♦ We are fortunate in the North West to have a consortium that provides our jurisdiction with dedicated leadership and commitment to professional development.
- ♦ They are doing a great job.
- ♦ In addition to the extensive regular services provided, the NRLC collaborated with our school division in organizing intensive professional development days for the teachers in our school division. This was a highly effective and successful collaboration. The work that they did in support of these events is commendable.
- ♦ The consortium is well run and provides extremely valuable PD.

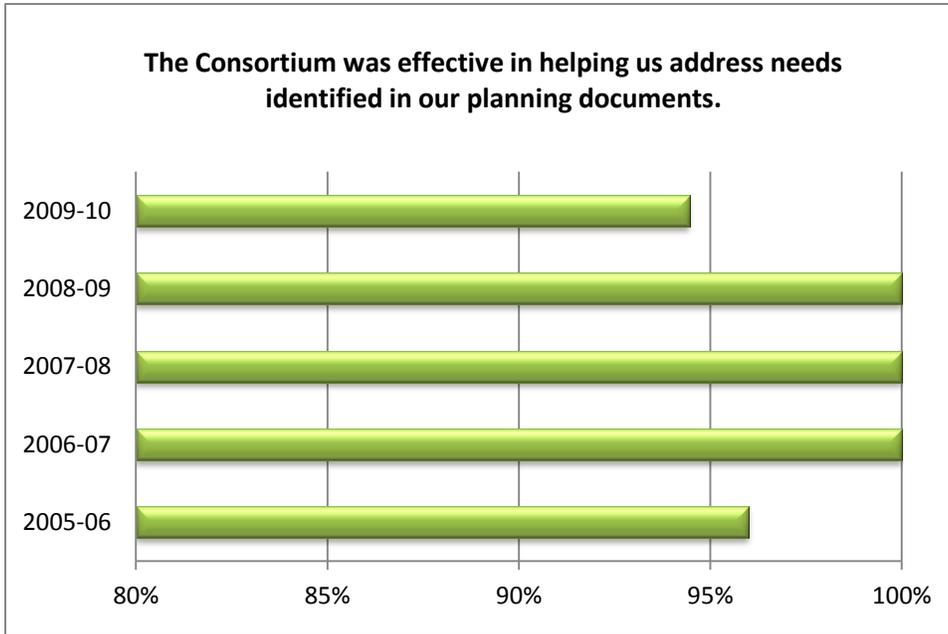
MEASURE OF STAKEHOLDER – SCHOOL JURISDICTION

The surveys are based on the six goals of ARPDC, and are provided in this report as a three-year continuum which is a representation of most grant deliverables. Those results for “Strongly Agree” and “Agree” are compiled based on provincial consortia standards and support ARPDC targets.

Goal 1

Facilitate professional development which supports the effective implementation of:

- a) The Alberta Learning Business Plan
- b) Jurisdiction and school education plans; and
- c) Regional School Council plans

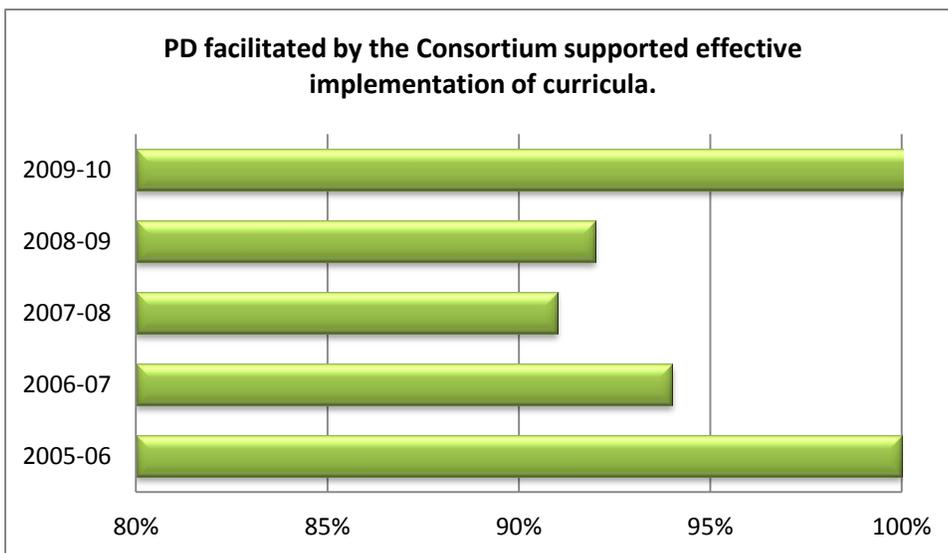


Outcomes: *NRLC offerings align with stakeholders’ needs identified through planning documents and consultation.*

Target is 80-89% Satisfaction.

Goal 2

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

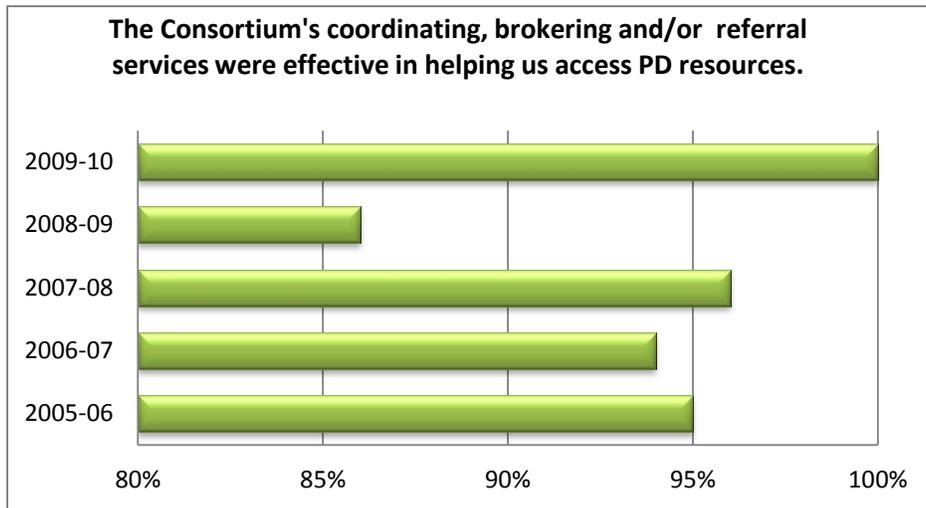


Outcomes: *NRLC facilitated PD supports, effective implementation of curricula (inclusive of instruction and assessment), and student learning outcomes.*

Target is 80-89% Satisfaction.

Goal 3

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

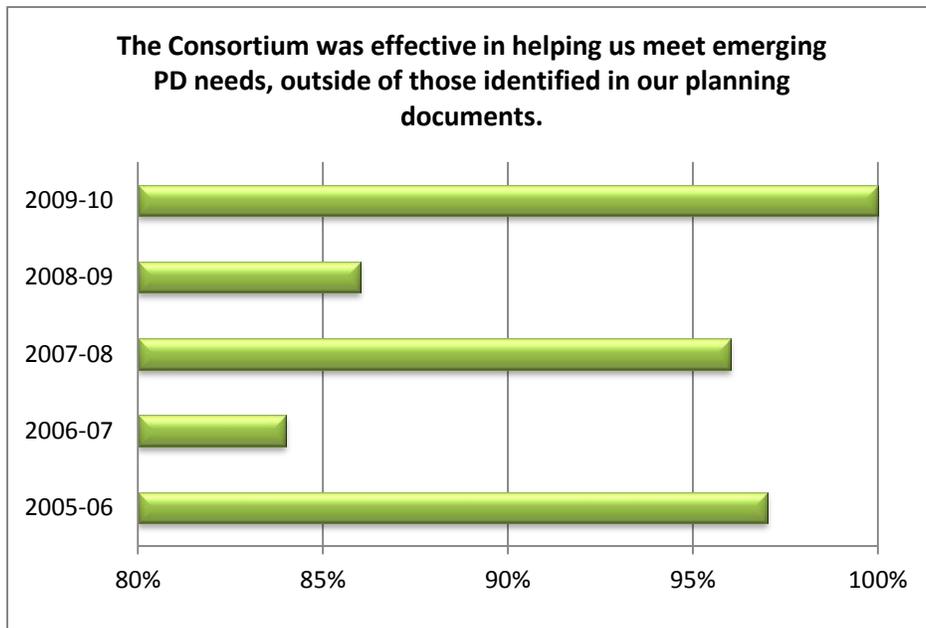


Outcomes: *NRLC coordination, brokering and referral services are responsive to stakeholder needs.*

Target is 80-89% Satisfaction.

Goal 4

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

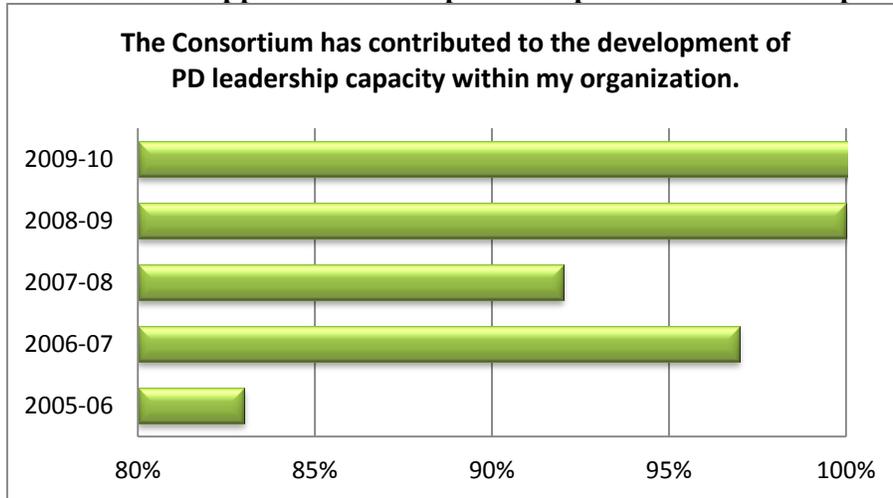


Outcomes: *NRLC programs meet the identified and emerging needs of educational stakeholders.*

Target is 80-89% Satisfaction.

Goal 5

Promote and support the development of professional development leadership capacity.

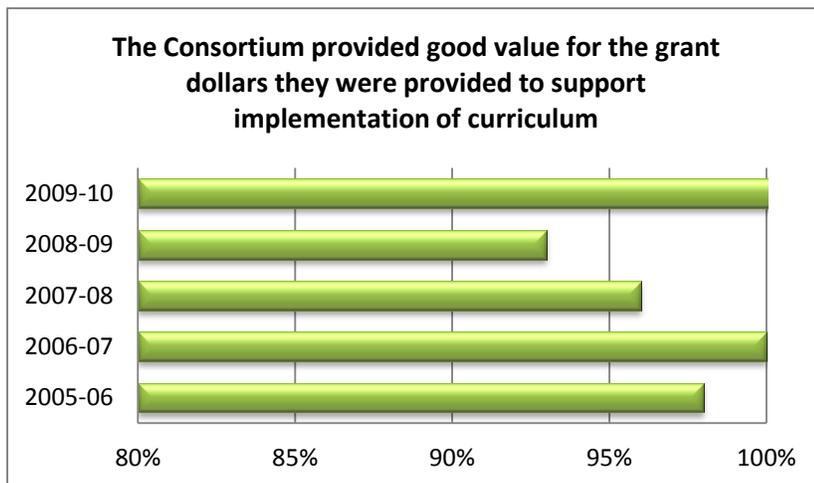


Outcomes: *NRLC contributes to the development of PD leadership capacity.*

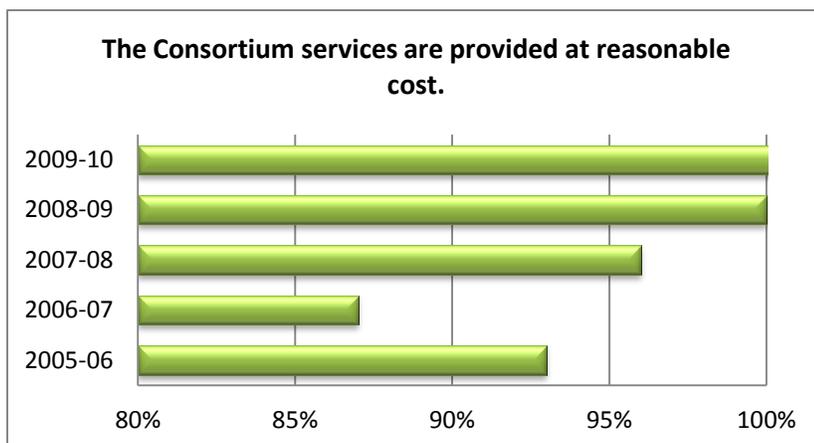
Target is 80-89% Satisfaction.

Goal 6

Provide stakeholders with access to professional development at a reasonable cost. Consortia offer programs at a reasonable cost.



Outcomes: *NRLC provides professional development at a reasonable rate*

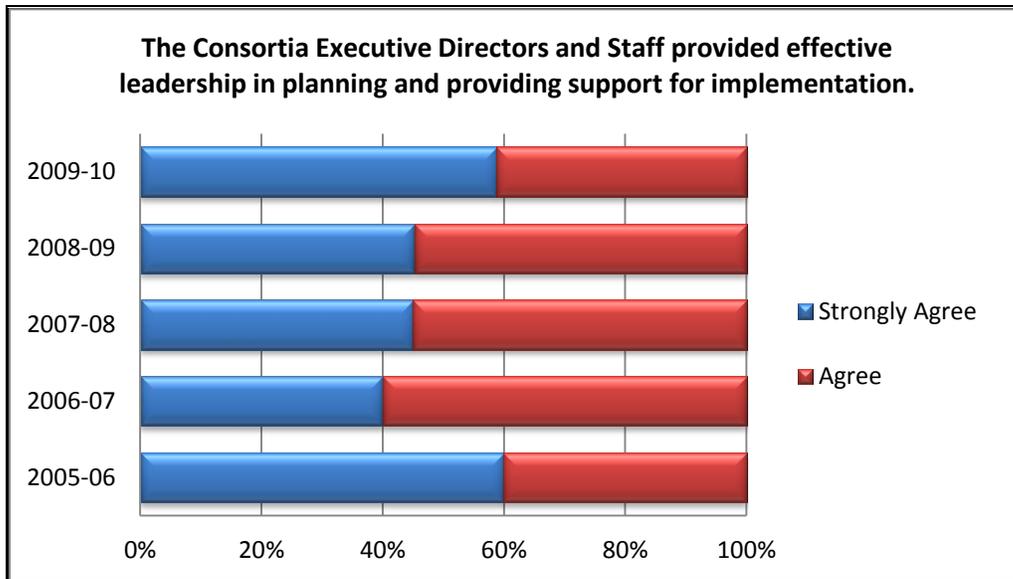


Outcomes: *NRLC offers professional development on an overall cost recovery basis.*

Target is 80-89% Satisfaction.

MEASURE OF STAKEHOLDER – ALBERTA EDUCATION

The Alberta Regional Professional Development Consortia is evaluated annually through a Stakeholder Survey from Alberta Education. The measure, and comments, is a reflection of the ARPDC as a whole, and not specific to NRLC.



Respondents (21) Comments to Evidence (How do you know?):

- ◆ Consortia members keep themselves informed with the work that the ministry is doing so that there is ongoing support for educators in the field.
- ◆ Consortia provided workshops and sessions to build leadership capacity in ESL. Each consortia participated in this initiative. There seems to be interest by the consortia to have more professional development in ESL however there is a lack of access to local expertise. Perhaps a provincial consortia initiative on an ESL Strategy would help to facilitate leadership capacity building across the province and access to teacher PD via webinars or distance learning.
- ◆ High level of awareness by educators. Posting of PD links alongside our Connection newsletter also very helpful to see the wide range of offerings.
- ◆ I cannot agree or disagree to that statement because it is too broad. I only worked with the Learning Network. In their case I would strongly agree.
- ◆ Managers/directors surveyed stakeholders and geared their professional development to the needs of the stakeholders.
- ◆ Provided excellent support for all initiatives
- ◆ The support provided really has helped in assuring that Professional Development is available to our public.

The Consortia's work in supporting "implementation" serves the needs important to my Branch/Division (i.e. curriculum implementation schedule, strategic) .

■ Agree ■ Strongly Agree



Respondents (21) Comments to Evidence (How do you know?):

- ◆ Aligns closely with the implementation schedule for programs of study and projects.
- ◆ Because of the collaboration between the consortia and our branch.
- ◆ Education supplies the "What" needs to be done and the Consortia helps educators implement by helping with the "How" it could be done.
- ◆ In facilitating communications with ARPDC Executive Directors, more effective responses to requests from the field have been achieved. The teacher responses have been favorable as we try our best to answer the needs of those delivering our programs of study.
- ◆ I think the timing was behind the needs. There is a very small window of PD providing so that one or two years of students are not lost. With the new Math program changes, I see the PD being provided in the summer and in January, timed to be BEFORE the teachers need it that very semester. It will be very interesting to see if student performance remains high as a result of teachers understanding the direction of the new program and its philosophy.
- ◆ The ARPDC has taken great measures to ensure that implementation sessions, etc. were well planned and carried out. However, Education staff has continued to receive numerous calls from the field regarding information that should've been well communicated. There seems to be a disconnect between what the ARPDC delivers and what the field hears/attends.
- ◆ The consortia supported the needs of our curriculum implementation.
- ◆ I know because I worked with teachers in the field who were using our programs during some of these PD sessions and indicated an increase in understanding. Perhaps we could look at more effective models in the transition from program development to implementation. Suggest at least one person "travel" from inside the branch to outside to the consortia for each project.
- ◆ The consortia provided a means to coordinate several projects across the province and to connect with other organizations to ensure professional learning opportunities build on one another, built capacity in the field, ensured work was not duplicated and provided means of networking and connecting with the field.

The Consortia's work in supporting "implementation" serves the needs important to my Branch/Division (i.e. curriculum implementation schedule, strategic).

■ Agree ■ Strongly Agree



Respondents (21) Comments to Evidence (How do you know?):

- ◆ Agree, but I think we need to be more strategic in how the ARPDC is structured. Let's face it, the two big boards do not need a consortia as they have their own internal structures.
- ◆ Agreed, however, it is very important that the consultants hired be experts in the relevant curriculum area and grade level to support implementation.
- ◆ Agreed.
- ◆ As a presenter for ARPDC sessions, I have found that participants are grateful for the face to face interaction of curriculum experts.
- ◆ Conditional grants are one way that new ideas and projects can be pursued to support the education sector.
- ◆ I don't understand the question - are you asking if the needs of educators in Alberta are being met or the needs of education employees (AB Ed employees) are being met? I would say that some of the teachers (educators) needs are being met.
- ◆ Also need to ask the question- do we branch out to other Professionals working with children/students (health care/ social work/ child care) Need to ask the question- who is doing PD? How is this PD addressing different needs than the school boards, the ATA and other organizations? Can these organizations work together with workforce planning to come up with a comprehensive plan for PD that ensures we are targeting the education sector needs and not duplicating PD opportunities. This will also ensure common messaging from Alberta Education. If PD is also the role of the ATA how can the consortia, Alberta Education and the ATA work together to roll out a province wide PD strategy.
- ◆ I personally think that the responses have been quite positive; I sometimes receive calls for more information on particular programming components. These vary from one school authority to another because of local conditions.
- ◆ **They are doing a great job and are always willing to improve.**
- ◆ We are proactive to work with branch and initiate contact on various initiatives as they do with us when they identify PD that fits with supporting our work.
- ◆ Webinars and face to face and conferences are available.

PROFESSIONAL DEVELOPMENT 2009-2010 SUMMARY

The NRLC planned over four hundred and thirty-nine (439) professional development opportunities through our Consortium in 2009-10; hosted in three primary city sites, Grande Prairie, Peace River, and High Prairie; in addition to High Level. These locations have proven to be the most readily and easily accessible by participants across our geographical area. Additionally, we experienced further confirmation of the value of using alternative methods to deliver PD; along with technology-driven content and applications. As distributed learning opportunities continue to develop, and facilitators become more comfortable and knowledgeable, this format of delivery will increase dramatically in Zone 1, and provincially.

SESSION COUNT BY CURRICULUM	
Meetings inc: ADV, ED, Mgmt Team	13
SS	56
MA	160
LA/LIT	16
DL/Tech (does not include Adv Mtgs)	87
FR/FSL/ESL	14
OTH (inc IE, GEN, HSC, GR, LD, SC)	56
CTS/WHs	12
FNMI (does include Adv Mtgs)	25
Total Planned Sessions	439
Total Held Sessions	413
**Total Participants	7617

Note: For the purpose of participant count, only those sessions completed are included in the following summary of sessions and participants.

***Some sign in sheets were not available so those attended are not included (i.e., MPTC sessions, and Elluminate)*

Over the past five years, NRLC has consistently offered a greater number of PD opportunities planned, developed, and implemented. This year there was an emphasis on building into long term learning plans, building cohorts, and providing PD through alternative formats (i.e., videoconference and online learning).

SESSIONS COUNT SUMMARY	
<i>Sessions Planned</i>	439
<i>Sessions Cancelled</i>	14
<i>Sessions Re-scheduled</i>	12
Total Sessions Completed	413

Fewer sessions were cancelled in the 2009-10 year than in previous years; this is in part due to the advanced planning of the NRLC team and curriculum support coordinators; as well as the move towards more cohort-based PD. Several sessions, (Three Tiers of Instruction, Effective Writing Instruction, 21st Century Librarians) were planned on direct district request and, as a result, were carried out with success. The flexibility to work closely with willing stakeholders and partners is conducive to developing specific PD opportunities that meet the needs of teachers and districts within our zone. Working with the PD Planning Committee and the Bi-Annual Needs Assessment, our PD Working plan was very specific to Zone needs; and

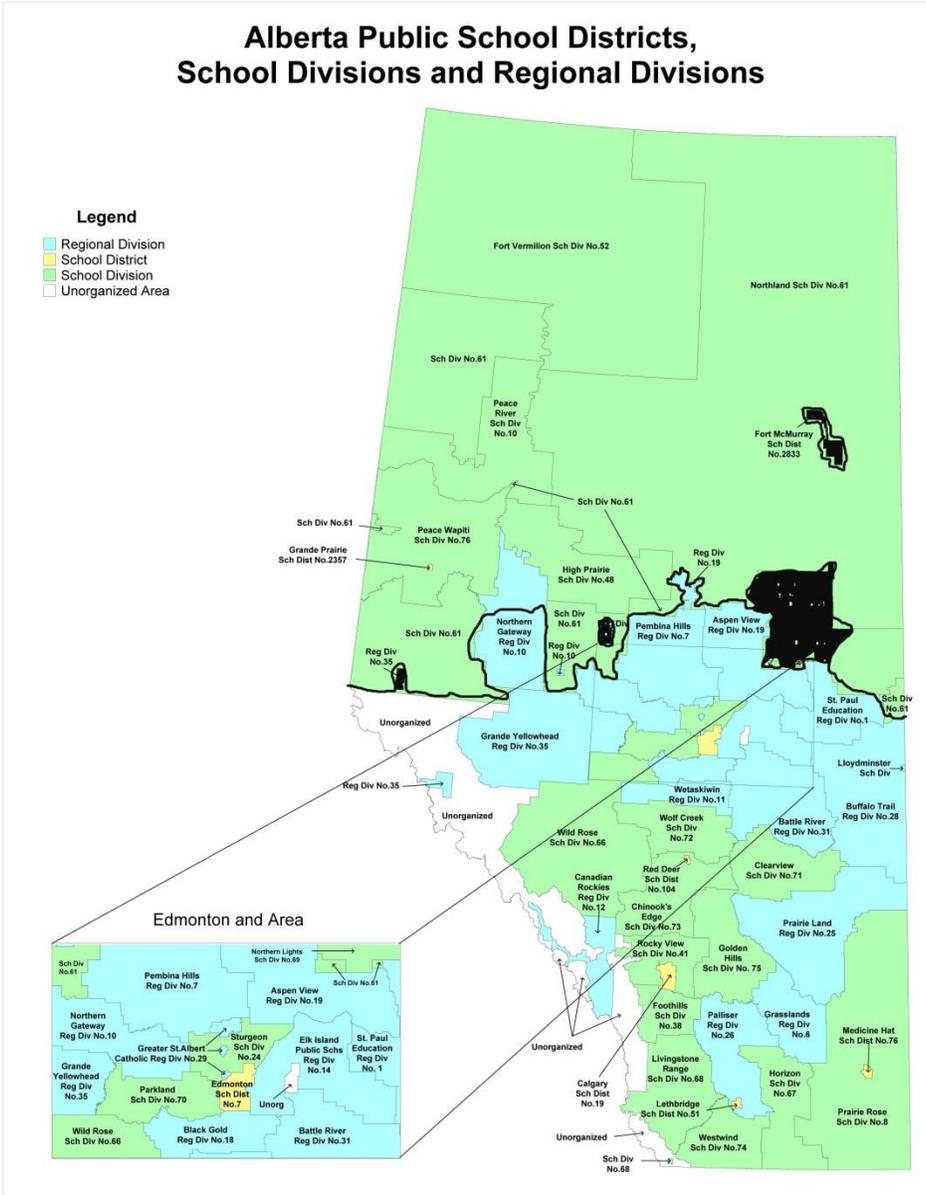
the Alberta Education mandated implementation cycle.

ARPDC Provincial Learning Opportunities		
Technology Mediated Learning Opportunities	Number of Events	Number of Participants
Webinars	384	4,122 hits
Video Conferences	1	795
Webcasts	1	450
Learning Management Systems		
Wikis / Moodle	111 communities	2027 users

the Alberta Education mandated implementation cycle.

Travel within our Zone 1 continues to be a challenge (see NRLC Zone 1 Area map below), as does weather conditions, and adequate planning time for teachers to be away from classroom commitments. With the assistance of some grant funding, NRLC was able to partially support districts in sending their teachers to math cohorts; additional support came via SMART Technologies for a five-day cross-district SMART certification training. These Smart-certified instructors took their training back into schools to further develop local resources.

Recorded Hours of Professional Development	
2009-10	39301
2008-09	42675
2007-08	46342
2006-07	36210
2005-06	31784



Prepared by: Information Services
Aberta Education

September 2005

NRLC Zone 1 Boundary Map: Service area is indicated above the black line (generally) in the upper portion of the province.

PROFESSIONAL DEVELOPMENT 2009-2010 PROGRAM STATISTICS

Note: The Alberta Regional PD Consortia Counting Model counts all half-day, full-day, and multi-day sessions as one day, which includes alternate delivery methods such as video-conferences, webinars, etc.

The following five-page summary chart contains participant numbers per program and curriculum or focus, in addition to Advisory Meetings and Administrative Meetings.

FNMI=First Nation Metis & Inuit , FR=French, FSL=French Second Language, LIT=Literacy, PT=Partnership Programming, SC=Science, IE=Integrated (Special) Education, MA=Math, SS=Social Studies, CM=Classroom Management, DL=Distributed Learning, GR=Grading & Reporting, CTS=Career Technology Studies, HSC=High School Completion, KE=Knowledge & Employability		
Curr/Focus	Activity Name	Zone 1 #
ADM	Executive Directors Meeting (2 days)	
ADM	Curriculum Coordinators Meetings (2)	36
ADM	Comprehensive PD Day	25
ADM	Management Team Mtgs (4 mtgs)	35
CM	I Know a Gifted Student: Now What	27
CM	My Child is Gifted Now What	52
CTS	CARC Webinars 2009-10	0
CTS	Get CTS Ready	12
CTS	Collaboration for Individual CTS Clusters	3
DL	Peace River Leadership Series 10 Days	259
DL	DL Advisory Meetings (2)	26
DL	SmartBoard Basic Training 3 Day Certification #1	48
DL	SmartBoard Basic Training 3 Day Certification #2	46
DL	SmartBoard Basic Training 3 Day Certification #3	48
DL	Smart Response	12
DL	SmartBoard PD for Crystal Park School 2 Days	53
DL	SmartBoard Gr 6-9 PD for PWSD	14
DL	Engaging the 21st Cent Learner 3 Days	109
DL	High Level FVSD PD 2 Days	27
DL	Peace River SD10 PD - (x8)	61
DL	Weekday Webinars - Voice Threads	10
DL	Weekday Webinars - Big Huge Labs	8

DL	Weekday Webinars - Wikis Part 1 & Part 2	12
DL	Smorgasboard of Web 2.0 Tools (x2)	32
DL	Welcome to Moodle	5
DL	Moodle Next Steps	6
DL	Repair Kit for Grading/LN 14 Webinars	545
DL	Moodle Master - PR ATA Day	36
DL	Welcome to Moodle - PR ATA Day	36
DL	Smart Follow up K-6	14
DL	Smart Follow up Gr 7-12	14
DL	Grade 7-9 SS - Elluminate 3 Day	10
DL	Brainstorming DL	4
DL	MPTC - Technology (x9)	213
DL	Online Management System	10
DL	Student Engagement & Assessment (with ERLC) (3 Days)	90
DL	PWSD BITT Collaboration 7 Webinars	21
DL	PWSD VC Tech Collaboration	8
FNMI	FNMI Mamawihitin Conference (2 Days)	116
FNMI	FNMI Advisory Meetings (x3)	44
FNMI	FNMI Pow-Wow 2 days	100
FNMI	Transforming Your School Culture (3 Day Program)	19
FNMI	Hang in There It's Almost 3:30 (TA Conference x2)	79
FNMI	Hand Games (TA Conference x2)	51
FNMI	MPTC - FNMI (x10)	200
FR	Planning Strategies (2 Day Program)	27
FR	Reading Power	14
FR	St Gerard Joint PD Day (2 Sessions)	48
FR	FI/FR Resource PD Day (1 Day 4 Sessions)	112
FR	FI/FR Resource PD Day-Smartboards	15
FR	Integrating Smart Technology in Fr Curr	10
FR	Falher FR PD Day - Verbathon	7
FR	Falher FR PD Day - Math	4
FR	ABC Boum	19
GR	NSD Assessment for Learning 2 Day	14
HSC	SS Diploma Examinations 30-1 (2 Days)	28

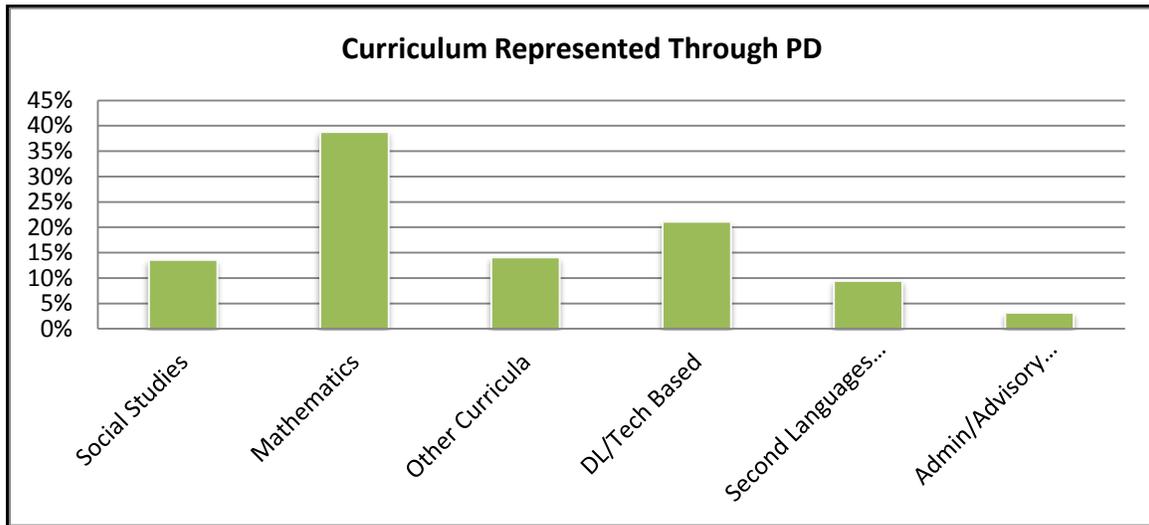
IE	Level B Assessment & Testing 3 Day Certification	114
IE	K-6 Music	22
IE	Woodcock Johnson Assessment 2 Day Program	18
IS	Instructional Strategies Div 2 & Div 3	34
KE	K&E Curriculum Overview-FVSD	20
KE	Winning Strategies for Struggling Students	22
LD	Cognitive Coaching - PWSD (Days 5-8)	66
LD	PARCSA 2 Days	250
LD	Effective Leadership in an Era of Disruptive Innovation	17
LD	Engaging the Disengaged-GPPSD	70
LD	Designing & Delivering Dynamic Workshops (2 Sessions)	35
LD	ESL Benchmarks	17
LD	Designing & Delivering Dynamic Workshops (2 Day)	58
LD	Fierce Conversations 2 Day Certification	26
LIT	Best Practices Reading & Writing (FVSD) (4days)	112
LIT	21st Century Librarians	17
LIT	First Steps in Literacy (Day 4-5)	22
LIT	Three Tiers of Instruction (3 Days)	86
LIT	Literacy Strategies Div 2 & Div 3	20
LIT	Close the Writing & Oral Gap Gr 1-2	23
LIT	Good Beginnings Kindergarten	16
LIT	Visual Literacy	25
LIT	13 Parameters: Literacy Leadership	48
LIT	Effective Writing Instruction Program	40
MA	PRSD Math Program - various PD x4	33
MA	HFCRD Math Program - various PD x6	98
MA	HPSD48 Math Program - various PD x3	33
MA	PWSD76 Math Program - various PD x3	29
MA	FVSD Math Program - various PD x5	170
MA	GPPSD Math Program - various PD x6	115
MA	Math Learning Group (2 locations x 14 Days)	151
MA	Elementary Math Support	16
MA	Mathematics Numeracy 2009 - K-2 (2 Days)	66
MA	Mathematics Numeracy 2009 - 3-4 (2 Days)	34

MA	Mathematics Numeracy 2009 - 5-6 (2 Days)	50
MA	Mathematics Numeracy 2009 - 7-9 (2 Days)	32
MA	Unit Development Math 10C (4 Days)	44
MA	Math Advisory Group (6 Mtgs)	41
MA	JH Assessment Series PR (3 Days)	16
MA	High School Intro to Change (3 Days)	34
MA	JH Assessment Series GP (3 Days)	47
MA	Math Cohorts Grade 7 GP (4 Days)	20
MA	Math Cohorts Grade 8/9 PR (3 Days)	21
MA	High School Admin Math GPPSD	21
MA	Starting Points Gr 9 PR (3 Days)	36
MA	Ready for Change Gr 9 GP (3 Days)	16
MA	Revised Math Gr 1 - PR (3 Days)	31
MA	Revised Math Gr 2 - GP (4 Days)	31
MA	Revised Math Gr 2 - PR (4 Days)	49
MA	Revised Math Gr 3 - GP (4 Days)	85
MA	Revised Math Gr 3 - PR (4 Days)	49
MA	Revised Math Gr 4 - PR (3 Days)	41
MA	Revised Math Gr 5 - GP (3 Days)	10
MA	Revised Math Gr 5 - PR (3 Days)	35
MA	Revised Math Gr 6 - GP (3 Days)	76
MA	Revised Math Gr 6 - PR (3 Days)	27
MA	High Level FVSD PD (x4)	27
MA	Peace River PD (x4)	90
MA	Grade 8 Cohort GP (4 Days)	24
MA	Grade 9 Cohort GP (4 Days)	24
MA	K-6 Math Coaching Cohort (4 Days)	76
MA	High School Mathematics Institute - VC (2 locations 2 Days)	63
MA	Math K-3/4-6 GPPSD Internal PD (2 sessions)	65
MA	MPTC - Math (x7)	168
MA	Math 10 Planning with Pearson Ed	15
MA	K-3 Development Group Elluminate (4 sessions)	71
MA	Moodle Math-GPPSD PD	6

MA	Math 10C Lesson Analysis UBD (6 locations)	42
MA	Geogebra in Math Classroom (with CRC) (2 Days)	14
MA	Building a Culture of Thinking (with CRC) (2 Days)	26
MA	JH Math Cohort	11
MA	High School Math Unit Planning (2days)	
MA	Math District Invitational (2 Days)	32
PT	9th Annual AISI & Symposium (3 Days)	
SC	BCP Clicks & Mortar-PRSD PD	7
SC	Opportunity for Physics	3
SC	Opportunity for Physics – Follow-up Elluminate (4 Days)	65
SC	Machine Scored Questions-Science	8
SC	MPTC-Science (x1)	10
SS	Ready Set Go Grade 12 (2 Days)	38
SS	Are You Dizzy Yet? SS Literacy (2 Days)	12
SS	Web 2.0 Tools for Grade 4-6 (2 Days)	12
SS	Grade 4-9 Social Cohorts (4 Days)	38
SS	Grade 7-9 Social Cohorts (4 Days)	46
SS	Grade 12 Social Cohorts (10 Days)	134
SS	PWSD Social Studies PD	14
SS	Social Studies 101 – K-12	4
SS	High Level FVSD PD (x2)	24
SS	Peace River SD10 PD (x4)	7
SS	MPTC - SS Sessions (x13)	213
SS	MPTC - LA/Lit Sessions (x4)	218
SS	Grade 7-9 Social Studies - HL Day 1	18
SS	Interactive FVSD Administrators	30
SS	Inquiry Based Learning K-3 & 7-9 (x2)	70
SS	Inquiry Based Learning 10-12 & 4-6 (x2)	70
SUP	TA Support Staff Conference (6 IE Sessions)	194
WHS	Eight Elements of a H&S System 2 Days	11
WHS	WHS - Creating a Safety Culture	8

PROGRAM STATISTICS

Summary of curriculum and participants represented in NRLC PD sessions over 2009-2010.



Second Languages includes all FR/FSL/ESL/FNMI

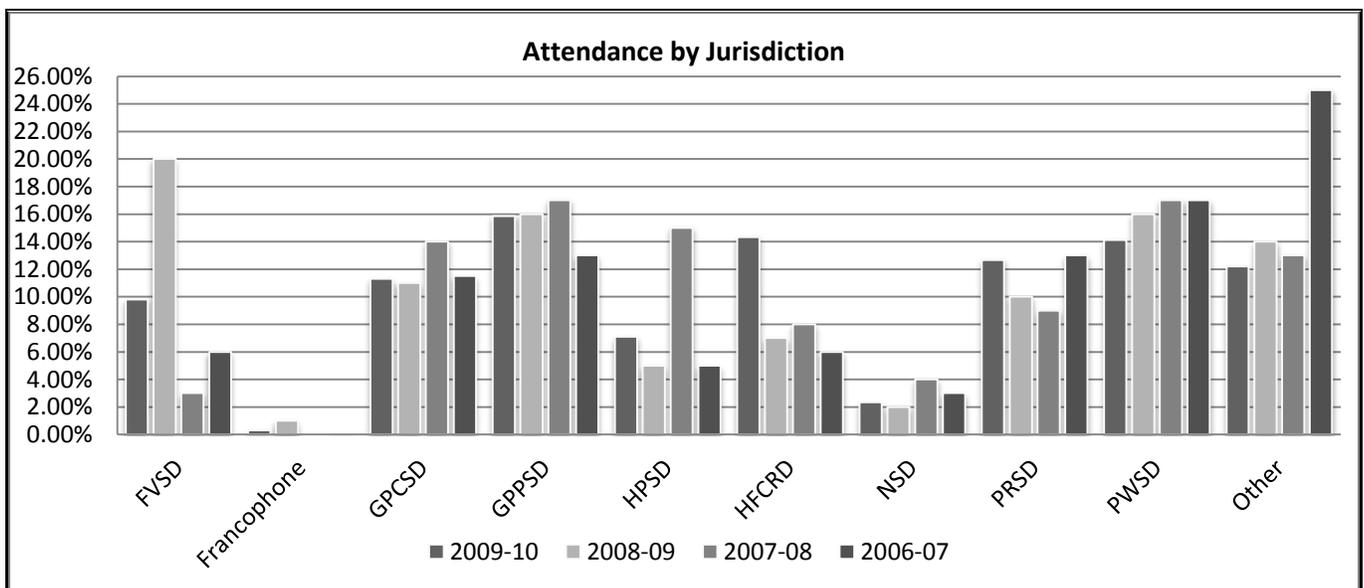
Other includes CTS, Literacy, Science, Special Programs/Education, Partnerships/Leadership

Four-year comparison of attendance by Zone 1 jurisdictions in NRLC PD. Note that some jurisdiction schools are served by other ARPDC consortia and will appear in those reports. Additionally, attendance is by distance and location within the region, weather, travel, and transportation which affects access to some communities.

PD Programs & Participants

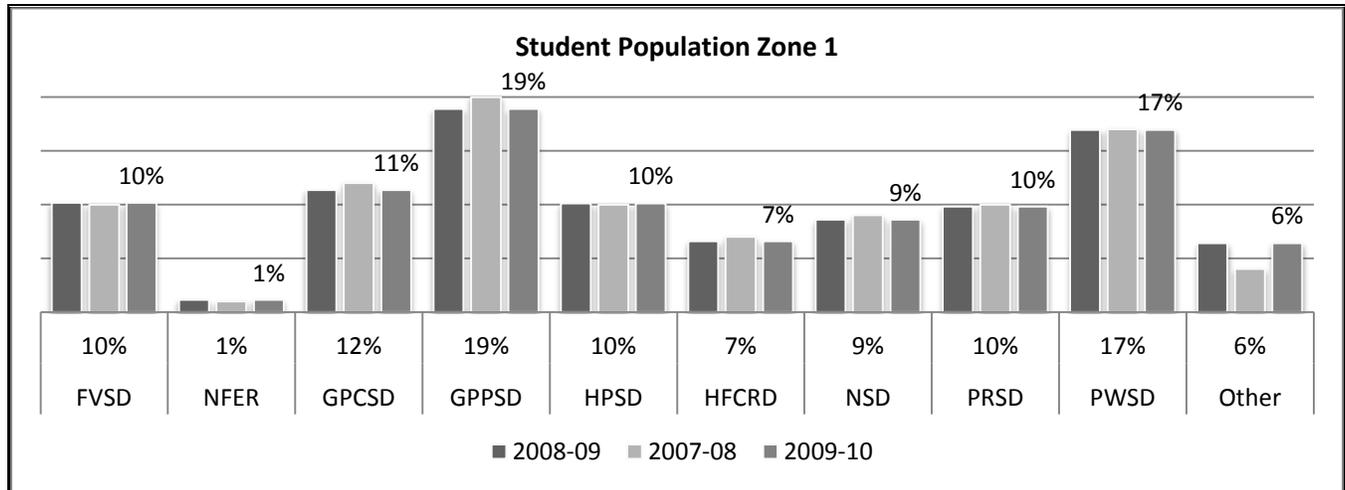
	2009-10	2008-09	2007-08	2006-07	2005-06
Participants	7617	7282	9096	6441	5805
Programs Planned	439	281	346	275	187

Note: Planned Programs includes all PD developed, cancelled, re-scheduled and delivered by all means available. Participants are counted each day of attendance.



ALBERTA EDUCATION STUDENT STATISTICS

Summary of student and teacher populations in Zone 1, represented by NRLC. There has been a slight decrease in student numbers from the 2008-09 year. Zone 1 students are approximately six percent of all Alberta students; and the average class size is slightly lower than the provincial average.



2007-2008 Student Count Zone 1 31524
2008-2009 Student Count Zone 1 33591
2009-2010 Student Count Zone 1 33461

Note: student count includes those students served through Northern Gateway School District, Colony, Federal and Provincial Band/Christian schools

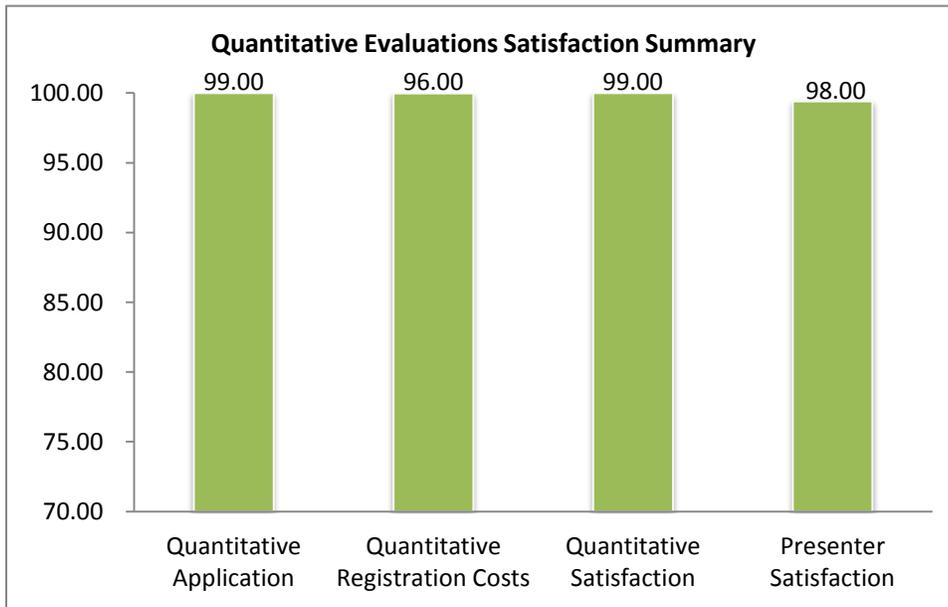
2007-2008 Teacher Count Zone 1 2017
2008-2009 Teacher Count Zone 1 2031
2009-2010 Teacher Count Zone 1 2148

Note: Teacher count includes teachers served through Northern Gateway School District, Colony, Federal and Provincial Band/Christian schools and does not include part time staff.

2009/2010 Class Size Averages by Jurisdiction for All Subjects				
School Jurisdiction	K to 3	4 to 6	7 to 9	10 to 12
Fort Vermilion School Division	16.6	21.1	20.3	18.8
Grande Prairie Catholic School District	16.6	18.9	20.1	23.8
Grande Prairie School District	20.2	20.8	21.5	25.3
High Prairie School Division	15.6	20.4	20.2	17.4
Holy Family Catholic Regional Division	17.4	19.3	21.1	18.8
Northern Gateway Regional Division	19.0	20.6	22.1	19.4
Northland School Division	13.1	13.4	15.3	14.2
Northwest Francophone	13.8	15.1	16.6	10.5
Peace River School Division	19.1	20.4	21.0	20.7
Peace Wapiti Regional Division	17.5	20.0	20.0	18.8
Valhalla School Foundation	10.8	13.0	8.0	N/A
Provincial	18.5	21.5	22.5	22.8

PROGRAM EVALUATIONS AND THEMES

Program evaluations are distributed at every PD opportunity to every participant. These paper evaluations are collected and summarized for the purpose of fine-tuning future PD, and for identifying unique needs or outcomes of the PD. There is, often, more informal verbal feedback shared at the end of the actual session which is impossible to capture unless it is also written down. There is still a relatively low return rate for session evaluations, approximately 50%; however, participants are always encouraged to share their feedback and NRLC continues to seek methods of generating more responses.



In the 2009-2010 year we began the process of online PD evaluations, primarily to gather data from the technology-mediated PD, and have experienced some success. Participants were 98% satisfied with the technology-mediated programs (primarily Elluminate webinars and learning groups) this year, and felt more successful each time they participated or used the technology.

The growth of tech-mediated programs coming in future years will support the continued use of online surveys. Teachers are still finding their way in the multitude of distributed learning opportunities and methods, so as they gain confidence and knowledge in this area, their willingness to contribute and share feedback will also increase. Building in follow-up evaluations to truly discover and allow teachers to voice how they are applying their PD into classrooms will be another step that is most easily taken electronically. It is both a teaching and learning process for the Consortium, staff, and participants.

CURRICULUM THEMES

Comments have been compiled from these evaluations into curriculum themes and represent a comprehensive overview of how participants feel they can change their practice as a direct result of the learning opportunities presented by NRLC. These key comments, in conjunction with the many not included, are a clear indication of what is and what is not working for both NRLC and for Alberta Education when it comes to developing and providing effective professional development. Throughout each curriculum, the overriding theme that comes forth is a trend toward alternative delivery and alternative resources (Emerging Technologies) for engaging students in their education.

SUPPORT STAFF CONFERENCE

Theme: *Gaining more awareness of student needs, practicing techniques, involving students more in their own learning. This year the conference had fewer sessions, and sessions were offered both face-to-face and via videoconference to two outlying sites.*

- Learn more about available testing.
- I will be more aware of the disabilities my students have from the coding.
- Be more aware of how motor skills affect other areas.
- To continue on with what I'm doing and **not give up**. I've always worked from this perspective; I believe in teaching to the spirit in the child and always start where they are at, not where I'm at and to not take it personally.
- Will use a different angle when dealing with student.
- **Practice techniques to help our anxious children** learn to calm their bodies and minds and feel as secure as possible.
- Being **aware of possible situations** and having the confidence to do the job.
- Very good teaching games/life lessons. **Pass on** these teachings to my students.
- Include more **games**. To try to make my class more fun.
- Working in preschool our goals are far more simple, parallel play, see the others around you line up, routine, expectations...I will **spend more time talking** about the pictures in the stories I read to the children each day.
- How to approach students with different type of school work.
- Starting with focus activities.
- **Use of more math manipulatives**.
- Learned how to play hand games that I can play with the kids I work with (the games need at least 8 people – so may not be able to use very often).
- To become more interested in different cultures. Take **time to explore** and appreciate.

LEADERSHIP

- I will use the ladder to increase staff knowledge of where they fall in their practice.
- I will share my learning with my administrator and see if we can incorporate it into what we do and where we want to go.
- The “instructional leadership by design” is a great tool that will need time to digest. I look forward to bringing these ideas to my school.
- Focus again on lesson design. Reflect on how to encourage visionary leadership in my school.
- To think and focus more on how my actions and reactions will affect my students.
- These sessions make me think about the different personalities/colors of my staff. Working with these different attributes to improve the school/solve problems in the school

Theme: *Deeper understanding within schools and staff to recognize the need to involve parents, have them engaged in their child's learning.*

- Working on creating a “Safe” learning environment for my students.
- Continue to provide forums for people to gather and share ideas to improve learning for our kids.
- To add hand games to my lessons. I now know how to add artifacts into my lessons.
- To try to get FNMI students and parents more involved through class visits or applying skills in class (film making bannock or skinning a hide).
- Implement parental engagement.
- I will implement phrasing as opposed to just vocab.
- I will be able to encourage staff to interact and believe in our students.
- Understanding and make yourself think in different ways – look at different points of view.
- Have students look into both the aboriginal cultures as well as many others because they are all valid and important.
- Remember how much pain motivates action when I am dealing with a student who is acting out.
- Goal 1 – parent engagement or school/staff engagement.
- I will definitely understand FNMI students a lot more.
- Try to understand where my students come from and use their knowledge as a tool.
- Better understanding of native culture.

- Developper un “dictionnaire personnel” en collaboration avec les autres profs 4 a 6 annee. Partager et faire partager plus scrivent mes strategies et celles des eleves.
- I will be implementing many of the things I learned today into my classroom routine.
- How to better support my teachers.
- I will focus a lot more on oral production and repetition.
- I learned tons of great activities – wonderful!
- Use strategies used to teach Language Arts.
- Engage students in the text, provide opportunities for students to respond to text.
- Focus on more interactive activities, (use reader's theatre mystery box)
- I should check out the websites recommended and perhaps get a copy of the book “A vos marques, prêts, partez”.
- To adhere to the curriculum, but to bear in mind that in order to best teach my students a second language, I must let them speak and hear the language. Those who use the material, learn the material.
- Je vais essayer des la semaine prochaine de creer des centres en math et sciences pour mes eleves puissant y acceder seuls.
- Integrate the Smartboard in more activities.
- Ameliorer la maitrise de l'écriture. Prevenir certaines difficultes futures.
- La calligraphie avec les eleves de la premiere annee. Le fonctionnement du developpement moteur et kinesthesique.

Theme: *This was a year for many changes and introductions to new technology-mediated learning across curricula. As teachers learn, and engage students, they also need additional support time within classroom to apply and expand the new skills and opportunities.*

- Let [kids use my Smartboard](#) instead of just sitting and watching.
- Integrate Smartboard activities into classes to help with formative assessment. Complete notes in Notebook. Use videos more often.
- [Using more critical thinking](#) in the classroom.
- Use vision activity and tag galaxy in Language and Social Studies.
- [Involve my students](#) in the use of technology and sites like flickr and mosaic maker.
- Try new approaches with technology.
- [Encourage teachers](#) I work with to explore and use with students in presentations, [student projects](#) and assessment.
- I will try to create a few online assessments. Moodle needs to have more mathematic symbols and include a draw feature in the future.
- Provide resources on Moodle that parents and students can access.
- Try to use Moodle to [share information with students](#), create quizzes for my students to practice at home.
- Have a few more resources available to [enhance student learning](#).
- Collaboration place to help me deliver PD.
- Implement online survey to determine teachers' needs/strengths/weakness/ability level.
- More efficient use of Notebook.
- Try to spend more time!! Trying to work more in Notebook.
- [Incorporate more technology into instruction](#) when possible.
- Introducing this form of technology, especially the forums, activities, etc in my courses.
- I will use and build on the [work of colleagues](#) who shared to teach teachers in my school and district. I was crabby about coming today but [have totally changed my mind](#) because it was so informative!
- I saw other ways I could be developing my units and [delivery to students](#).
- Incorporate Smartboard into my [student teaching](#).
- [Students will feel more connected](#) in the classroom as they won't have to "unplug" when they come to the classroom.

Theme: *Look for ways to engage students, increase the use of technology and visuals to increase their learning.*

- To break down aspects of lessons and focus directly on one skill or trait.
- Focusing my lessons and rubrics. Revision vs editing. Start revision early (ie Sept) when other expectations are being set in the classroom.
- Most significant of all ideas is [how to plan the year in terms of the curriculum](#) and how to [develop deep learning](#) in different writing areas.
- Learn the curriculum more, as to better accommodate my non-fiction books.
- Make my library more [21 century user friendly](#).
- Not be afraid of disruption in my classroom. Noise and distraction will be okay.
- Give student choices. Like to students to keep them listening and engaged.
- Less teacher talk more imprinting learning activities.
- Using some of the websites suggested in the future to teach primary students.
- More [emphasis on phonics](#). Intensive intervention for my older kids.
- Use the three tier approach. Be able to assess the students better to improve their reading ability.
- Ensuring students have a good basis of phonological awareness and phonics before jumping into substituting phonemics.
- Improved assessment.
- More frequent assessment to [monitor progress](#). Focus on some PA skills in a tier 3 pull out. Value my PA activities and use them to enhance phonemic instruction.
- Do things more slowly with a lot of practice in gradual steps, having more fun along the way. Building up concepts.
- Focussing more on ideas.
- The realization that there is [more to writing](#) than just putting it on paper.
- Reevaluated my plan, add more concepts with learning and experiencing concepts, labeling, applying and then assessing concepts learned.
- More use of interactive technology.
- New methods to make mundane information [more interesting and interactive](#).
- Getting students to work in groups more often and sharing. I may try the google doc.
- More [writing activities](#) in my classroom. I now feel I have the tools I was lacking.
- Use rich visuals with my discussions and daily lessons.
- To [use more images](#) and less text.
- [Share ideas](#) from this with teachers. Revise presentation style to be based on images with voice over/narration and apply ideas about colour, music and video.
- Reflect on how the 13 parameters fit into our district's initiations.
- Continue to make literacy and focus in our school. Post a tracking wall for my teachers. Approach central office and ask for commitment from them for resources, time and money. Increase partnering at my parent community regarding what our school is doing to improve literacy and what we need from them to be successful.
- Ask more questions of my teachers.

Theme: Continuing to develop district capacity through multi-day cohort learning plans. Look at developing more hands-on activities, using manipulatives and engaging students in their learning. Time is still needed to apply these new skills and the new curriculum in the class.

- Further discussion around strategies to engage students.
- I will work on the implementation of this in our grade 1 PLC. In my class – remember to play more with concepts.
- The new technology links are very helpful; if I get off my butt and use them it will be very helpful.
- Use technology to help I've gotten some great ideas from my colleagues – practical suggestions for example – small white boards.
- Students have discovery learning.
- These discussions are making me rethink the way math should be approached in schools. My confidence increasing as I work with teachers in our division regarding new curriculum. This really helps when I have discussions with other teachers in division.
- Gives me ideas and strategies to employ in my class.
- Having a professional conversation around math is refreshing. It gives me direction and inspiration for tomorrow (and every day afterwards)!
- It gives us a chance to share with other teachers with similar interests.
- Gives me ideas and strategies to employ in my class.
- The focus on student understanding. Less teacher focused instruction but having students lead discussions. More collaboration.
- Utilize the materials and ideas I was presented with and deconstruct the curriculum to make it simpler to work with.
- I learned new ways to allow students to develop mathematical reasoning and skills themselves.
- Be given the chance to sit in smaller group allowed me to better understand some of the best practices. Made it easier to discuss.
- Focus on posing problems to the students and have them work towards solving the problem. Much more student-oriented learning.
- To rely less on text as a resource for meeting learning outcomes. The outcomes, as Jackie has demonstrated, can be also met by relying on a variety of resources.
- Practical, hands on and strategic learning.
- Make sure that I continue keeping the big picture (practical use) and the big concepts in mind (forwards, backwards; the curriculum standards of build expand, compare, describe and represent).
- Improved planning and new strategies.
- This session gave me a place to begin to go back into my classroom and work with numbers. I have 3 tasks to do with my students. I really appreciate this.
- Implement problem solving in a more prolonged way (examine the problem more in depth).
- Use a more detailed look at how the kids are problem solving. Get the kids to explain their thinking and write it down.
- New assessment pieces to try. New supports to use.
- Try some new activities to implement new curriculum. Better understanding of new curriculum.
- Applying the BERCS philosophy.
- More and more manipulative. Trusting what I already know and do well.
- Work with these strategies and integrate them into my teaching.
- More days to continue with colleagues building.
- Small white boards for each student.
- More group exploration and practice.
- Get students to THINK. Consciously watch my practices that stop or encourage thinking.
- Use Moodle as a support tool for my teaching.
- This has given another resource for teachers to access in the implementation of the new Math 10C course.
- Input more visuals and student hands-on activities.
- Put more effort into how I answer questions. Try strategies suggested in session.
- I will definitely be sharing this with high school teachers that I will be working with.

Theme: *Engaging students through technology and resources to be more engaged in their learning, growth is needed in technology by students and teachers.*

- Help beginning teachers understand what a “critical challenge” is and they can help their students.
- To help beginning teachers with critical thinking strategies - across the curriculum. Forward and help others with these strategies.
- Look into the critical challenges and apply what I learned today into my classroom.
- Use the backwards design/understanding by design method to plan. X2
- Become familiar with the resources.
- Using the UbD format when planning key lessons.
- More project based learning.
- More critical challenges in lessons!
- Make an effort to continue to use and update my Moodle.
- Imbedded sources into my practice. Being able to make more effective multiple choices.
- Continue to develop source based questions and incorporate them into my assessment.
- Use more critical thinking activities.
- To continually use the teaching methods we have learned and lessons we have created in the classroom. (ie. Strategies for embedding critical thinking).
- Asking more pertinent questions. Awareness of curriculum objectives. Time to acknowledge existing resources – find new ones and work together.
- Using pieces of writing that are engaging to students.
- Implement the shared material and ideas.
- Use of Team Alberta and scaffolding ideas.
- More refined use of black line masters to facilitate student understanding of image and text analysis. I plan to use my SmartBoard in developing source analysis skills.
- More peer assessment
- More skills based approach.
- Learn to be proficient at power points/smart boards.
- Incorporating several new strategies that I’m confident will engage my students and require minimal time to familiarize ourselves with. Many are ready to use.
- Implement different technologies (web design, wikis, ning) and helping teachers to use this with their students.
- More use of new technology with students, parents and self.
- As I prepare my lessons I am trying to implement at least one of the strategies that we have been working on over these Social Sessions.
- Skills-based approach!
- Incorporating much more critical thinking into learning.

INCLUSIVE EDUCATION

- View teaching in a more informed way. Tweak how we used our “testing”.
- Ability to test, knowledge of tests and purchasing the right (valid) tests.
- To **take more time** and diligence in assessments.
- Presenting information to parents in different, more understandable ways.
- I will definitely remember most of these points when discussing points with parents and staff.
- Measure thrice, cut once. **Curriculum-based assessment** as valid as standard test.
- My approach to Norm based analysis. Beef up skills in error analysis.
- Remember to **develop a relationship**. Group according to ability.
- Try to help our school develop a process for getting to know our students more fully.
- To help teachers at my school have a **better understanding of who gifted students** are and what they **can do to support** them.
- Realizing what “gifted” really means. It is not merely academic. I must be **more sensitive towards my students**.
- Think about my grouping and look at possibilities across the grades.
- To watch closer for signs of giftedness in my Special Ed children.

OTHER CURRICULUM

- Re-examine our CTS stream and ensure what we do makes sense.
- Course development (new activities).
- Entire CTS department will make and update an emergency plan.
- Work on more hands on assessment, less reading and writing.
- Utilize the CTS Moodle and consortia websites.
- Carry on with program development.
- Work with principle to ensure compliance and best practices are being implemented.
- Explicitly discuss WHS topics with students (to make connections for them) and with staff (to raise awareness).
- To use more self-check methods that I can actually see the students own progress.
- Think more about how I teach start writing and make-up assignments.
- Trait teaching, developing curriculum priorities. Set criteria for tasks.
- Group evidence of learning by standard
- Is to think and encourage our school to think about changes necessary for effective grading.
- Redefine my computerized grade book by strand/outcomes. Re-organize tests quizzes so students are aware of what outcome each question relates to.
- Continue to observe formative assessment and mark summative assessment.
- The way I record formative and summative assessments in my markbook.
- Looking for more specific evidence of student engagement.
- I will investigate the current level of knowledge/skills teachers have about AFL strategies and student engagement. This investigation will help determine professional learning needs.

INTRODUCTION TO APPENDICES

The following reports represent the business aspect of the Northwest Regional Learning Consortium. NRLC makes every attempt to act on, and report on the grant deliverables as designated by Alberta Education.

2009-2010 Audited Financial Statement

The audited financial statements are a complete and accurate reflection of the ongoing business operation NRLC. We continue to provide and act on accurate budget data, and strive for reasonable program costs.

Mathematics Implementation Project Summary

As prepared by Geri Lorway, Math Consultant.

Social Studies Implementation Project Executive Summary

This is the Five-Year Roll-Up as prepared by Leslie Snyder, Social Studies Consultant.

ARPDC Goals and Distributed Professional Learning (DPL) Highlights

Highlights of regional consortium work during 2009-2010; as provided under the grant to continue the planning and implementation of Distributed Learning Models for professional Development.

**Regional Consortium
Statement of Revenues and Expenses
For the Year Ended August 31, 2010 (in dollars)**

CONSORTIUM NAME: Northwest Regional Learning Consortium

	Budget 2009/2010	Actual 2009/2010	Actual 2008/2009
REVENUES			
Alberta Education:			
Management & Infrastructure (Note 1)	188,223	188,223	186,359
Conditional Programming Grants (Schedule 1):	926,063	786,487	856,225
Programming Grants From Other Consortia	79,429	-	-
Total Alberta Education:	1,193,715	974,710	1,042,584
Other Revenue:			
Program Registration (Note 2)	200,000	217,105	202,550
Grants - Non government sources (Note 3)	36,387		
Other (Note 4):			
Interest Income	2,000	-	4,307
(Specify)			
TOTAL REVENUES	1,432,102	1,191,815	1,249,441
EXPENSES			
Management & Infrastructure (Note 5):			
Salaries, Wages, Benefits, Contracts and other fixed overheads (Note 6)	175,865	165,035	171,439
Board expenses (Note 7)	4,000	1,731	2,568
Programming:			
Costs of Delivering Programs (Note 8)	1,127,879	1,003,592	1,058,773
Other:			
Program Development	114,000	24,042	
(Specify)			
(Specify)			
TOTAL EXPENSES	1,421,744	1,194,400	1,232,780
REVENUES less EXPENSES (Note 15)	10,358	(2,585)	16,661
Accumulated Surplus at beginning of year	60,122	60,122	43,461
Accumulated Surplus at end of year	70,480	57,537	60,122

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

**Regional Consortium
Statement of Financial Position
As At August 31, 2010 (in dollars)**

CONSORTIUM NAME: Northwest Regional Learning Consortium

	August 31, 2010	August 31, 2009
ASSETS		
Cash in Bank and Temporary Investments	548,057	776,801
Accounts Receivable (Note 9):		
Province of Alberta	-	-
Other Consortia	31,828	2,191
Other	-	-
Prepaid Expenses (e.g. deposits for programming)	2,030	35,567
Other assets	-	-
TOTAL ASSETS	581,915	814,559
LIABILITIES		
Accounts payable	-	4,959
Accrued liabilities (Note 10)	-	-
Deferred Revenue:		
Programming Grants (Schedule 1):	510,749	698,167
Prepaid registration (Note 11)	2,250	7,962
Other:		
Program Expense Recoveries - Deferred	11,379	43,349
(Specify)	-	-
Total Deferred Revenue:	524,378	749,478
TOTAL LIABILITIES	524,378	754,437
ACCUMULATED SURPLUS		
Operational Reserves (Note 12)		
Unrestricted Funds (Note 13)	57,537	60,122
TOTAL ACCUMULATED SURPLUS	57,537	60,122
TOTAL LIABILITIES AND ACCUMULATED SURPLUS	581,915	814,559



Regional Consortium
Schedule 1 - Conditional Grant Program Revenue
For the Year Ended August 31, 2010 (in dollars)

CONSORTIUM NAME: Northwest Regional Learning Consortium

2009/2010

	Revenue Deferred from Previous Year	+	ADD: Current Year Receipts (a)	-	DEDUCT: Transfers to (from) Other Consortia (Schedule 2)	-	DEDUCT: Deferred Revenue: Programming Grants (b) (Page 2)	=	Conditional Programming Grants Revenue (Page 1)
Conditional Grant Programs									
3742 Curriculum Coord	-		40,000		23,331		14,321		2,348
3748 AISI 2010	-		150,000				32,883		117,117
3745 Dist Learning Math 2007	-				(102,400)		72,400		30,000
Math Summer Institute	-								-
3730 Aboriginal Language	22,319						17,062		5,257
3728 Social Studies 2007	131,353						40,792		90,561
3734 Science 2007	2,185						-		2,185
3741 Distributed Learning 2009	82,637						-		82,637
3739 Implementation 2008-09	72,057						-		72,057
3739 Implementation 2009-10	95,000		330,000				293,291		131,709
3740 Elem Math Summer Institute 2009	5,675						-		5,675
3738 MA Math Implementation	171,941						-		171,941
3749 Implementation - infrastructure	75,000						-		75,000
3746 Off Campus Safety Handbook	40,000						40,000		-
									-
Total	698,167		520,000		(79,069)		510,749		786,487

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

Regional Consortium
Schedule 2 - Transfers to (from) Other Consortia
For the Year Ended August 31, 2010 (in dollars)

CONSORTIUM NAME: Northwest Regional Learning Consortium

			Amount Transferred 2009/2010 (a)
		Curriculum Coordinators (LN)(SAPDC)(CRC)(CARC)	23,331
Total	0		23,331
		Distributed Learning (Southern Alberta PDC)	(102,400)
Total	0		(102,400)
Total	0		-
		Total 0	-
		(Specify Program)	
Total		(Specify Program)	-
Total transfers			(79,069)

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

**Certification of
Regional Consortium Financial Statements
For the Year Ended August 31, 2009**

CONSORTIUM NAME: Northwest Regional Learning Consortium

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



(Signature) Chair of Consortium



(Signature) Financial Officer

Nov 24, 2010

Date

Dec 16, 2010

Date

NOTES TO FORMS 1 AND 2

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

Mathematics K to 9 Project Implementation Grant 2009-2010 Rationale

Because professional development is an ongoing event based on an ever evolving process that partners a wide range of stakeholders, NRLC believes that all members of that partnership will best be served through sharing resources, recognizing expertise within the region and designing professional development, in-service, and learning activities that are dynamic, organic and evolutionary in their nature. Professional development must respond, morph, and grow in response to the environment within which it is embedded.

When teachers see the links between innovations, change becomes a systemic, connected and therefore manageable process. "We are all in this together" replaces feelings of isolation and overload that can stall or derail change efforts". (Hall & Hord, 2004, Fullan, 2003; Guskey, 1994, 2001).

Program Development Goals

*Support Alberta Education's priorities
Identify our partner's and potential users' priorities and needs
Obtain feedback and follow-up
Network with other consortia
Avoid duplication of service
Evaluate and redirect*

Program Development Principles

*Based on Identified Needs of Consortium Members
Involve Consortium Partners in Planning
Opportunity for Ongoing Development & Support
Open to all Consortium Members
Ongoing and Follow Up Evaluation
Interactive and Focus on Practical Application
Multiple Site Locations
Central to a Number of Consortium Members
Utilize Local Expertise and Resources
Incorporate a Variety of Presentation Models*

The development of the NRLC Math Implementation Support plan is driven by the following tenets:

***Effective Collaboration is the process
Effective Practice provides the content
Effective Adult Learning is the 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 for through a variety of learning*

Plan to Support Math Implementation Goals

Given that students' 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 Mathematics Curriculum, 2007.



As Professional development is a shared responsibility, **NRLC** believes that our **role** in actualizing this goal **is to create strategies and professional development support that will provide teachers, administrators, and parents opportunities to deepen their understandings around, knowledge of, and expertise with instruction effective for implementing the intent of, the revised Alberta Program of Studies for Mathematics, 2007.**

Environmental Factors That Have Influenced Plan

Provincial Directives

Consortia will offer a wide variety of approaches and opportunities to include provision for such activities as:

- ✚ capacity building
- ✚ familiarity with programs of studies
- ✚ facilitating assessment practices
- ✚ establishing communities of teaching and learning practice based on related research
- ✚ assisting school authorities with their implementation plans and delivery models/approaches

Emerging technologies within the plan will allow for increased variety for adults to learn

Each Consortium may employ a subject area coordinator/consultants to help facilitate effective implementation and delivery plans and to suit regional and other stakeholders needs

Trends/Themes Identified from Local Needs Assessments

Working hand in hand with regional Superintendents, Curriculum co-ordinators, teachers, administrators, AISI leaders, district teams and math lead teachers/PD facilitators the following themes have been identified. The consultation process included formal and informal surveys, interviews, face to face meetings and feedback comments mined from evaluations of current programs.

Support that enables teachers to actualize the instructional focus and content of the revised Alberta Program of Studies for Mathematics in their classrooms :

- ✚ Expert input to guide teacher inquiry groups (PLC 's, AISI teams)
- ✚ Grade Level specific workshops to support planning and assessment
- ✚ Direct modeling and coaching in classrooms

Support that enables administrators to actualize their roles as instructional leaders in support of implementation of the revised Program of Studies for Mathematics:

- ✚ Just in Time Coaching Tools
- ✚ Information to share with Parents
- ✚ Infusion of expertise into planning professional development events/activities

Support that enables Local ATA and District PD committees and event organizers as they:

- ✚ Identify and book speakers and sessions for local and District PD to provide support that aligns with the philosophy, intent and instructional focus of the revised program of studies

Support that enables District Administrators, AISI Leaders, Curriculum Co-ordinators to identify, develop and utilize local expertise:

- ✚ Creating and sustaining local curriculum leaders/mentors and coaches
- ✚ Creating and sustaining networking opportunities to provide on going support to teacher inquiry groups with maximum impact and minimum disruption to their daily schedules
- ✚ Support with providing information to parents
- ✚ Support with infusing technology into delivery of professional development activities

Thoughts on Successes and Challenges

NRLC Mathematics Report 2009-2010

Prepared and Submitted by Geri Lorway, NRLC Mathematics Consultant

Successes

1) Systemic, Comprehensive Support

The NRLC approach to supporting curriculum implementation that focused mainly on providing workshop series with demonstration lessons built in, that included on going follow up opportunities and were supplemented with in school coaching has paid off. Whole schools, grade levels, and Districts participated in NRLC workshop series and are requesting continued support as they build on going implementation plans. *Examples: HFCRD used our workshop series from Grades 1 to 9 as PLC's for their mathematics teachers. All teachers of mathematics were registered. High Prairie Elementary School registered all of their Grades 2, 3, 5 and 6 teachers. GPCSD registered all of their Grade 3, 6 and 9 teachers.*

2) Buy- In Continues to Build: More Participation every year

“Innovations that have the best chance of sustainability are those that have constituencies grow around them.”

Larry Cuban 1997

As a locally responsive, immediately accessible agent for support with change, NRLC has the ability to respond within days to the emerging concerns of District teachers and administrators to help design programs, projects and provide expert, experienced transformational coaches.

(CJ Schurter School, HPSD 48, High Prairie Elementary School, HPSD 48; HFCRD Divisional Grade Level PLCs, GPCSD Grade 3, 6, 9)

3) Building Leadership Capacity

“Effective staff development is like effective teaching. It actively engages the learner who eventually learns to facilitate and sustain his/her own learning.”

Joyce, Calhoun, Hopkins 2000

NRLC has been able to provide access to transformational coaches who provide teachers with rich, provocative, experiences that focus their attention on teaching and learning mathematics, not “doing mathematics”.

As Local Districts have come to recognize the complex, personal nature of teacher change when it pertains to instruction, understanding and belief, NRLC has been able to provide support for a three year project aimed at developing a team of teachers as transformational coaches. Examples are available across the jurisdictions that demonstrate the confidence and these coaches are developing within their own practise, the leadership they are beginning to demonstrate within their schools and Districts.

(GPPSD, Tracie Anthony, Jennifer Koganow; PWSD, April Brown, Collette Simpson, Corry Stark; HPSD, Jenna Cox, Lasha Sebo, Andrea Pollock; FVSD, Leanne Miller, Kerstin Wilbur; GPCSD, Meiling Hong, Alicia Burdess)

4) NRLC Developed Resources

A list of Math Resources to support teacher learning and parent education can be accessed at <http://tiny.cc/Assessment Math>

- *Included on the site are cached tapes of Elluminate Presentations for K to 3, 4 to 6 and 7 to 9*
- *Tapes from the Senior High Institutes Jan and June 2010*
- *Powerpoint Presentations for use during Family Math Presentations*

Challenges

1) Sustainability

"Teachers need extensive help to learn and apply the ideas of current research on teaching. It is patently foolish to expect teachers to accomplish this by themselves. Apparently, teacher education and commercial materials have not helped teachers to teach conceptual understandings. Most materials present information that describes how to use algorithms to solve problems. This algorithm driven approach provides little or no help to teachers who desire to teach the conceptual underpinnings implicit to math." (Elmore 1992)

The past 30 years of research on professional development points to a number of critical components for effectiveness, no matter what the topic:

Teachers must

- practice their new skills in their classroom environment
- study and learn evidence-based strategies linked to the instructional content
- Engage in hands-on practice with new skills and strategies in the instructional context to effectively integrate those skills into their teaching repertoire.
- Receive long term on going coaching and access to expertise of sufficient duration to produce long-term sustained use of new strategies in the instructional setting. (up to 30 times)

Of all these components, provision of consultation in the natural setting is both the most challenging to deliver and the most important in terms of changing teacher practices. Teachers need opportunities to interact with, observe, demonstrate in front of and receive corrective feedback from experts as they study, implement, and build expertise with new skills in real-life contexts. Joyce and Showers found that approaches to educator training that included didactic sessions, demonstrations, practice, and on site coaching 95% of those teachers being trained were actually used the new skills in the classroom.

The key piece: the expert came to the trainees' classrooms, modeled the new skill with students, and offered feedback on trainee implementation of the skill.

Districts continue to request NRLC support in making available on site coaches to support teachers in this change. **THIS WORK NEEDS TO CONTINUE.** Grades K-1, 4 and 7 began this journey three years ago. They are only now seeing the impact that their willingness to adopt changes in their teaching are having across grade levels. Grades 3, 6, 9 and 10 are in their first year of implementation; they deserve and are demanding the same amount of time and support as their colleagues received. **Two more years minimum.**

2) Embedding Professional Inquiry and Coaching into the Working Day

Teachers must shift their priorities to spend some time daily or weekly studying teaching practices; focus on planning lessons and then reflecting on their effectiveness.

Teachers must be provided vivid examples of alternative teaching methods.

Teachers must learn to analyze students' work with the intent to use their growing understandings of how students think in order to adapt and refine their instruction and assessment. (NSDC, 2009)

An initial pilot series aimed at reaching K to 3 teachers in the North and delivered through Elluminate met with success encouraging us to pursue Elluminate and VC options with more vigor. It would appear that the key to success in this delivery mode rests with its use as a follow up to initial face to face contact. Keeping the experience hands on, minds on is a challenge and the ability to provide not just technical support to those who facilitate groups in this medium but a technical support person who has a rich and connected background in teaching mathematics for understanding and is willing participate in the sessions is proving to be an important component of success with this medium. A goal in the coming year will be to find ways to link directly into school and District PLC scheduling in order to provide support to teachers during their working day.

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- Willis, J., Thompson, A., & Sadera, William. (1999). Research on technology and teacher education: Current status and future directions. *Educational Technology Research and Development*, 47 (4), 29-45.

You can visit the **NRLC Mathematics Curriculum Corner** to preview plans, archived Elluminate sessions, and other support documents.

<http://www.nrlc.net/content/mathematics>

MOODLE SITE: Supports for Math K to 9 Implementation

<http://collaboration.pwsd76.ab.ca/course/view.php?id=76>

Family Math PowerPoints, Parent Newsletters

Assessment Samples

Lesson Samples

Activity Samples

Planning Samples

PD Video Samples

Cached Elluminate Presentations

Elementary & Junior High Cohort Planning and Assessment Pieces will be housed here

Support for Speakers:

ATA Day PRSD/HFCRD/MPTC

Speakers sponsored for math presentations to all divisions, Family Math, Administrators

Support for Leadership Capacity Building

Conversation Series: Peace River, Grande Prairie Dinner Series'

Elementary Cohort: cross jurisdictional leadership/coaching group

Junior High Cohort: cross jurisdictional leadership/coaching group

Mentoring District Coaches:

Meiling Hong: GPCSD

Marj Ferris: FVSD,

Corry Stark, April Brown: PWS D

Elementary Team: GPPSD

District Coaches: HPSD

AISI Leads: PRSD

Administrator Presentations: FVSD, GPPSD, HPSD

Number of Specific to Grade Levels Events:

Elementary Events: 41

Junior High Events: 21

Senior High Events: 19

Essential Condition	Action	Challenge
Teacher Buy In/Teacher Ownership		
<p>Teachers must see, feel, experience the need to change their approach to teaching and learning mathematics. Initiatives for change that become self sustaining are those that have “constituencies grow up around them” (Larry Cuban 1997).</p>	<p>Embed experiences within pd events that allow for the "aha" of sudden understanding. Embed evidence of student engagement, understanding and achievement. Provide models of different ways of "coming to know" mathematics.</p>	<p>This work will challenge their beliefs about themselves and their abilities. It is emotional work that can create feelings of anxiety and insecurity.</p>
Teachers Must Study the Mathematics		
<p>This curriculum demands that teachers teach math for understanding. They must understand how concepts are connected across grade levels and topics.</p>	<p>Embed opportunities for engaging in mathematical explorations into pd opportunities. Provide pd on teaching specific topics in ways that promote conceptual understanding. Cache samples and exemplars on Moodle Site.</p>	<p>Teachers were not taught mathematics this way. Uncovering and assessing conceptual understanding is a "new" idea for many. This work will challenge their beliefs about themselves and their abilities. It slow, cautious work must be sustained over long periods of time.</p>
Teachers Must Study the Curriculum		
<p>The front matter of the curriculum must be integrated into that study.</p>	<p>Make explicit links in all pd events to the significant sections of the front matter: Goals Processes Nature of Mathematics Relationships Instructional Focus <i>"Students will learn to set and attain achievable goals"</i></p>	<p>Provide models of non linear, integrated planning frameworks. Build links to other subjects and curriculums to allow teachers to see the integrated whole of teaching and learning as process. Link the focus on problems solving to all disciplines of study.</p>
Teachers Must Study Teaching		
<p>Through the use of manipulatives and a variety of pedagogical approaches, teachers can address the diverse learning styles, cultural backgrounds and developmental stages of students. Teachers must study, adapt and refine their teaching.</p>	<p>Provide vivid models of effective teaching through demonstration and observation lessons within workshops, on site visits to schools, video presentations during workshops. Provide planning and support for Districts to develop and distribute teacher coaches within their schools.</p>	<p>Teachers are studying ways of teaching that may not conform to their current beliefs or principles. Effective study of a new model of teaching can take as many as twenty to thirty hours; effective learning of the model may require fifteen to twenty active demonstrations (Joyce & Weil, 1999) and cannot be accomplished without direct coaching in the classroom.</p>
Teachers Must Study Student Learning		
<p>Students learn by attaching meaning to what they do, and they need to construct their own meaning of mathematics (<i>Alberta Program of Studies, 2007</i>)</p>	<p>Embed artifacts of student learning in pd experiences. Build a platform for sharing and engaging in student work on line, NRLC Moodle, Elluminate Sessions Provide samples of student learning for teachers to study: NRLC Moodle</p>	<p>Teachers must study student work samples that result from their change in practise. If the evidence from student work indicates that the innovation positively impacted achievement they will be more likely to incorporate it into their current practise.</p>
Systemic Support		
<p>Districts must develop and support the leadership capacity and expertise to sustain teacher growth. Implementation and sustainability are ultimately dependent on whether the essence of the reforms become part of the daily routines of the professionals who work in schools. (<i>Earl, Torrance, Fullan, Sutherland, Ali, 2003</i>)</p>	<p>Consulting Support Days specific to Districts to support implementation planning. Provide support for Parent, Aide and Administrator Presentations.</p>	<p>Change is an evolutionary process involving on going reflection and continuous re design. Even if desired changes are instituted successfully absent constant vigilance, organizations tend to revert back to older, familiar behaviors and attitudes. Change, once effected, must be institutionalized to endure.</p>

Event Summary 2009-2010

Summer Institute Seeing the World Mathematically
NRLC Provided Speakers

Summer Numeracy 2009 Two Day Event K to 9
Dr. Grayson Wheatley, Dr. Ralph Mason, Geri Lorway, Jackie Ratkovic

McATA Leadership Symposium: Triangulating Assessment
Team of K to 9 teacher leaders supported to attend

K to 6 Support 51 Events

Grade 2, 3, 5, 6 Peace River	Teacher Leadership Coaches co facilitating with Leadership Coach: Geri Lorway	Smartboards, Video tape Three /four day implementation series
Grades 2, 3, 5, 6 Grande Prairie	Teacher Leadership Coaches co facilitating with Leadership Coach: Geri Lorway	Smartboards, Video tape Three/ four day implementation series
Elluminate Pilot Series: K to 3	April Brown, Leadership Coach: Geri Lorway	Elluminate Series 4 parts
ATA Day Presentations	3 Teacher Speakers Provided	Grades 2, 3, 5
Mighty Peace Convention	2 Teacher Speakers Supported 3 Speakers Provided	K to 3, 4 to 6
Elementary Coaching Cohort:	Leadership Coach: Geri Lorway	Four day series: Cross Jurisdictional

7 to 9 Workshop Series 32 Events

Grade 7, Grade 8 Cohort	Jackie Ratkovic	Three day support for implementation series Smartboard Work included
Mighty Peace Teacher Convention 3 Sessions Provided	Jackie Ratkovic	
Grade 8/9 Cohort	Jackie Ratkovic	Three day support for implementation series Smartboard Work included
Junior High Assessment 3 Day Series Grande Prairie Peace River	Susan Ludwig	Two 3 day support for implementation series
Grade 9 Ready for Change: Grande Prairie	Jackie Ratkovic	Four day support for implementation series Smartboard Work included
Grade 9 Ready for Change: Peace River	Jackie Ratkovic	Four day support for implementation series Smartboard Work included
Grade 9 Ready for Change: Grande Prairie	Jackie Ratkovic	Four day support for implementation series Smartboard Work included
Junior High Coaching Cohort	Geri Lorway	Cross Jurisdictional

Senior High Pre-Implementation Support 21 Events

Ready for Change: Senior High:	Susan Ludwig	Pre-Implementation Day
Ready for Change: Senior High:	Susan Ludwig	Pre-Implementation Day
Senior High Institute January	Peter Lilejhedal	Provincial WeB CAST Local Facilitators Supported
Senior High Institute June	Peter Lilejhedal Local	Provincial WeB CAST Local Facilitators Supported
Senior High Leadership Cohort Building Local Capacity	Peter Lilejhedal	Illuminate Local Facilitators Supported
Mighty Peace Convention 2 Days Planning for 10C	Dr. Ralph Mason	Open to all Senior High Math Teachers
Common Ten UBD Planning	Susan Ludwig	Illuminate 4 Part Planning Series
Common Ten Pre Implementation Planning Peace River	Roslind Carson	On site planning with teachers
Math 10C Lesson Analysis UBD One day, 4 sites	Joan Coy	On site presentation introducing On-line materials available for Common Ten

Direct to District Support Days

Detailed on following pages

Consulting and planning support days to districts were used for Administrative Presentations, Family Math Night Planning, Specific grade level PLC support, On Site Demonstration Lessons, In School Coaching, Coaching Workshop Leaders, Coaching Coaches

PWSD: Contacts: Ian Osborne, Corry Stark, Mike McKay
2009-2010 In-School Support from Northwest Regional Learning Consortium

Math Implementation-PD Strategy—Direct Support to PWSD76 from NRLC. NRLC Math Project Coordinator/Consultant: Geri Lorway Phone (780) 826-1495 glorway@telusplanet.net			
<i>Date</i>	Event	Who	Where
August 5	Planning	Corry Stark: Div 1 & 2	Teepee Creek
October 23	Workshop	Corry Stark: Div 1 & 2	Beaverlodge
December 18	Planning	Corry Stark: Div 1 & 2	Grande Prairie
May 18	Planning	Corry Stark: Div 1 & 2	Grande Prairie
Nov 24, Jan 8, Feb 25, June 2	Elementary Cohort	April Brown, Corry Stark	Grande Prairie
April 30	Assessment Symposium	Corry Stark	Calgary

The days above were provided with no charge to PWSD.

NRLC Math Implementation Supports PWSD Teachers participated in 2009-2010

- **Summer Numeracy** August 2009
- **Dinner Conversation Group:** monthly meetings, strong PWSD participation
- **Elementary Cohort:** 1 PWSD teacher sponsored
- **Grade 2,3,5,6: Workshops Series'** Various teachers participated
- **MPTC:** NRLC sponsored speakers for Div 1,2,3 and 4, Admin Presentation and Family Math Presentation
- **Senior High Institute Days** January & June 2010
- **Junior High Assessment Series** Susan Ludwig
- *This series was set up as a specific response to Mike McKay's request for support for his Junior High Cohort*
- **Introduction to Change at the High School** Susan Ludwig
- **Illuminate Senior High Planning Series** Susan Ludwig
- **Assessment Symposium:** 1 teacher sponsored from PWSD
- **Common 10 Lesson Analysis UBD:** Joan Coy Senior High

All NRLC Math Events are subsidized by AB ED grants. Participants are charged a minimal administration fee to cover registration and refreshments.

Fort Vermilion SD Contact: Kathryn Kirby
2009-2010 Direct to District Support from NRLC

Date	Grades	
September PD Day	2 and 5	April Brown, Geri Lorway
March 2	K to 6 Coaching, Workshops, Demo Lessons, Dinner Meetings	Geri Lorway
March 3	K to 6 Coaching, Workshops, Demo Lessons, Dinner Meetings	Geri Lorway
March 4	K to 6 Coaching, Workshops, Demo Lessons, Dinner Meetings	Geri Lorway
May 20	K to 6	School Visits, Demos, Workshops, Planning
May 21	Grades 2,3,4,5,6 & Senior high	April Brown Geri Lorway Joan Coy Meiling Hong
Various Dates	Coaching Support to Junior High Lead	Jackie Ratkovic
Dec 9, Jan21, Feb 3, Feb 17, Mar 24	K to 3 Elluminate Series	Geri Lorway, April Brown

The days above were provided with no charge to FVSD.

NRLC Math Implementation Supports FVSD Teachers participated in 2009-2010

- **Summer Numeracy** August 2009
- **Grade 2,3,5,6,7,8,9: Workshop Series** Various teachers participated
- **Junior High Cohort:** 1 FVSD teacher sponsored
- **Ready for Change Senior High Presentation:** Susan Ludwig
- **Senior High Institute Days** January & June 2010
- **Elluminate Series K to 3 Math:** 4 evening pilot specifically for FVSD
- **Administrators Presentation:** Susan Ludwig

All NRLC Math Events are subsidized by AB ED grants. Participants are charged a minimal administration fee to cover registration and refreshments.

HFCRD: Contact: Dana Laliberte
2009-2010 Direct to District Support from NRLC

Math Implementation-PD Strategy—Direct Support to Districts from NRLC.

NRLC Math Project Coordinator/Consultant: Geri Lorway
 Phone (780) 826-1495 glorway@telusplanet.net

<i>Date</i>	<i>Grades</i>		
Sept 23	Grade 5	PLC Support, Family math Planning Team	Geri Lorway
Sept 24	Grade 3	PLC Support	Geri Lorway
Sept 24	8/9	PLC Support	Jackie Ratkovic
Oct 14	7 to 9	Holy Rosary Manning	Jackie Ratkovic
Oct 15	7 to 9	Glenmary	Jackie Ratkovic
Dec 7	8/9	PLC Cohort	Jackie Ratkovic
Feb 23	8/9	PLC Cohort	Jackie Ratkovic
Mar 23	7 to 9	MacLennan	Jackie Ratkovic

All HFCRD teachers participated in our Grade specific Workshop Series this year. Grade 1 to 6 with Geri Lorway, April Brown, Collette Simpson and Meiling Hong. Grade 7 to 9 with Jackie Ratkovic.

NRLC Math Implementation HFCRD Teachers participated in 2009-2010

- **Summer Numeracy** August 2009
- **PRSD/HFCRD ATA Day** Speakers provided
- **Dinner Conversation Group**
- **Elementary Cohort:** 2 HFCRD sponsored
- **Junior High Cohort:** 2 HFCRD teachers sponsored
- **Speakers for MPTC:** Div 1,2,3 and 4, Admin Presentation and Family Math
- **Senior High Institute Days** January & June 2010
- **Junior High Assessment Series** Susan Ludwig
- **Introduction to Change at the High School** Susan Ludwig
- **Illuminate Senior High Planning Series** Susan Ludwig
- **Assessment Symposium:** 1 teacher sponsored from HFCRD
- **Joan Coy Series**

All NRLC Math Events are subsidized by AB ED grants. Participants are charged a minimal administration fee to cover registration and refreshments.

GPPSD Contact: Sharron Graham
2009-2010 Direct to District Support from NRLC

Math Implementation-PD Strategy—Direct Support to GPPSD from NRLC.			
NRLC Math Project Coordinator/Consultant: Geri Lorway			
<i>Date</i>	<i>Event</i>		
Feb 26	Grade 8 Coaching	Grade 8 PLC group	Jackie Ratkovic (Junior High)
October 23	Grade 2 Workshop	All Grade 2 teachers	Geri Lorway Grande Prairie
Nov 25	Coaching Support	Senior High/ Michelle Blair	Susan Ludwig Grande Prairie Composite High
January	Grade 5 Workshop	All Grade 5 teachers	Geri Lorway Grande Prairie
January 29	PD Day	All K to 6 math teachers	Geri Lorway/ April Brown Grande Prairie
March 24	Coaching Support	Senior High/ Michelle Blair	Ralph Mason Grande Prairie Composite High
April 30	Grade 9 Coaching and PLC	Grade 9 PLC group	Jackie Ratkovic (Junior High)
May 19	Admin Presentation	All GP Admin	Geri Lorway, Jackie Ratkovic
Nov 24, Jan 8, Feb 25, June 2	Elementary Cohort	Tracie Anthony, Jennifer Koganow, Lois Leibel	Geri Lorway Grande Prairie
April 30	Assessment Symposium	Tracie Anthony	Calgary
June 1	JR High Cohort	Jill Burgess, Tracie Trace	Geri Lorway

The days above were provided with no charge to GPPSD.

NRLC Math Implementation GPPSD Educators participated in 2009-2010

- **Summer Numeracy** August 2009
- **Admin Dinner Meeting:** August 2009
- **Dinner Conversation Group:** monthly meetings
- **Grade 2,3,5,6,7,8,9: Workshops Series** Various teachers participated
- **Elementary Cohort:** 3 GPPSD teachers sponsored, 7 participated
- **Junior High Cohort:** 2 GPPSD teachers sponsored, 3 participating
- **Speakers for MPTC:** Div 1,2,3 and 4, Admin Presentation and Family Math
- **Senior High Institute Days** January & June 2010
- **Junior High Assessment Series** Susan Ludwig 3 Days
- **Introduction to Change at the High School** Susan Ludwig
- **Illuminate Senior High Advisory & Planning Series** Susan Ludwig Linear Functions Unit
- **Lesson Analysis 10C UBD:** Senior High Support Joan Coy

All NRLC Math Events are subsidized by AB ED grants. Participants are charged a minimal administration fee to cover registration and refreshments.

HPSD 48: Contact: Evan Dearden
2009-2010 Direct to District Support from NRLC

Math Implementation-PD Strategy—Direct Support to HPSD from NRLC NRLC Math Project Coordinator/Consultant: Geri Lorway Phone (780) 826-1495 glorway@telusplanet.net			
<i>Date</i>	Event	Who	
Nov 17	K to 6 Coaching	AISI Project Support : Kinuso	Geri Lorway
Nov 18	K to 6 Coaching	AISI Project Support: Fahler	Geri Lorway
Dec 8	Admin Presentation	AISI Project Support	Geri Lorway: High Prairie
Feb 9	K to 6 Coaching	AISI Project Support	Geri Lorway: Schurter School
Feb 24	Coaching Demonstrations	Grade 7 to 9	Jackie Ratkovic: Donnelly School
April 26	Coaching Demonstrations	Grade 7 to 9	Jackie Ratkovic: Prairie River School
April 29	Coaching Demonstrations	Grade 7 to 9	Jackie Ratkovic: Kinuso School
Nov 24, Jan 8, Feb 25, June 2	Elementary Cohort	Jenna Cox, Melissa Julia Drefs, Kim Corless	Grande Prairie
April 30	Assessment Symposium	Brenda Coloumbe, Andrea Pollock	Calgary
June 1	Junior High Cohort		Grande Prairie

The days above were provided with no charge to HPSD 48.

NRLC Math Implementation HPSD Teachers participated in 2009-2010

- **Summer Numeracy** August 2009
- **Grade 1, 2, 3,4, 5, 6 Workshop Series** All HPE teachers participated in these 4 day series
- **Elementary Cohort:** 2 HPSD sponsored teachers, 4 participated
- **Junior High Cohort:** 1 HPSD teacher sponsored
- **Senior High Institute Days** January & June 2010
- **Illuminate Senior High Advisory & Planning Series** Susan Ludwig
- **Assessment Symposium:** 1 teacher sponsored from HPSD, 2 attended
- **Common 10 Lesson Analysis UBD:** Senior High Series Joan Coy

All NRLC Math Events are subsidized by AB ED grants. Participants are charged a minimal administration fee to cover registration and refreshments.

PRSD: Contacts: Carol Fedoruk, Gail McNabb
2009-2010 Direct to District Support from NRLC

Math Implementation-PD Strategy—Direct Support to PRSD from NRLC.			
NRLC Math Project Coordinator/Consultant: Geri Lorway Phone (780) 826-1495 glorway@telusplanet.net			
Date	Event		
Feb 2	Div One Cohort	Implementation Support	Kennedy Elementary, Geri Lorway
Feb 3	Div Two Cohort	Implementation Support	Berwyn School, Geri Lorway
Feb 4	Classroom /visits	Grade 5/6, 5, 2	Nampa, Kennedy, Springfield Schools
March 30	Div One Cohort	Implementation Support	Kennedy Elementary, Geri Lorway
March 31	Div Two Cohort	Implementation Support	Berwyn School, Geri Lorway
May 4	Div One Planning	Year Planning	Kennedy Elementary, Geri Lorway
May 5	Div Two Planning	Year Planning	Berwyn School, Geri Lorway
June 24	Common 10	Planning	Roz Carson
June 25	Common 10	Planning	Roz Carson

The days above were provided with no charge to PRSD.

NRLC Math Implementation Supports PRSD Teachers participated in 2009-2010

- **Summer Numeracy** August 2009
- **Dinner Conversation Group:** monthly meetings
- **Elementary Cohort:** 2 PRSD teachers sponsored
- **Junior High Cohort:** 2 PRSD teachers sponsored
- **Grade 1,2,3,4,5,6: Workshops Series'** Various teachers participated
- **Ready for Change Series: Grade 9:** Four days at Peace River High with Jackie Ratkovic
- **PRSD/HFCRD ATA Day** Speakers provided
- **MPTC:** NRLC sponsored speakers for Div 1,2,3 and 4, Admin Presentation and Family Math Presentation
- **Senior High Institute Days** January & June 2010
- **Junior High Assessment Series** Susan Ludwig
- **Introduction to Change at the High School** Susan Ludwig
- **Illuminate Senior High Advisory & Planning Series** Susan Ludwig
- **Lesson Analysis 10C UBD:** Senior High Support: Joan Coy

All NRLC Math Events are subsidized by AB ED grants. Participants are charged a minimal administration fee to cover registration and refreshments.



Grant Background:

Alberta Education provided two grants (2005-2007 \$600,000; 2007-2010 \$525, 000) to NRLC to provide implementation support of the new Social Studies program. All budget funds were expended as of January 2011. See summary social studies report 2005-2010 for complete details.

Overarching Project Goal:

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 identified **an overarching goal for our project:**

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 studies 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)

Overview

This implementation plan was developed by the Project

Coordinator in consultation with the NRLC Executive Director and the Zone One Advisory Committee, and based on feedback and data collected every year of the implementation project. From 2005 through 2010 the plan followed the cycle laid out in the *Guide to Comprehensive PD Planning* and included innovative professional development strategies to address all grant requirements. These are fully outlined in the complete project plans for each year (available on the NRLC website at www.nrlc.net).

The plans included multiple entry points and the menu of learning opportunities was scaffolded to ensure that teachers would be able to access professional development that met their learning needs whether they were initiating, developing or sustaining their growth. This grant supported implementation over five school years (from 2005 through 2010) and this executive summary rolls up data to the end of August, 2010.

Regional Background/Context

The NRLC region includes nine school districts as well as francophone, band, private and charter schools in a large geographic area that covers the northern half of Alberta. The combination of rural and urban schools makes for a multiplicity of teaching assignments and professional development needs. NRLC is responsive to emerging needs from all stakeholders and recognizes that adaptability and flexibility are essential to ensure all needs are met. Programs are provided in many locations throughout the zone to reduce travel time. Local facilitators, district requested and organized days, as well as building more local expertise through the cohorts have all helped to meet more local needs. The final year of the project saw a decrease in the number of general sessions, while maintaining a strong complement of collaborative cohort sessions. Participant satisfaction remained strong throughout the 5 years and there is much data to support the suc-

Partners in Curriculum Implementation



Facilitators demonstrate, design, develop and deliver quality PD

Leadership Cohorts develop in-depth knowledge of the curriculum and share with other zone/district teachers.

Curriculum Facilitators provide sustainability; facilitate, model, mentor; small group or 1 to 1

Project Coordinator create, coordinate, collaborate, communicate

Administrators show leadership, walk the talk, provide resources, encourage participation

Teachers we need to nurture & support; guide and mentor; listen to their voices

Executive Director works collaboratively with all zone and project partners.

Provincial Social Studies Project Coordinators, Alberta Ed share resources, work collaboratively

Central Administrators provide support to all levels of the project.

Advisory Committee - influential, informative, innovative, implementation ambassadors

Description of Learning Opportunities	# of Learning Opportunities	# of Participants
NRLC Sessions	Dec 2010: 2 09-10: 32 08-09: 53 07-08: 43 06-07: 49 05-06: 37	Dec 2010: 42 09-10: 205 08-09: 818 07-08: 688 06-07: 852 05-06: 845
District Days	Dec 2010: 9 09-10: 27 08-09: 21 07-08: 51 06-07: 45 05-06: 18	Dec 2010: 61 09-10: 484 08-09: 319 07-08: 1655 06-07: 984 05-06: 441
Admin Session Webcast sessions Anne Davies series Admin sessions Admin sessions	09-10: 1 07-09: 6 + 4 07-08: 6 06-07: 2 05-06: 9	09-10: 30 08-09: 130 + 79 07-08: 1848 06-07: 71 05-06: 226
Totals—NRLC & District Days	Dec 2010: 11 09-10: 60 08-09: 81 07-08: 100 06-07: 98 05-06: 64	Dec 2010: 103 09-10: 719 08-09: 1346 07-08: 4191 06-07: 1907 05-06: 1512
MPTC, District Curr Facilitators (delivered by others)	09-10: 19 08-09: 16+ 31 07-08: 20+25 06-07: 74 05-06: no stats	09-10: 160 08-09: 254 + 177 07-08: 337 + 176 06-07: 270 05-06: no stats
Annual Totals	Dec 2010: 11 09-10: 79 08-09: 128 07-08: 145 06-07: 172 05-06: 64	Dec 2010: 103 09-10: 879 08-09: 1949 07-08: 4704 06-07: 2177 05-06: 1512
Grande Total	599 sessions	11324 participants

Highlights, Successes and Challenges of the Past 5 Years

Did this project make a difference and how do you know? Evidence of success?



A Number of Project Successes
Partnerships, Collaboration
Leadership Cohort Groups
Social action projects in communities
District support & participation
Funding, Project Coordinator
Moodle & Wiki Spaces for collaboration
Weaving Children's Lit, Admin Toolkit
Introduction of Webinars, new tech

Barriers Identified by Teachers to attending PD (in ranking order)
Competing Priorities
Distance from Workshops
Available Subs
Funding

A Few Project Challenges
Multiple perspectives
Late buy in, PD overload
Curriculum Facilitator approach
Measuring implementation success
Attendance at sessions

Teacher Surveys Said:
Increasing levels of confidence/competence over time
Increasing confidence re teaching strategies, assessment practices
Still require more PD
Expect to change the way they teach
NRLC sessions assisted them

**This PD (cohort group) has changed my planning. It has enhanced my knowledge of how to implement the social studies program, which will make my teaching more effective and efficient. I am very thankful for this time to plan with my colleagues. As teachers we are always expect to improve our delivery and assessment methods, but are never given enough time to plan, so thank you very much.*

**There were multiple SS sessions where PWSD partnered with NRLC to offer opportunities for collaboration with other divisions. This has proven to be very effective at expanding collective capacity. Moodle collaboration has been effective in bringing people together from multiple divisions to learn about this LMS and create collaboration spaces.*

Zone One Districts: 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, NRLC, ARPDC

Being an interpreter suits Harris to a T/D2
Twilight's future bright/D4

Alberta teen pays tribute to war heroes

Home Now captures national sentiment

EDITOR: MERRI SHEETMAN, TEL: 429-8241, a&e@postmedia.com

4 Peace Country Sun - Friday, March 26, 2010

Three Little Buffalo students off to United Nations

Principal hopes to shed light on socio-economic problems in the First Nations community

Kristanna Grimmett
QMI Agency

Three Cadotte Lake school students from Little Buffalo join a United Nations delegation in New York City this week after writing essays on their personal experiences growing up in Little Buffalo.

Their principal hopes the contest will motivate youth in the community, most of whom don't graduate and who lack basic services.

Leticia Gladue, 15, Daphne Omiyayak, 16, and Dawn Seseesquon, 17, are spending this week in New York City.

The trip began Monday.

The delegation is sponsored by Amnesty International, the Canadian Friends Service Committee (Quakers), KAIROS: Canadian Ecumenical Justice Initiatives, the Alberta Federation of Labour and the Agriculture Union.

Students will also visit New York's Smithsonian Institution and research centre.

The event coincides with the 20th anniversary of a UN ruling that Canada failed to protect the rights of the Lubicon Cree and that the province failed to manage development in the area had harmed the local economy and way of life.

Gladue spoke to the Peace River Record-Gazette on a break between classes last Friday, saying she's excited and "overwhelmed" by what lies ahead in New York City.

Gladue, whose essay was called "My Community, My Community and Me: How our Human Rights are Repeatedly being Violated and Ignored," said English is her favourite subject. She hopes to become a paediatrician or a psychiatrist.

"It's OK, I guess. It's just boring and there's not much to do," said Gladue of being a teenager in Little Buffalo.

She goes quadding and does homework after school. Her parents have helped her to steer clear of drugs and alcohol, which she says are a problem. She'd think that a community centre is needed more than anything.

Many of the people in Little Buffalo, the small First Nation community about 100 kilometres east of Peace River, live in poverty and without running water. The First Nation has never settled a federal land claim.

Last September, Indian and Northern Affairs Canada (INAC) took over management of the band's financial management due to an ongoing leadership dispute and concerns over service delivery.

Brian Alexander, principal of Little Buffalo school at Cadotte Lake, and in his first year in the community, said the essay competition provided a chance for kids to learn the history of the Lubicon people.

Many, including Alexander himself, were unaware of the full history of the First Nation's decades-long struggle with the federal government over the land claim settlement.

"He's found that living conditions are worse there than in his native Caribbean and that most students lack motivation to finish high school or plan for a future. Despite that, they rank high in Northland School Division evaluations, he said.

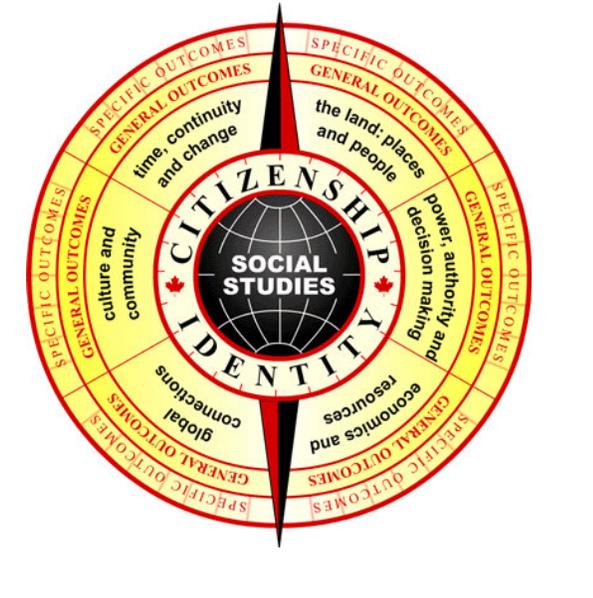
"People are living in poverty and in Third World conditions. The kids are living in the richest province in the country and they have nothing," he said.

Of about 30 high school students to begin the year, only 15 remain. "We will graduate this year," he said.

Alexander wants a library, a community centre and other activities for the students.

"There's no softball league, no soccer, no swimming. Because they have nothing to do they're often wandering around the neighbourhood."

He had to close the school for 11 days this year due to lack of running water. Students stayed home on those days, Alexander said.



Alberta Regional Professional Development Consortia (ARPDC) Goals and Distributed Professional Learning (DPL) Highlights



ARPDC received a grant to continue the planning and implementation of Distributed Learning Models for Professional Development. This table provides highlights of regional consortium work during 2009-10:

ARPDC* GOALS	HIGHLIGHTS 2009-10
<p>Facilitate professional development which supports the effective implementation of:</p> <ul style="list-style-type: none"> ● the Alberta Education Business Plan ● jurisdiction and school education plans ● Regional School Council priorities 	<ul style="list-style-type: none"> ● Central Alberta Regional Consortium (CARC) on behalf of ARPDC brokered with the Southern Alberta CTS Resource Center (Calgary Board of Education) and the Northern Alberta CTS Resource Center (Red Deer Catholic School and Partners) to provide webinars for CTS teachers across the province focused on support for implementation of the new program. www.ctspd.ca/ 50 webinars were designed and delivered and the cached webinars have been viewed 1195 times. www.carcpd.ab.ca/elearning/archive/index.html#apm1_2 A CTS provincial moodle was created with 1131 members from across the province. www.ctspd.ca
<p>Facilitate professional development which supports the effective implementation of curricula, including instruction, assessment, and student learning outcomes.</p>	<ul style="list-style-type: none"> ● Learning Network (LN) – The Distributed Learning program delivered foundational knowledge for social studies teacher PD cohorts using face to face, webinars, school/classroom visitations and social networking. Elluminate provided continuous medium for facilitation of modeling and coaching opportunities for the cohort throughout the series. Webinars were reported as an excellent learning experience for provision of foundational knowledge (98%) and identified as effective in limiting classroom absence, substitute teacher availability, and time/travel costs, ● Calgary Regional Consortium (CRC) – Emerging Literacy’s in Grade 5-8 Humanities cohort. For this project, 18 teachers and curriculum leaders met for five days to learn how emerging technologies, when used in meaningful ways, can support teaching and learning in Grade 5-8 Humanities. Cohort participants demonstrated their learning by creating a project that integrated emerging technologies into a specific area of Language Arts and Social Studies. Work examples and Interview with four participants: http://wiki.crcpd.ab.ca/groups/cohortinterviews/ ● Southern Alberta Professional Development Consortium (SAPDC) implemented a Social Studies Moodle, which provided support for effective implementation of the Social Studies curriculum, including instruction, assessment and student learning outcomes. One superintendent reported, “Our newest social studies teacher followed the lessons and resources provided by the teacher on the Moodle and her students achieved our highest SS results!” ● Northwest Regional Learning Consortium (NRLC) collaborated with LN and Edmonton Regional Learning Consortium (ERLC) to present sessions with a noted assessment specialist and author. These sessions were hosted across the province with up to 49 sites linked in at one time. The topic was relevant across grade levels although breakout rooms were used to differentiate the instruction within the larger webinars. This was a series hosted over time, and the entire series was repeated three times during the year due to demand. Interview with Ken O’Connor – https://sas.illuminate.com/site/external/jwsdetect/playback.jnlp?psid=2010-10-01.1243.M.AE5B67751DAE53412C9BA911E7B6CF.vcr&sid=2009272 ● CARC utilized a moodle for cohort groups in Social Studies, Math, French, High School Science and Technology to collaborate, share and communicate between face to face sessions. Eleven courses were set up in the moodle with 541 discussion threads and 1,977 access to share resources. ● Based on the success of last year’s Social Studies Implementation project using job embedded PD support, SAPDC and CARC is offering a similar model to support the High School Math Implementation, extending the access to the work provincially. In order to use Moodle as the resource repository and a safe, secure place for professional conversations, it requires technical support for setup and ongoing work to maintain accounts. http://moodle.sapdc.ca/moodle/ ● ARPDC hosted two senior high mathematics institutes. In an effort to provide as equitable access as possible to all teachers across the province, these institutes were broadcast out to 11 sites across the province from a host site. In January, CRC hosted the institute and used videoconferencing to broadcast the institute to over 600 teachers. In June, ERLC used webcasting for the first time to broadcast out to over 400 teachers across Alberta. ARPDC is testing different technologies to determine which might best support various types of professional development.

ARPDC* GOALS	HIGHLIGHTS 2009-10
<p>Coordinate, broker, and act as a referral centre to assist stakeholders to identify available professional development resources.</p>	<ul style="list-style-type: none"> ● LN – Support for implementation of High School Science. The consortium worked with presenters, Alberta Education and 2Learn to plan and record sessions to support implementation of Physics 20/30. The sessions have been edited and posted on the 2learn site and accessible for all in the province to access. The consortium worked with 2learn to start a Physics teacher's discussion and sharing group. www.2learn2gether.ca/groups/orca/topic/--2010-03-10.htm ● Consortium provincial francophone (CPF), providing service to francophone districts across the province, coordinated the delivery of a provincial video-conference with four sites and 86 participants in support of the learning management system for the Healthy Schools (Écoles en Santé) Initiative. ● NRLC hosted eight meetings via Elluminate for one of their stakeholder partners that wanted to set up PD days for their entire jurisdiction based on survey results. They designed electronic surveys, put together a profile of PD possibilities, and met with key individuals from this stakeholder group via Elluminate to design three full PD days for 300 teachers.
<p>Deliver professional development based on the identified and emerging needs of educational stakeholders.</p>	<ul style="list-style-type: none"> ● CRC – An ongoing project in 2009-2010 focusing on supporting embedded PD within a school community as they move towards the integration of emerging technologies in their classrooms. Interview with the principal at the end of the project June, 2010). http://wiki.crcpd.ab.ca/groups/cohortinterviews/ ● ERLC has partnered with the staff at St. Mary and St. Monica Catholic Elementary Schools, and Millgrove School to provide a practitioner-to-practitioner model of professional development with a primary focus on the appropriate use of technology using the TPACK model. Teachers in the ERLC region identified a need to not only learn about the technology (like interactive white boards) but also to see good models of classroom practice. This model takes participants into the school to work with colleagues and a new adult learning design.
<p>Promote and support the development of professional development leadership capacity.</p>	<ul style="list-style-type: none"> ● ERLC and CARC – Districts have identified a need to support PD leaders who facilitate job embedded learning with materials that align with Alberta's program of studies. PD resources to support PD leaders are available under PD resources at www.erlc.ca and www.carcpd.ab.ca/. ● ARPDC consultants supported facilitators in developing the skills to deliver learning using emerging technology (e.g.,NRLC: Interview with Wally Diefenthale). Interview with Wally Diefenthaler http://erlc.ca/resources/resources/wallytechnology/
<p>Provide educational stakeholders with access to professional development at a reasonable cost.</p>	<ul style="list-style-type: none"> ● CPF – Using Elluminate has been essential to the delivery of cost effective learning opportunities. Participants appreciate joining their colleagues from across the province and participating in a variety of cohort and series offerings. Opportunities were also supported in various Learning Management System (e.g., allowing teachers to access archived materials, share resources and ask questions). Many of these learning opportunities would have not been viable to offer in a face-to-face format due to cost of delivery. Some areas of specialty have very few teachers in them and are dispersed across the province (e.g., high school science teachers). There is also the case of the lack of substitute teachers in these areas, so the delivery of these offerings after school hours has been appreciated. ● ARPDC – All consortia utilized webinars to provide professional development for teachers and adult learners for \$20 per session/site with multiple participants often taking advantage from one site. Access to archived webinars is free.

LOOKING FORWARD – 2010 AND BEYOND

Moving forward, **ARPDC** will maintain their strong focus on providing coordinated, collaborative, comprehensive adult learning for student's sake, supported by technology-mediated strategies. Moodles, webinars, webcasts, video-conferencing, wikis, blogs and emerging web 2.0 social networking tools will be used to support distributed professional learning province-wide, providing choice and variety to stakeholders. **ARPDC** will continue to collaboratively develop legacy materials (e.g., conversation guides, videos), that can be readily accessed from one site to provide for equitable access to adult learning opportunities. Regional consortia leaders will continue their work with local advisory committees to identify emerging needs, and anticipate increased requests to act as planners and brokers of PD based on their experience and expertise in distributed professional learning. (e.g., Math Institute, Early Learning Symposium).

* Regional consortia are governed by Education Stakeholders: CASS, ATA, ASBA, ASBOA, ASCA, post secondary representatives and Alberta Education. The board is responsible for ensuring consortia address the ARPDC goals. The seven consortia in the province are known as ARPDC (Alberta Regional PD Consortia).





