

*Regional Curriculum Implementation Report
Grant 2008-0665*



2009-2010 (Year Two)

The Northwest Regional Learning Consortium operations office is located in the Lions Learning Centre on the South side of Grande Prairie.



This facility also houses the Bridge Network (GPPSD School), as well as the Pregnant and Parenting Teen Society, the Grande Prairie Council for Lifelong Learning, and the Grande Prairie Lions Club.

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“Morning Frost” Cover Photo Compliments of Tammie Diesel

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Executive Summary - Project Background

Alberta Education has provided **an annual grant of \$330,000.00** each year for three years (through August 2011) to Northwest Regional Learning Consortium (NRLC) **to provide curriculum implementation support that aligns with Alberta Education's Curriculum Implementation Cycle and Zone One regional priorities** (Appendix CA *Schedule B Alberta Education Grant 2008-0665*). Within the total grant funding, annual base funding in the amount of \$75,000.00 has been allocated by Alberta Education to assist with sustainable human resources to support grant delivery.

As part of the **grant deliverables**, specific requirements have been identified including providing a **comprehensive plan developed by Zone One members and NRLC** (Appendix CB NRLC Comprehensive PD Working Plan 2009-2010). The plan is based on *A Guide to Comprehensive PD Planning* as well as consultation work completed with our zone advisory committee and information provided through zone surveys and assessments. This plan and its appendices are the submission for NRLC's annual project plan 2009-2010, the second of three annual plans to be submitted under Alberta Education Grant 2008-0665.

The NRLC Curriculum Implementation Project seeks to meet the expectations of Alberta Education while working collaboratively with Zone One members, providing a framework that includes quality professional development opportunities for teachers and leaders in the interest of improved student learning. Data collected for the implementation project remains focused on the specific processes surrounding the professional development experiences.

Data collection reflecting student performance remains the responsibility of school jurisdictions as per policies and procedures set out by Alberta Education. As a member of this dedicated team, NRLC remains interested in data on student performance shared by school jurisdictions and is responsive to input from jurisdiction leaders as to how NRLC might support teacher professional development in the region in the interest of improved student learning.

Regional Context

- NRLC provides services and learning opportunities for 159 public and separate schools located within 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. This zone has a teaching staff of over 2000 fte serving over 34000 students.
- A number of jurisdictions have a high percentage of FNMI students; some include Colony and/or 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.
- 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, which serve both public and private districts, 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 collaborative 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 compliment and enrich teacher learning.

Project Design

The NRLC Curriculum Implementation Plan design is based on the planning model found in *A Comprehensive Guide to PD Planning* with consideration given to the pillars that support Alberta Regional Professional Development Consortia (ARPDC) beliefs surrounding curriculum implementation.

Effective Collaboration

Collaboration and communication are at the heart of the project design. Effective collaboration guides the **process** by which the project is developed, implemented and evaluated. Collaboration with, between and among stakeholders is critical.

Effective Practice

Professional development opportunities are designed to impact teacher practice. The goal to support effective teacher practice guides decisions about the **content** of the professional learning opportunities.

Effective Adult Learning

Consideration for the specific needs of the adult learner guides the design of professional learning opportunities. A variety of formats for professional learning exist, and these varied formats are reflected in the project plan. Consideration of the adult learning **context** is an essential component of the project design.

The design is also based on the six goals of ARPDC, outlined as follows:

1. **Facilitate** professional development which supports the effective implementation of components of:
 - a. Alberta Education Business Plan,
 - b. Jurisdiction and school education plans; and
 - c. Regional school council priorities/plans.
2. **Facilitate** professional development which supports the effective implementation of curricula, including instruction, assessment, and student learning outcomes.
3. **Coordinate, broker and act** as a referral centre to assist stakeholders to identify available professional development resources.
4. **Deliver** professional development based on the identified and emerging needs of educational stakeholders.
5. **Promote and support** the development of professional development leadership capacity.
6. **Provide** educational stakeholders with access to professional development at a reasonable cost.

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

The NRLC Curriculum Implementation Plan is designed to support teachers in this regard.



NRLC 2009- 2010 Curriculum Implementation Report



Overview of Goals and Strategies 2009-2010 Summary

Overarching Goal:

To provide curriculum implementation support opportunities to teachers and administrators in the NRLC region, including curricula outlined in Alberta Education's Curriculum Implementation Cycle, and Zone One district education priorities. *(This overarching goal is written to align with the 6 goals of ARPDC – see Project Design, page 4, for a complete listing of these goals. Additionally each of the goals below is also correlated directly to Grant 2008-0665 Schedule A Deliverables as noted below).* **Schedule A and B are Appendix C of this report.**

Goals and Strategies:

Goal #1: *(Grant 2008-0665 Schedule A Deliverables: 2a, 2b)*

Provide relevant and timely regional learning opportunities for teachers and administrators according to the AB Ed curriculum implementation cycle and district implementation plans.

Strategy 1:1 Zone curriculum implementation plan developed; priorities established

Strategy 1:2 Plan circulated to Zone One advisory and Alberta Ed; recommendations offered, changes made on an ongoing basis

Strategy 1:3 Build capacity within Zone One by fostering and supporting teacher leaders.

Goal #2: *(Grant 2008-0665 Schedule A Deliverables: 2c, 2d)*

Provide support for district education plans.

Strategy 2:1 Host individual meetings with each district to discuss education plans.

Strategy 2:2 Support district plans by providing PD that aligns with jurisdictional goals.

Goal #3: *(Grant 2008-0665 Schedule A Deliverables: 2d)*

Utilize Distributed Learning methods to involve teachers in professional development.

Strategy 3:1 Develop presenter and user capacity in the effective implementation of alternate delivery methods

Strategy 3:2 Encourage ongoing learning and collaboration among teachers

Strategy 3:3 Explore other alternatives for delivery of PD keeping in mind the concepts of distributed learning: anytime, any place, reduced barriers to access

Strategy 3:4 Ensure that NRLC has the capacity for Distributed Learning in Zone One.

Goal #4: *(Grant 2008-0665 Schedule A Deliverables: 2e, 2f, 2g)*

Work collaboratively with AAC, ATA, ARPDC and Alberta Education to meet the professional development needs of the zone.

Strategy 4:1 Complete a spring vi-annual needs assessment with all partners involved

Strategy 4:2 Host comprehensive PD planning meetings in Zone One

Goal #5: *(Grant 2008-0665 Schedule A Deliverables: 1, 2k)*

To have sufficient resources in place to ensure the success of the curriculum implementation grant.

Strategy 5:1 Provide professional personnel to assist in the outlined implementation strategies

Strategy 5:2 Ensure quality hardware and supports that comply with Alberta Education standards

Strategy 5:3 Ensure adequate infrastructure including office staff

Project Consultation Process

The Zone One Advisory Committee, and the NRLC Executive Director,
NRLC Social Studies Consultant, and NRLC Math Consultant
work through the

Comprehensive PD Planning Cycle

in consultation with additional district curriculum leaders from

Fort Vermilion School Division # 52 - Grande Prairie & District Catholic Schools #33

Grande Prairie Public School District # 2357 - High Prairie School Division #48

Holy Family Catholic Reg Division #37 - Northland School Division #61

Peace River School Division #10 - Peace Wapiti School Division #76

Northern Gateway Regional Div # 10 (west portion) - Private and Band Schools in region

NRLC Advisory Committee

- provide subject area background and experience
- represent stakeholder perspective
 - district office
 - school based administrators
 - classroom teachers
 - ATA
 - pre-service teacher education
 - Multiple perspectives
 - NRLC Executive Director, SS Consultant, Math Consultant
- contribute to the building of the regional plan
- communicate the intent of the plan, subsequent adaptations and evidence of success with Zone One stakeholders
- Identify zone priorities
- identify future regional needs

Zone One Advisory Members 2010:

Kathryn Kirby, FVSD
Marlene Stefura, GPCSD
Lance Therrien, GPPSD
Evan Deardon, HPSD
Dana Laliberte, HFCRD
Shelley Willier, Northland
Carol Fedoruk, PRSD
Brian Shields, PWSD



to develop, implement and evaluate
the NRLC Curriculum Implementation Plan

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Project Plan Goals 2009-2010

Overarching Goal: To provide curriculum implementation support opportunities to teachers and administrators in the NRLC region, including curricula outlined in Alberta Education's Curriculum Implementation Cycle, and Zone One district education priorities.

Goal #1: Provide relevant and timely regional learning opportunities for teachers and administrators according to the AB Ed curriculum implementation cycle and district implementation plans
(Grant 2008-0665 Schedule A Deliverables: 2a, 2b)

Context: The high level of collaboration in Zone One allows for joint planning that meets the needs of multiple school districts, often at the same event. NRLC aims to work with PLC groups and other clusters of teachers, mindful of district calendars and other regional considerations. Most districts do not have curriculum specialists and they allocate PD monies directly to schools. The delivery and recording/caching of sessions for anytime/anyplace PD for teachers has been used effectively this year via Elluminate (live, interactive web-based sessions).

Strategy 1:1 Develop a comprehensive PD plan in collaboration with the zone advisory.

Indicators	Evidence
<ul style="list-style-type: none"> Zone curriculum implementation plan developed; priorities established 	<ul style="list-style-type: none"> Comprehensive PD Planning meeting with all zone members & ATA partner represented April 27, 2009. Established zone priorities & discussed what is planned, what is needed. Stakeholder Survey Response 2010: <i>"Collaborative atmosphere for doing what's best for our district is much appreciated."</i>
<ul style="list-style-type: none"> Plan circulated to Zone One advisory & Alberta Ed; recommendations offered, changes made on an ongoing basis 	<ul style="list-style-type: none"> Posted on NRLC website, circulated via email NRLC Curriculum Implementation Plan 2009 2010 presented to Zone One Advisory on October 22, 2009; presented to NRLC Board November 5, 2009; unanimous approval at both meetings Submitted to Alberta Ed November 6, 2009 Plan is a "living document", updated on a regular basis Stakeholder Survey Response 2010: <i>"The consortia is well ran and provides extremely valuable PD."</i> Stakeholder Survey Response 2010: <i>"Always appreciate the opportunity to share and learn what others are doing in their divisions."</i>
<ul style="list-style-type: none"> Plan is being used by NRLC and Zone One 	<ul style="list-style-type: none"> Zone One Comprehensive PD Working Plan (an appendix of the larger Curriculum Implementation Plan 2009-2010) was the basic template for work completed in Zone One; regularly referenced and updated. Districts were able to identify areas where funding was available and services were in place. Many requests were made and filled on this basis. Included prescribed implementation curricula, Alberta Ed strategic priorities and initiatives, Zone One priorities and initiatives, as well as plans for Mathematics, Social Studies and the Distributed Learning Grant District Key Contact comment 2010: <i>"We are fortunate in the north to have a consortium that provides our jurisdiction with dedicated leadership and commitment to professional development."</i>
<ul style="list-style-type: none"> Plan meets stakeholders needs 	<ul style="list-style-type: none"> Stakeholder Survey Response 2010: <i>PD facilitated by the consortium supported effective implementation of curricula: 94% agreed.</i>

Year End Report and Reflection on Lessons Learned

With NRLC's move to one document for all curricula and grant information, we continue to provide a transparent, readily accessible listing of services, grant dollars and areas being supported, as well as highlighting those areas still in need of further attention. Zone members again expressed appreciation for the ability to establish and include their priorities in the distribution of grant dollars by having input into the zone plan prior to NRLC establishing the first draft of the work plan/menu of opportunities. The overall planning document lent itself well to stakeholders being more in tune with NRLC services.

A Selection of Comments from Comprehensive PD Planning Meeting May 11, 2010:

- *Successes of PD:*
 - Collaboration for PLC meeting times to include PD for improved instructional strategies
 - Partner with NRLC to service FN schools in Treaty 8
 - Support for cross division collaboration
 - Elluminate as a PD tool
 - Common assessments, language and planning
- *Challenges of PD*
 - Budget cuts to teacher PD at the school sites
 - Time is always a concern
 - Subs, distance, time, support, resources, coordination, scheduling

Strategy 1:2 Provide a variety of ongoing professional learning opportunities for teachers and administrators

Indicators	Evidence
<ul style="list-style-type: none"> • Number of sessions held in each subject area 	<ul style="list-style-type: none"> • Total Sessions planned: all curricula: 439 (281 planned in 08/09) • Total sessions held: all curricula: 413 • 52% of sessions planned were funded under conditional grants for math and social studies (up from 45% last year) • Math: 160 • Social Studies: 56 • DL/Tech:87 • Science: 8 • FR/FSL/ESL: 14 • CTS/WHS: 12 • LA/LIT: 16 • FNMI: 25 (including advisory meetings, 8 held in 2008/09) • Meetings: 13 (includes AVC, ED, Management Team) • Other: 48 (includes IE, GEN, HSC, GR, LD) <p>Stakeholder Survey Response 2010: "NRLC provided good value for the grant dollars they were provided to support implementation of curricula: 94% agreed."</p>
<ul style="list-style-type: none"> • Number of participants 	<ul style="list-style-type: none"> • 6873 NRLC participants in 2009-2010 (7286 participants in 2008-2009) • Comprehensive PD Planning Comment 2010: "My concern is that teachers didn't use their ATA funding this year. Maybe they are overloaded."
<ul style="list-style-type: none"> • Feedback from teachers 	<ul style="list-style-type: none"> • Cumulative Stakeholder Survey Responses 2010: 99% satisfaction with the following: <ul style="list-style-type: none"> • I increased my knowledge of this topic. • I learned strategies/skills to support student learning on this topic. • I was able to reflect on my attitudes and beliefs about the topic. • I plan to apply the information learned into my practice. • Stakeholder Survey Response 2010: NRLC provided services at reasonable cost: 96% • Stakeholder Survey Response 2010: Overall session satisfaction: 99% • Stakeholder Survey Response 2010: Satisfaction with Tech mediated sessions: 98% • Stakeholder Survey Response 2010: The presenter provided opportunities for me to be actively involved; provided strategies to integrate into my current practice: 98% agreed • Teacher Comment 2010: "The opportunity to collaborate and plan together with other teachers of the same grades and subjects give me the chance to improve upon and reflect on my own practice." • Teacher Comment 2010: "This is the hardest I've ever worked in a PD session and the most productive I've been."
<ul style="list-style-type: none"> • Multiple session types 	<ul style="list-style-type: none"> • NRLC offered a variety of session types • 72% of sessions planned this year were series/multi day sessions: <i>defined as a minimum of 2 or more days</i> • 28 Provincial webinars (NRLC was full partner); with 273 participants from NRLC • 1 VC session and 1 Webcast for ARPDC Provincial High School Math Institutes with 138 participants (including francophone); Elluminate was also used to support each day with provincial collaboration opportunities. NRLC hosted in 3 locations. • 1 day Support Staff conference hosted in 3 cities (5 physical locations) with 11 sessions (4 of these were brought in via VC). • 3 VC sessions for other curricula with 147 participants

- 16 VC sessions hosted by Zone Leads on SmartBoard technology – total of 252 participants that were either f2f or VC in these sessions
- 26 face to face sessions (361 participants in total) followed up with online support – *additional to #s above*
- **Stakeholder Survey Response 2010:** *“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.”*

Year End Report and Reflection on Lessons Learned

A wider variety of session types were hosted across the curricular spectrum. The f2f followed up with Elluminate touch back sessions, the supper series, the strictly web-based sessions, the VC sessions – all were better received this year as teachers were more familiar with the technology.

Overall number of sessions has increased to 448 planned in 2009-2010 (up from 346 sessions in 2008-2009), many of these in the series/cohort style, and many with a modeling/coaching focus. Others included online delivery as an addition to the session, or as the main delivery method. Although the number of social studies sessions continued to decline (56 this year), the math sessions again increased in number (160 sessions).

Cohorts and series continue to be well attended. Teachers want the opportunity to meet a number of times to share ideas, resources and reflect on what’s working and what could be improved.

Cohort Participant Comment 2010: Wow – I’ve learned so much. It’s a great group – great presenter! I loved it! I’m a little overwhelmed but each day makes more sense. People learn best with challenge and support in equal measure and this session has it!

Another option for teachers this year was to attend **provincial webinars** on a wide variety of topics. There was varied response to these. Registration data suggests that personal relationships/familiarity have an impact on teachers joining sessions. When the sessions were hosted or co-hosted by NRLC (as an example, the series of “15 Fixes for Broken Grades” with Ken O’Connor), there was a much larger zone attendance. The sessions with Ken were so popular that the series was repeated hosted three times over the course of the year and each time NRLC had a strong complement of attendees. Sessions that were offered by other consortia without NRLC partnership did not resonate in the same way and we had few registrants for them. Local webinars hosted in the zone had strong cross-district attendance. There were also requests for additional sessions in these series.

Sessions continue to target specific zone and district requirements/requests/priorities and/or joint initiatives as opposed to sessions developed and initiated exclusively by NRLC. The comprehensive PD planning process and the information from district meetings as well as specific teacher/school/district/zone requests provide us with the information we need to plan our programming.

The request to continue with cohort/series type sessions (up to 72% this year as compared to 48% the previous year) continues to be strong. Single day sessions still well attended but teachers want follow up and collaboration. Much follow up was done via Elluminate which worked extremely well to keep teachers in touch with materials and concepts – and each other!

Modeling/coaching continued to be the main focus of delivery for math sessions. This took place in classrooms all around the zone and was very well received. There continue to be requests for these sessions. **See Appendix B for additional detail and reporting on Mathematics implementation 2009-2010.**

District Key Contact Comment 2010: *“The leadership cohorts and grade level planning groups implemented a highly effective program for professional growth around the new curriculum. NRLC’s leadership in the establishment and support for these cohorts is commendable.”*

Teacher comment 2010: *“Additional cross district PD occurred as we welcomed other school divisions to join our Div 4 Math PLC workgroup sessions. Administrator PD across several divisions was also evident in the Cognitive Coaching program implemented with the support of NRLC. Cross-division collaboration occurred in the Div 4 Social Studies cohort group as well, with teachers from more than two neighbouring divisions joining in with some of our PD events. “*

Time, distance and subs continue to be issues. As NRLC continues to plan and develop sessions with distributed learning as a PD vehicle, members of Zone One see additional opportunities for PD.

Stakeholder Survey Response 2010: 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.

Strategy 1:3 Build capacity within Zone One by fostering and supporting teacher leaders.

Indicators	Evidence
<ul style="list-style-type: none"> Districts support development of teacher leaders in a wide variety of subject areas as needed <p>Physics: 1 f2f, 4 Ellum April: 4 days Ellum Math – 5 math lead teachers Linda L:6 days social BITTs: 8 days Joan? Math?</p>	<ul style="list-style-type: none"> Leaders developed in a variety of key areas: SmartBoard leaders (shared costs/responsibilities), math lead teachers, social studies leads/facilitators, Moodle Mentors, Elluminate training and support Multiple additional joint initiatives with shared costs and responsibilities including Physics/TML project among 4 districts; BITT after school sessions (Bright Ideas in Teaching & Technology) Stakeholder Survey Response 2010: <i>NRLC has contributed to the development of PD leadership capacity within my organization: 94% agreement.</i> District Key Contact comment 2010: <i>"This implementation has definitely... been very effective in promoting internal leadership capacity... as we have seen a number of individuals step forward to demonstrate leadership in pedagogy and professional development."</i> District Facilitator comment 2010: <i>"The teacher facilitator was very capable and willing to model and coach as requested by schools/teachers.."</i>
<ul style="list-style-type: none"> Sessions facilitated by NRLC teacher leaders 	<ul style="list-style-type: none"> A major success story was the 277 sessions hosted by Zone One NRLC SmartBoard facilitators with a total of 1112 participants! 16 of these sessions were hosted with a blend of f2f and Video Conferencing and all were hosted by teacher leaders trained in a joint district/consortium project. Additional sessions were hosted by social studies cohort leaders (at least 6); there were 8 Elluminate teacher-led technology sessions and 8 more just on Moodle. 4 Math sessions were held with a teacher leader for K-3; and a senior high cohort had both f2f and online sessions with their teacher leader. For a variety of reasons, Science Gizmo lead teachers did not get sessions going Teachers shared sessions among districts, trading training days on a variety of topics – great collaboration! Lead Teacher comment 2010: <i>"We have an extensive history of collaboration around tech implementation, PD and delivery of on-line learning - this is an excellent opportunity for us to build on this with neighbouring districts."</i> District Lead Teacher comment 2010: <i>"Well received. Many teachers were inspired to try something new in their classrooms."</i> Comprehensive PD Planning Comment 2010: <i>"Teachers are feeling confident enough that they are willing to present on major PD days in the district and at teachers convention. Small sessions are being requested for repeats so they are being well received."</i>
<ul style="list-style-type: none"> Creation of cohort planning groups for core subject areas (e.g. social, high school science) 	<ul style="list-style-type: none"> Math: 20 cohort groups (up from 6 cohorts last year) Social Studies: 4 cohort groups, 2 locations Science: 2 cohort groups, 1 location Cohorts in other areas: SmartBoards -3; Web Based – 5; Literacy – 3; Leadership – 2. Other informal cohorts were established in many districts. All cohorts were multi-jurisdictional Teacher comment 2010: <i>"Working with the cohort is VERY helpful in sharing ideas, resources and assessment strategies. Meeting even three times per year on a continued basis would be highly beneficial to the quality of education my students receive."</i> Teacher comment 2010: <i>"I have learned so much and become a better teacher as a result of this cohort. Excellent experience."</i>
<ul style="list-style-type: none"> NRLC sessions include the preparation of teacher created materials that were posted on collaborative sites 	<ul style="list-style-type: none"> Cohort members worked collaboratively on unit/lesson plans & assessment strategies. Cohorts evaluated & modified these lessons based on classroom trials. Moodle access continues to be granted by one of our districts; it was mainly used by math, social studies and science teachers but use is growing in other disciplines. These collaborative sites encouraged the development of teams of teachers working together both within and across districts, and in some cases sharing across the province, for example consortia partners collaborated on a senior high

math Moodle site.

- **Teacher comment 2010:** "The cohort work on the Moodle site looks good. Please continue with this endeavor."
- **Comprehensive PD Planning Comment 2010:** "Collaboration and sharing of resources on the portal site is increasing."

Year End Report and Reflection on Lessons Learned

Teachers continue to provide sessions to other teachers in increasing numbers. Teacher leaders are cascading their learning in zone one in many ways: formal and informal sessions, from 1 on 1 in classrooms, all the way to providing day-long in-services to large groups of teachers and administrators during school/district PD days and at convention.

A variety of cohorts met over different numbers of days and included multi-grade supper clubs for math, multi grade social studies cohorts, and groups of physics teachers getting together first in person and then via Elluminate.

Teachers were able to collaboratively prepare materials and share them with others, both locally and across the province. This degree of comfort and collegiality increased over the year and teachers appreciated the opportunity to share both f2f and via nings, wikis, Moodles, and blogs with other teachers. Valuable networks were extended, allowing teachers to provide leadership locally as well as provincially. Teachers are getting into a groove with this type of work and many requests come in for the organization/continuation of PLC type groups.

Great success was reported from VC sessions hosted for SmartBoard training. These sessions were hosted in a series and teachers were faithful about returning for all sessions. Comments from the teacher facilitator:

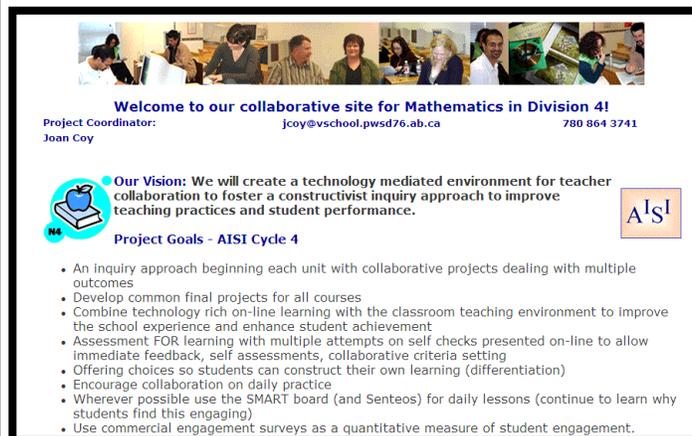
**One teacher called his learning phenomenal - he said that, for him, it was going from a "fancy whiteboard" to a smart board. It now made sense.*

**Teacher has been slow at adopting the use of the SMART Board and was amazed at how quickly we threw something together.*

Teacher Comments 2010:

- *I love working in a community of peers and love learning from April and Geri. Their enthusiasm and knowledge base as well as their commitment to teaching and learning make it a pleasure to come and share and learn. Bravo!*
- *I believe the approach our division took in the implementation of the new curriculum was well thought out and supported with adequate funding. Having a veteran teacher, in our case a coordinator, provide resource support (e.g. collaborative planning sessions, Elluminate PD, online and Sharegroup resources, demo lessons, etc) was an excellent idea and helped many teachers, especially our beginning colleagues. With cost of quality presenters like Wally Diefenthaler offset by NRLC, our teachers were given many opportunities to develop lessons that met the outcomes of the new P of Studies.*
- *The math cohort allows me to reflect on my teaching through discussion with others. Better reflection than reflecting alone.*
- *The cohort discussion is invaluable. I do not want to attend any more lecture sessions where teachers are supposed to "sit and get".*
- *Looking back it might have been wise for us to develop more of a cohort based implementation for the Div 1 and 2 groups as well. This was complicated by the staggered implementation of the new curriculum however would be a consideration for next time as the Cohort PLC implementation is clearly an effective model.*

NRLC Math Moodle site in collaboration with PWS D
Developed & supported by Geri Lorway & Wanda Dechant
<http://collaboration.pwsd76.ab.ca/course/view.php?id=76>



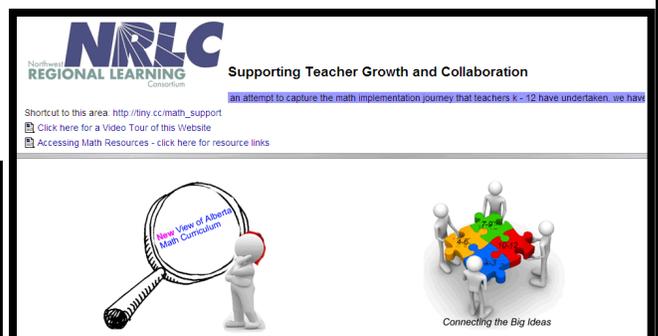
Welcome to our collaborative site for Mathematics in Division 4!

Project Coordinator: jcoy@vschool.pwsd76.ab.ca 780 864 3741
Joan Coy

Our Vision: We will create a technology mediated environment for teacher collaboration to foster a constructivist inquiry approach to improve teaching practices and student performance.

Project Goals - AISI Cycle 4

- An inquiry approach beginning each unit with collaborative projects dealing with multiple outcomes
- Develop common final projects for all courses
- Combine technology rich on-line learning with the classroom teaching environment to improve the school experience and enhance student achievement
- Assessment FOR learning with multiple attempts on self checks presented on-line to allow immediate feedback, self assessments, collaborative criteria setting
- Offering choices so students can construct their own learning (differentiation)
- Encourage collaboration on daily practice
- Wherever possible use the SMART board (and Senteos) for daily lessons (continue to learn why students find this engaging)
- Use commercial engagement surveys as a quantitative measure of student engagement.



NRLC
Northwest
REGIONAL LEARNING
Consortium

Supporting Teacher Growth and Collaboration

an attempt to capture the math implementation journey that teachers K-12 have undertaken, we have

Shortcut to this area: http://tiny.cc/math_support

[Click here for a Video Tour of this Website](#)

[Accessing Math Resources - click here for resource links](#)

New View of Alberta Math Curriculum

Connecting the Big Ideas

PWS D Numeracy site (Joan is working collaboratively at this site with PWS D and HPS D on math via Moodle)

<http://collaboration.pwsd76.ab.ca/course/view.php?id=11>

Overarching Goal:

To provide curriculum implementation support opportunities to teachers and administrators in the NRLC region, including curricula outlined in Alberta Education’s Curriculum Implementation Cycle, and Zone One district education priorities.

Goal #2:

Provide support for district education plans. (Grant 2008-0665 Schedule A Deliverables: 2c, 2d)

Context: NRLC reviews district year education plans/priorities with advisory members at zone meetings. Individual meetings with district personnel allow NRLC to more fully understand district context (e.g. release days, PLC times, requests related to DIP and PAT scores) and to assist with more in-depth planning, as well as minimizing scheduling conflicts and working to ensure PD that will be timely, relevant and well attended.

Strategy 2:1 Host individual or small group multi-jurisdictional meetings with districts to discuss education plans.

Indicators	Evidence
<ul style="list-style-type: none"> Meetings booked with each district and within the zone 	<ul style="list-style-type: none"> Met with districts in individual and/or small group meetings on multiple occasions Regular contact with all districts via Alberta Ed Curriculum Coordinator meetings and NRLC hosted zone advisory meetings (Comprehensive PD Planning, FNMI Advisory, DL Advisory, et al) Additional regular communication via phone and email 3 DL advisory meetings hosted (1 via Elluminate) Hosted 3 FNMI Advisory meetings – new concept – very well received Hosted 1 f2f and 7 Elluminate meetings with PWSD to plan for their 2010-2011 PD days – very productive process and good use of technology. See related comments below. FNMI Advisory Meeting 2010: <i>“I wish NRLC would make an appointment to meet our central admin and clarify what NRLC can do for our district.”</i> FNMI Advisory Meeting 2010: <i>“I would like to continue with NRLC FNMI zone advisory”</i>
<ul style="list-style-type: none"> District satisfaction with NRLC services 	<ul style="list-style-type: none"> Reflections by district members indicated strong satisfaction with services provided for their education plans, zone priorities, and district/zone PD. Stakeholder Survey Response 2010: <i>Overall I was satisfied with the services provided by the consortium: 100% agreement.</i> Stakeholder Survey Response 2010: <i>NRLC’s coordinating, brokering, and/or referral services were effective in helping us access PD resources: 100% agreed.</i> Stakeholder Survey Comment 2010: <i>“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.”</i>

Year End Report and Reflection on Lessons Learned

NRLC hosted meetings with districts regarding their overall curriculum planning including our annual Comprehensive PD planning meeting that allows for districts to get connected with others in the zone, establish potential cross-district partnerships, and network regarding professional development. This main PD planning meeting and other conversations were helpful in establishing where districts needed assistance and also how to most effectively deliver the PD with minimal interruption to class time, reduced travel, and lowest costs. District consensus this year was to host the Comp PD Planning meeting only once per year (early spring) as many members of this group meet regularly as a cohort for other advisory meetings in the zone.



District Key Contact Response 2010: Shared participation and collaboration from NRLC and several school divisions is an excellent model for professional development as we move forward in our investigation of ways to create more efficient and effective programs for our teachers.

District Key Contact Response 2010: “Our most notable collaboration with the NRLC was for our August 2010 District Professional Development day. This highly successful collaboration resulted in us being able to work with NRLC staff and combine District and NRLC resources in order to facilitate excellent sessions for our teachers. This was developed as a collaborative project that grew to include two other neighbouring school divisions in the planning, implementation and teacher participation.”

Stakeholder Survey Response 2010: “In addition to the extensive regular services provided, the NRLC collaborated with our school divisions in organizing an intensive professional development day 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.”

Comment from FNMI Advisory 2010: Thanks to NRLC for making FNMI one of your priorities.

Teacher Response June 2010: I love the NRLC and support your effort. You help me develop my own professional development and learn what I need to in order to help my students. Thank God for the NRLC!!

Comments from the Comprehensive PD Planning Meeting 2010:

- The bottom line is NRLC needs to provide services for all districts, boards, schools, teachers who teach any of our students so that we have creative informed citizens for tomorrow. The fact is NRLC is the catalyst for change in our school and society.
- PD continues to be a priority. NRLC provides an excellent, vital service for Zone One.
- I have really enjoyed this experience. It is fun to see the practical side of pd planning. Thank you for all you have done to keep us on track.

Strategy 2:2 Support district plans by providing PD that aligns with jurisdictional goals

Indicators	Evidence
<ul style="list-style-type: none"> • NRLC sessions meet district goals 	<ul style="list-style-type: none"> • Stakeholder Survey Response 2010: <i>NRLC was effective in helping us address PD needs identified in our planning documents: 94% agreed.</i> • District Key Contact Comment 2010: <i>“The NRLC continues to provide excellent service to the staff in our District!”</i>
<ul style="list-style-type: none"> • NRLC responsive to changes in district plans • Document sessions held at district request • Wide variety of PD provided • Joint initiatives (district & NRLC; or multiple districts & NRLC) 	<ul style="list-style-type: none"> • Stakeholder Survey Response 2010: <i>NRLC was effective in helping us meet emerging PD needs, outside of those identified in our planning documents: 100% agreed.</i> • District Key Contact Comment 2010: <i>“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.”</i> • District Key Contact Comment 2010: <i>“Our district does not use the support and resource of NRLC as we could or should ... How can we change this?”</i> • Number of sessions held because of direct district requests: 238 • Stakeholder Survey Comment 2010: <i>“The Consortia has been a great supporter of all of our jurisdictional needs, particularly in implementing the new Math Curriculum. We couldn’t do it without them.”</i> • 413 programs hosted in 2009-2010 with 6873 participants • Teacher Comment 2010: <i>“The NRLC needs to continue to provide sessions at a low cost. For those of us who are not being supported by their boards, we thank you!”</i> • Teacher Comment 2010: <i>“The wisdom shared by the presenters & colleague was inspirational. Please keep bringing top-notch, world famous educators & researchers to GP!”</i> • Number of joint initiatives: 141 • Actively working with all districts in a variety of ways. Some start out as single district projects but result in multiple district participation. Examples include: <ul style="list-style-type: none"> • An extensive joint initiative with PWSD (see comments below) • An exciting joint initiative with GPPSD (which rolls out in January 2011) • Worked very closely with HFCRD and PRSD on an ATA PD day; and have an active representative on the Mighty Peace Teachers Convention Board • Comprehensive PD Planning Meeting Comment 2010: [Successes this year include partnerships with NRLC to host] <i>“Leaders Supporting Learners”</i> with Shirley Styles, and Dawn Reithaug in to set up <i>“Three Tiers of Intervention”</i>. • District Key Contact Comment 2010: <i>“We witnessed the growth of cross-jurisdictional collaboration over this past year.”</i> • District Key Contact Comment 2010: <i>“Numerous events were held throughout the year that promoted inter-division collaboration. A Technology Mediated Learning Collaboration in support of Physics teachers and students in several of our school divisions was another successful program for us.”</i>

- Follow up as a result of NRLC PD
- More teachers are requesting PD that meets their needs. They want cohort work and series of sessions.
Teacher request comments:
 - I need video conference follow ups please. This is an ongoing journey – I need help along the way.*
 - The follow up Elluminate sessions are great because they're efficient – no driving time! As well, the talk with other teachers is helpful. This kind of PD could help with all subject areas. Note: seeing Geri in person is always valuable.*

Year End Report and Reflection on Lessons Learned

Supports and services provided by NRLC continue to evolve alongside our jurisdiction partners. As their needs change, our role as service provider expands and transforms to best meet improved adult learning for students' sake. NRLC was involved in a number of unique collaborations this year. One involved participating on the planning committee for a dual district ATA PD day. Sourcing appropriate presenters, assisting with innovative communication strategies (including have the Minister of Education address the PD day via Elluminate – a first for Dave and a first for us too!) and planning an entire day around with the theme “SMARTer in the 21st Century” resonated with other districts and we have had further requests to provide this service to other district PD events.

*Note: Although this event was hosted in September 2011, the majority of NRLC's role took place in the 2009-2010 school year, resulting in its inclusion in this report.



Link for Minister Dave Hancock's Elluminate opening keynote address:

<https://sas.elluminate.com/site/external/jwsdetect/playback.jnlp?psid=2010-09-27.0802.M.63775E46AFD8053ABB5FF34B987FA9.vcr&sid=2009083>

Another variation on how NRLC provides service to districts occurred when NRLC entered an innovative partnership with PWSD to survey, plan and provide professional development for their entire district over three days in the 2010-2011 school year. Beginning with the end in mind meant that PWSD teacher PD was more closely aligned with their requests for service. There will be actual data in next year's report to support what so far appears to be an exceptionally valuable process for planning PD.

Comments by PWSD Assistant Superintendent Brian Shields 2010:

“Over this past year Peace Wapiti School Division has been working in close partnership with the NRLC for the planning and implementation of three District level professional development days. The intent has been to create opportunities for meaningful embedded professional development that is tailored to the needs of identified professional learning communities across the Division. This has proven to be highly successful and well received by the various teacher cohorts as reflected in their comments about the opportunity for meaningful, personalized and ongoing cohort based professional development. The initiative, wherever possible has been expanded to include partnership and participation with neighboring school divisions GPPSD and GPCRD as this allows us to reach a critical mass in terms of teacher participation for highly specialized areas such as Cosmetology, Foods and Finishing Carpentry. This collaboration will be expanded more fully in the 2011-2012 school year as we move towards the identification of common calendar dates for these Collaborative District PD days. The support of the NRLC has been significant and highly appreciated as we work through the intricacies of planning these PD events. They bring tremendous expertise in identifying possible presenters, recommending pertinent themes and ensuring that the sessions are tailored to meet teachers' needs. The NRLC has also been instrumental in supporting the registration process, session evaluation and invoicing. This has the potential to become a significant new model for the ongoing delivery of professional development in our Division and our region.”

Overarching Goal:

To provide curriculum implementation support opportunities to teachers and administrators in the NRLC region, including curricula outlined in Alberta Education’s Curriculum Implementation Cycle, and Zone One district education priorities.

Goal #3:

Utilize distributed learning methods to involve teachers in professional development.
(Grant 2008-0665 Schedule A Deliverables: 2d)

Context: A grant for distributed learning has been provided to NRLC by Alberta Education. There have been district requests for a variety of sessions using distributed learning technology. These sessions would help alleviate travel, distance and time considerations for teachers attending PD.

Distributed Learning technologies and many of their embedded practices are second nature to today’s students. Teachers are increasingly aware that they are better able to engage these “21st Century Learners” by using solid pedagogy enhanced with new technology. NRLC is working to provide leadership to districts, teachers and teacher leaders as we continue to expand our instructional pathways (e.g. video conference, webinars) and vary our tools (e.g. SmartBoards) while meeting the outcomes required by Alberta Education.

Strategy 3.1 Develop consortia and facilitator capacity/expertise in the effective implementation of alternate delivery methods (e.g. VC, SmartBoard, Elluminate, Moodle and other platforms)

Indicators	Evidence
<ul style="list-style-type: none"> NRLC and zone DL advisory members work with Distributed Learning in a variety of formats/platforms 	<ul style="list-style-type: none"> Consultation with DL advisory (district reps, tech consultants, teachers) to update zone plan: review current practice, generate new ideas for Zone One Elluminate is most prominent platform. VC well used by a number of districts. Facilitators from Zone One continue to build Elluminate capacity – more teacher leaders interested in moderator roles Used for sessions, meetings District Office Comment 2010: “No complaints...no promises. Thanks for a great year of collaboration. Please find a way to carve out sustainable support for Distributed Learning” District Office Comment 2010: “I really appreciated the use of Elluminate rather than VC. It made it easier for our district to participate.”
<ul style="list-style-type: none"> NRLC staff working with session facilitators to develop skills and knowledge needed to host sessions via DL 	<ul style="list-style-type: none"> Facilitators provided with additional Elluminate training – collaborative development of sessions to ensure these are not “sit and get” – planning to keep participants involved Intensive session development with keen session facilitators at all levels – some of these included TC2’s Wally Diefenthaler, noted author/speaker Ken O’Connor, and Alberta Ed’s Deb McFarlane-Smith, classroom teacher/zone facilitator April Brown. See links below to interviews re use of DL with presenters. A paper was co-written by McFarlane-Smith (Alberta Ed), Jann Edney (ERLC) and Leslie Snyder/Wanda Dechant (NRLC) titled “Designing, Delivering and Supporting Professional Learning Using Webinars.” <i>Available on request.</i> District Office Comment 2010: “I thought the tech support during this session was amazing. Particularly because a large number of the participants have never used Elluminate before. So helpful!”
<ul style="list-style-type: none"> Presenters use alternate delivery methods 	<ul style="list-style-type: none"> Follow up sessions via Elluminate have been built into the initial PD plan/session descriptors for presenters. Session may be exclusively DL, or a blend of f2f and DL. Support for presenters and session moderation provided by NRLC. Initial presenter resistance is fading. Facilitator training most often provided via DL. New facilitators have “shadowed” as other presenters have received coaching. Have presented to Alberta Ed staff to demonstrate capabilities of Elluminate and DL Observing Facilitator comment 2010: “I found the experience invaluable. I was making notes like crazy and I think I have a clear idea in my head about what we need to do.”
<ul style="list-style-type: none"> NRLC uses alternate delivery methods for various purposes 	<ul style="list-style-type: none"> NRLC used distributed learning to hold sessions; to enable follow up; to host meetings for districts, ATA, Convention board; to train presenters; to train teachers and administrative/office staff; to plan events; to de-brief – the list is becoming extensive. As our capacity for using DL platforms increases, so does our use of them. With increased comfort and knowledge, there are ever-increasing numbers of uses by more and more people in our zone.

<ul style="list-style-type: none"> Sessions offered for leadership staff using DL and collaborative tools 	<ul style="list-style-type: none"> In 2008-09 the PRSD Moodle was the platform for a multi-district leadership series (PRSD & HFCRD) and that continues into 2009-10. Facilitators, coordinators and attendees have accessed materials and responded to project work via this electronic forum. Over 40 members in the cohort, many postings to the Moodle Superintendent and Deputy Superintendent of one district were trained in the use of Elluminate tools for collaborative meetings; which was then used many times throughout the year. An “Elluminate office” was set up for meetings of the ATA PD committee
<ul style="list-style-type: none"> NRLC works with other provincial consortia 	<ul style="list-style-type: none"> NRLC DL facilitators work to increase zone and provincial capacity through the development of a provincial network of colleagues that provide support and collaboration, and sharing of ideas and best practice to facilitate learning throughout ARPDC NRLC, LN, and ERLC worked together to provide a series of 6 webinars with Ken O’Connor – this series was repeated 3 times, with improvements made each time NRLC and ERLC worked with Alberta Ed’s Deb McFarlane-Smith and established a series of 3 webinars on assessment – powerful coaching took place Work continues with all consortia to establish joint plans that will avoid duplication of services and increase provincial efficiencies Provincial team an invaluable source of collaboration, new ideas, assistance and development of best practice Provincial DL team member to NRLC: Your survey responses were very informative! The amount of response you got also tells me we need to go to an in-session electronic format for our surveys the way you do...you can capture so much more feedback that way. Thanks so much for sharing!

Year End Report and Reflection on Lessons Learned

Teachers are becoming acquainted with new technologies for session delivery and collaboration. A number of districts took the lead in getting teachers into cohorts that developed wikis or posted collaboratively to Moodle sites. Once teachers have experienced the power of collaboration they are hooked and they post to the collaborative workspaces at all hours of the day and night, weekdays and weekends (these posts are linked to a notification system that sends emails to the project coordinators). Some months show activity of 1100-1500 hits on Moodle sites.



ARPDC Provincial DL Team

Face to face sessions were the primary method of delivery for NRLC but increasing numbers of DL sessions were well attended. NRLC worked closely with interested facilitators willing to develop their capacity and modify their presentations to make them highly interactive and collaborative in a digital environment. Partnering with Learning Network and ERLC also provided unique opportunities to **refine best practice**, and in fact begin to **establish next practice**. *This work is new and exciting and we are balancing between exceptional f2f sessions while being on the cutting edge of exciting distributed professional learning opportunities.* Here are some testimonials by three presenters – one an international author/facilitator; one a well known and respected speaker from Alberta Ed, and a classroom teacher from our zone.

Ken O'Connor Reflections on NRLC Webinar Series, April, 2010 (edited for length)

I have now been involved with three series of six webinars on my 'fixes for broken grades' and I believe that the last series and the latter sessions in the last series were significantly better than the earlier series. The main reason for this is the support that I received from Leslie Snyder, Wanda Dechant and Dan Nash. Aspects of their support that were particularly helpful included:

- discussion of content & participant interaction ...that improved the session & helped me improve my use & understanding of the capabilities of Elluminate;
- reformatting of my PPT slides made the visual presentation more consistent/engaging;
- facilitation of each session which included dealing with connection/audio issues, providing polls of participant response, timing of group responses/breakout room discussions, monitoring breakout rooms, and drawing my attention to chat box responses, and
- debriefing of each session, including review of the participant surveys that enabled me to be responsive to their concerns.

It is important to acknowledge the value of having a support 'team' who brought different viewpoints and skills. It also meant that there was always at least one person to focus on participant issues and one to focus on supporting the presenter. This was particularly important when there were problems with connection.

I still find it somewhat amazing that I could sit in my home office in Toronto or in my winter home in Florida and present engaging sessions to teachers spread around Alberta. My ability to do this was made possible by the capabilities of Elluminate but it was greatly enhanced by the wonderful support team from NRLC and LN. I hope I will have further opportunities to present in this way and when I do I want a support TEAM as I know it will make the sessions better for the participants – and me.

Links to Archived Interviews:



Ken O'Connor - Ken provided many webinars throughout ARPDC, 18 sessions were provided in partnership with NRLC and LN.

link: <https://sas.illuminate.com/site/external/jwsdetect/playback.inlp?psid=2010-10-01.1243.M.AE5B67751DAE53412C9BA911E7B6CF.vcr&sid=2009272>

Interview with Ken O'Connor,
author of, "A Repair Kit for Grading"
October, 2010

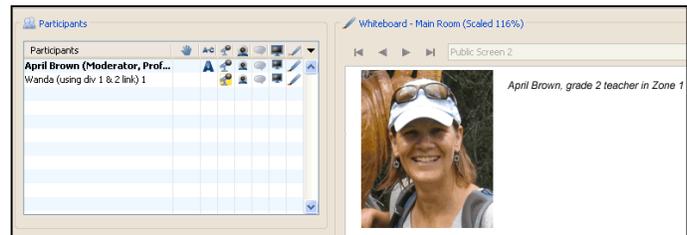


Interview locations:
Ken O'Connor = Ontario
Wanda Dechant = California

April Brown is a grade 2 teacher. April has been a participant in Elluminate last year, and this year she has started presenting math sessions via Elluminate and April hosted her first math session this week.

Link:

<https://sas.illuminate.com/site/external/jwsdetect/playback.inlp?psid=2010-10-04.1729.M.7C9FE51AD147816A8B09EA18E3DFEF.vcr&sid=2009083>



Deb McFarlane-Smith is an Improvement Manager with School Research and Improvement Branch. Deb has facilitated webinars on Student engagement for ARPDC. Approximately 5 of these webinars have been in partnership with NRLC and ERLC.

link: <https://sas.illuminate.com/site/external/jwsdetect/playback.inlp?psid=2010-10-05.1200.M.902445FA42CF0B1FF1366184A36B0B.vcr&sid=2009083>

Interview with
Deb McFarlane-Smith
An Improvement Manager with
School Research and Improvement



Strategy 3:2 Encourage ongoing learning and collaboration among teachers (e.g. utilizing WIKIs and Moodles)

Indicators	Evidence
<ul style="list-style-type: none"> Use of alternative methods for collaboration. 	<ul style="list-style-type: none"> Over 150 Social Studies teachers posted many pages on the zone wiki but most are now gravitating to the PWSD Moodle for their social work Many Zone One teachers have been granted access to the PWSD Moodle site as collaborative work space. Provincially, more than 85 teachers have been granted access especially in the area of high school math (although BCP, social studies and math teachers have log ins as well). <i>This does not take into account all of the teachers accessing the PWSD Moodle site via a generic guest login.</i> When zone 1 teachers are in the field providing Moodle presentations, they distribute the guest access password to participants. Elluminate sharing sessions hosted in a variety of cohort areas have led to increased collaboration and sharing – often ending in posts to Moodle District Key Contact 2010: “Appreciation has been expressed on many occasions with the level of support provided by NRLC regarding collaboration.” Facilitator comment 2010: “I have facilitated sharing sessions across the zone. Elluminate would certainly allow for this sharing without the time and expense of a face to face meeting. I don’t think this will eliminate f2f but will allow for more frequent sharing.” Teacher comment 2010: “We need a provincial wide wiki or Moodle area where ALL Alberta or WNCN math teachers can share their resources they create.”

2 Social Studies 7

- Program of Studies ~ Grade 7
- Summary of Critical Inquiry Challenges Gr 7
- Towards Confederation
- Following Confederation
- Review & Final Material

3 Social Studies 8

- Program of Studies ~ Grade 8
- Summary of Critical Inquiry Challenges Gr. 8
- Gr 8 Course Outline & Long Range Plans
- Renaissance
- Aztec
- Japan
- Intro to World View
- Review & Final Materials

4 Social 9 (new)

- Program of Studies ~ New Grade 9
- Summary of Critical Inquiry Challenges Gr 9
- PAT Exemplars (Written)
- PAT Scoring Guide (Written Response)
- Released Multiple Choice Questions (2009)
- Issues for Canadians Website (Teacher/Student)
- Grade 9 Course Outline & Long Range
- Governance & Rights

PWSD SS Moodle Table of Contents

Year End Report and Reflection on Lessons Learned

This past year has seen continued growth of the use of Moodle, mostly through PWSD granted access. Districts have openly shared their expertise, even including “*sharing with other districts*” as part of their professional growth plans. This has opened doors to many layers of cross-district collaboration within our zone. Teachers see the benefits of a provincial learning management system to promote continued sharing and collaboration and collaboration is now a standard expectation when teachers work together.

- In the PWSD Moodle alone there have been 745 Moodle instances with the two PWSD servers (this is a space available to use all the different Moodle tools – e.g. a workspace specific to one subject/theme or group of teachers; within this area there could be discussion forums, podcasts, wikis, a wide variety of tools). There is student and classroom use of Moodle as a storage platform and collaborative site.
- Additional districts working with Moodle; cross-district collaborative training happening almost every month leading to increased Moodle user capacity and sharing of ideas

Example of provincial collaboration on Moodle: In preparation for the first Distributed Learning Provincial Senior High School Math Institute, CRC & NRLC partnered to create a collaboration space. A Moodle site was established for the organizers of the Institute, as well as for a place for future

continued discussions (via asynchronous discussion forums). After the Institute, the keynote speaker held two Elluminate sessions with math leaders from each zone. The Moodle site housed the archived Elluminate sessions, along with discussion forums and samples (videos & photos) of student work & interaction. This continued discussion helped to promote & continue the math conversations that were started during the January Math Institute. The upcoming Distributed Learning Provincial Senior High Math Institute will be webcast from SAPDC, and this year SAPDC has taken the previous work from NRLC & CRC and added the Math Institute Moodle resources to their own Moodle site, and the Moodle work continues to grow.

District Key Contact Comment 2010: “We have worked with NRLC and PWSD for Moodle, High School math and High School science supports. We held at least 4 sessions last year that NRLC assisted with. This support was key in helping us implement a Moodle within our division. The support has also strengthened our connection with PWSD that has carried forward into this school year.”

FNMI Advisory Meeting Comment 2010: “It would be good if Zone One could store an audio picture dictionary with local syllabics online of Zone One local dialects for students and others to access. This is something that is really missing. Students, teachers, elders and other community members could all be a part of this idea for a project. ... We have recordings of students singing beautiful renditions of O Canada in Cree for instance that could also be included.”

Strategy 3:3 Explore other alternatives for delivery of PD keeping in mind the concepts of distributed learning: anytime, any place, no barriers to access

Indicators	Evidence
<ul style="list-style-type: none"> Variety of methods used 	<p>Participant comments:</p> <ul style="list-style-type: none"> Elluminate is the preferred delivery method for distributed professional learning at the present. It is easy to use, doesn't require much advance prep, and it becomes easier to use each time. VC is being used successfully by certain school districts, and by NRLC. Elluminate is currently examining how both platforms would be able to work together. <i>Simplicity of use still paramount no matter what the platform may be.</i> Teacher Comment 2010: The sessions are going well...I have used Elluminate in my Masters courses, but you guys are taking it to a whole new level! I didn't realize that there were so many interactive features...next time I do a class presentation I may call on your expertise! My experience is limited to discussion rooms (very limited) and red Xs, green checks etc.... Teacher Comment 2010: I really appreciate that they are being done via Elluminate! I think we need more of this...I wish I would have lovingly pushed my other schools to check it out :) Next time!
<ul style="list-style-type: none"> Successful use of technology 	<ul style="list-style-type: none"> Teacher cohorts, school and district PLCs, zone and provincial gatherings – the list of ways we are using technology grows each week. Using electronic methods for delivery and follow up (blogs, wiki posts, Moodle, nings, et al) are becoming standard practice for many of today's teachers in Zone One. Teacher Comment 2010: "It ran smoother than last time with more participants familiar with Elluminate." Teacher Comment 2010: "I think the changes you made from session 1 to 2 really helped bring people into the discussion and be part of the presentation. Good job." Teacher Comment 2010: "All avenues are now being used – chat is monitored and discussion is occurring even tho' we're miles apart. I am impressed with your staff & how they're implementing this program & making this an applicable method for PD. Well done!"
<ul style="list-style-type: none"> Successful use by teachers in schools 	<ul style="list-style-type: none"> Teachers have shared and documented many examples of their technology use. Principal comment 2010: This [SMARTboards] has been the fastest uptake by classroom teachers that I have seen."
<ul style="list-style-type: none"> Identification of promising practices 	<ul style="list-style-type: none"> PD works best as a series; often making use of initial f2f with DL follow up A collaborative approach to session development improves the process and product for our end users A variety of technologies are available and we continue to investigate many in our quest for exceptional PD

Year End Report and Reflection on Lessons Learned

There is a definite improvement in the response to professional development in DL format (DPL). Coaching and patience are integral to this process and good sessions combined with excellent moderation are giving teachers the confidence to come back for more. There is much to be learned. Besides operating the tools, content and pedagogy must be altered so that the tool becomes an extension of the lesson, and not the lesson itself. This is requiring a huge shift in teacher and facilitator practice and will continue to impact professional learning for the foreseeable future. Adequate, exceptional support is essential. Consortia are often working together across the province to provide this support to both facilitators and participants, and are receiving positive acclaim.

Provincial DPL Partner comment on working collaboratively with NRLC DL team 2010:

We make a team that is alive with creative synergy and great new ideas. We are always looking at how to make things work better for our end users. Our sessions are "different" because we have applied lessons learned which have now become "best practices". When we attend and moderate PLP sessions & Elluminate sessions, we are able to offer far more advice and assistance in the process than they are able to give to us. We have moved past best practice to "next practice" in our drive to continually create new ways to imagine and develop models of professional learning.

Provincial DPL Partner comment on working collaboratively with NRLC DL team 2010:

We've learned that this kind of PD works best as a series, not as "one-off" events, just like most other PD. We've demonstrated that it is possible to build relationships with learners through the work, and create an atmosphere of genuine intellectual engagement when we actually employ such 21st century skills as teamwork, collaboration, critical thinking, visual literacy in our webinar design and implementation. That's how what we do is different. And yes it takes time to learn to design work this way, but that investment is always worth it because we strive to then share that learning out with our colleagues whenever we are given the opportunity to meet.

Strategy 3:4 Ensure that NRLC has the capacity for Distributed Learning in Zone One.

Indicators	Evidence
<ul style="list-style-type: none"> Ensure access to computer labs and Smart Boards with Internet access for sessions 	<ul style="list-style-type: none"> NRLC continues with their partnership agreements for 2 computer labs with SmartBoards in both Grande Prairie and Peace River NRLC has priority access/tech support provided with these agreements Portable SmartBoard, laptop, and wireless internet available at NRLC office
<ul style="list-style-type: none"> VC Suite available for use 	<ul style="list-style-type: none"> VC suite is installed in Lions Learning Centre Supported with a fixed SmartBoard, laptop and internet Desktop PVX Polycom units were investigated and may be purchased in 2009 2010
<ul style="list-style-type: none"> Provincial Elluminate license in place 	<ul style="list-style-type: none"> NRLC has full access to Elluminate and its suite of web based services and training
<ul style="list-style-type: none"> Resources allocated to support DL methods 	<ul style="list-style-type: none"> Staff has been allocated to work in these areas

Year End Report and Reflection on Lessons Learned

NRLC has the capacity to provide distributed professional learning in a variety of formats. Delivery mainly includes Elluminate and Video Conferencing. There is a growing need for a collaborative workspace such as Moodle where teachers can continue their collaborative efforts within an even larger provincial team. There are a wide variety of these collaboration tools out there, such as Moodle, Desire2Learn, wikis, etc and it would be very beneficial if one platform was chosen and supported to provide equal access to all teachers on a regular basis.

Video Conferencing is available at NRLC office and at all high schools in Zone One. There are a variety of skilled users, including NRLC staff. This technology requires more in the way of pre-session planning and connecting and is not as user friendly from all schools nor from home locations. Most often requires supportive secondary electronic sharing for documents/presentation via Brigit via another unit. NRLC office is supplied with both.

Elluminate is proving to be an excellent communication tool for meetings and for providing PD. It is reasonably priced and meets the criteria for delivering much of our *anytime anyplace* PD mandate as it does not require any special equipment or location. Anyone with a computer, a headset and a high speed internet connection is able to connect to an Elluminate session.



Overarching Goal:

To provide curriculum implementation support opportunities to teachers and administrators in the NRLC region, including curricula outlined in Alberta Education's Curriculum Implementation Cycle, and Zone One district education priorities.

Goal #4

Work collaboratively with AAC, ATA, ARPDC, and Alberta Education to meet the professional development needs of the zone. (*Grant 2008-0665 Schedule A Deliverables: 2e, 2f, 2g*)

Context: *NRLC completed a joint needs assessment with the ATA in 2007 and 2009. It will be repeated again in spring 2011. This information provides opportunities for joint planning in our zone. Each of our stakeholder partners has much to offer to our teachers. NRLC works to find ways to facilitate these options into "on the ground realities" for our teachers.*

Strategy 4.1 Complete a spring bi-annual needs assessment with all partners involved

Indicators	Evidence
<ul style="list-style-type: none"> Needs assessment completed in zone 	<ul style="list-style-type: none"> This will be done in spring 2011. It has been completed in 2007 and 2009 and on both occasions was very informative.

Strategy 4.2 Comprehensive PD planning meetings are held twice a year with all representatives invited.

Indicators	Evidence
<ul style="list-style-type: none"> Meetings held with districts 	<ul style="list-style-type: none"> April – full day planning session. October – established priorities and zone plan at curriculum coordinator meeting All districts participated in both meetings District Key Contact 2010: <i>"Thanks to the NRLC for their excellent leadership and commitment."</i>
<ul style="list-style-type: none"> Comprehensive PD plan is developed, reviewed and updated 	<ul style="list-style-type: none"> NRLC Comp PD Working Plan 2008 2009 is updated and posted on website District Key Contact 2009: <i>"Thanks for your hard work this past year and for your ongoing help in district planning and in moving Zone One forward with effective professional development initiatives."</i>

Year End Report and Reflection on Lessons Learned

Districts consistently express that the comprehensive PD planning days hosted by NRLC are invaluable. They appreciate the collaboration with other districts, with NRLC, and with each other as they attend in small teams. There is always high attendance at these meetings and districts share a wide variety of information and ideas. Many partnerships are formed for specific PD activities and many new ideas are taken back to be developed. Because most members who attend these meetings are the same colleagues who attend Alberta Ed Curriculum Coordinator meetings, districts have opted to have one intensive planning meeting in spring, and use other advisory and curriculum coordinator meetings as additional face-to-face days. Additional and emergent meetings are hosted via Elluminate. NRLC appreciates the opportunity to work on projects that are based on district needs and requests, and values these meetings as exceptional collaborative opportunities.

District Key Contact 2010: *"I have had the pleasure of working with Leslie on the [ATA] MPTC Board and can attest to her high level of commitment and tireless work in support of PD at the Zone One level. Her professionalism and dedication bring a high level of integrity to all our conversations related to PD on this Board."*



District Key Contact 2010: *"Our district has worked very closely with NRLC in all areas of PD for our teachers. NRLC has been very helpful in providing PD services especially in helping coordinate those services to best suit our district's needs. Without coordination, the effort to put these events together and to keep people informed would have resulted in much less happening."*

District Key Contact 2010: *"Our district was actively involved in the zone plan through the Comprehensive PD planning session each year. Our AISI team, ATA PD Chairperson, and several Central Office personnel participated in these sessions and found them every useful. Through NRLC's help we were able to tailor our implementation plan each year. The plan is revised to reflect new plans and is shared with administrators and teachers. Our curriculum implementation plans link very closely to a neighbouring division; and our teachers have been working together – this is quickly becoming the norm."*

Overarching Goal:

To provide curriculum implementation support opportunities to teachers and administrators in the NRLC region, including curricula outlined in Alberta Education's Curriculum Implementation Cycle, and Zone One district education priorities.

Goal #5: To have sufficient resources in place to ensure the success of the curriculum implementation grant. (*Grant 2008-0665 Schedule A Deliverables: 1, 2k*)

Context: *NRLC is working diligently to meet the needs of Zone One stakeholders. It is evident by the number of sessions held, the number of active grants, and the number of meetings that NRLC staff is involved in that we have increased our output to a great degree. We must be careful not to sacrifice quality and remain conscious of our core work: curriculum implementation - providing exceptional service to all members of our zone by ensuring that we offer PD that meets the needs of teachers and leads to improved student learning.*

Strategy 5.1 Provide professional personnel to assist in the outlined implementation strategies

Indicators	Evidence
<ul style="list-style-type: none"> Executive Director available to assist with all areas of curriculum implementation support 	<ul style="list-style-type: none"> 46 meetings outside the Zone including Executive Director planning and developmental meetings, direct meetings with Alberta Education and as Lead for Mathematics. Also includes meetings by VC and Illuminate. 59 meetings within the Zone including Districts, Curriculum Coordinators, Advisory meetings, ATA locals and specific planning and coordination face-to-face (F2F) meetings with NRLC staff and consultants. 10 meetings with the Management Team including evaluation and staff recruitment consultations. ARPDG Distributed Learning Business Plan, research and assist in the creation of ARPDG/Partner Essential Conditions for Effective Professional Development, Joint PD Provider Charter for Distributed Learning/Teacher Mentorship project, ARPDG Provincial Distributed Learning Work Plan. NRLC also provides Zone One Curriculum Implementation Plan 2008-09, Social Studies Implementation Plan/report, Mathematics Implementation Plan/report and a comprehensive Annual report. These reports are submitted to Alberta Education and approved by Zone Advisory groups and the NRLC Management Team.
<ul style="list-style-type: none"> Curriculum support teachers in place (math, general curriculum) to provide implementation planning and support 	<ul style="list-style-type: none"> 0.8 support for math implementation 0.3 fte curriculum support including social studies 1.0 fte support for Distributed Learning project Reports and project plans submitted as outlined by Alberta Education Stakeholder Survey Feedback on curriculum support personnel demonstrates a very high degree of satisfaction. <i>See next comment box.</i>

Year End Report and Reflection on Lessons Learned

It would be very difficult to provide a high level of support to districts without dedicated staff to assist in curriculum implementation and high quality professional learning. Additionally it is important to mention that long term sustained funding allows districts to build capacity and ensure that once project or subject specific funding is no longer available, teachers and teacher leaders will have the ability to continue to implement curricula as intended. Teachers require different levels of support and adapt to curricular changes at different rates and often they are just truly understanding the program of studies objectives when funding is ending. This is a crucial time in teacher development and requires sustained support.

The new Social Studies and Math projects have required many changes and teachers are working to incorporate multiple layers of new pedagogy and content into their teaching practice. Dedicated consortium personnel have provided support in planning, implementing, facilitating, modeling and coaching at zone, district, school and classroom levels. Teachers are requesting that these types of supports be put in place on a permanent basis through ongoing sustained funding. They recognize their need and know that the quality of support and in-service they receive makes a noticeable impact in their classrooms.

District Key Contact Survey 2010: *“Leslie Snyder has been invaluable to our Division in terms of her leadership and commitment. She has played a valuable role in terms of coordinating PD events for our district, selecting presenters to meet our needs, providing in-services for teachers, keeping key contacts informed regarding options and opportunities. She has effectively maintained connection with schools and teachers, encouraging participation and coordinating events.”*

Session Participant Comment 2010: *Good information. Good networking, development of math understanding. The NRLC is fortunate to have Geri in this area. She has the energy and passion to work with teachers, giving them starting points to develop math thinking.”*

Session Participant Comment 2010: *Wanda is a great technology “pusher”. Her pacing and instructions were fantastic. The technology support for all of these sessions was impeccable.*

Strategy 5.2 Ensure quality hardware and supports that comply with Alberta Education standards

Indicators	Evidence
<ul style="list-style-type: none"> VC Suite and SmartBoard maintained 	<ul style="list-style-type: none"> Equipment in good order; office staff confident in operations/maintenance Still maintaining collaborative partnerships re SmartBoard labs at PWA (PWSD) in Grande Prairie and Springfield School (PRSD) in Peace River. VC access also available through PWA. A portable SmartBoard is also available and is used extensively for NRLC sessions
<ul style="list-style-type: none"> Elluminate Software License 	<ul style="list-style-type: none"> ARPDC license renewed Provincial license provides for efficiencies of scale NRLC working with a variety of groups to provide Elluminate moderator and access services (ATA PD Group, MPTC meeting group, et al)
<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

Year End Report and Reflection on Lessons Learned

NRLC hardware and software is compliant with all Alberta Education standards. NRLC staff perform due diligence in searching out alternatives and reporting back to both zone and provincial levels. To date they are satisfied with the technologies NRLC has in place.

Strategy 5.3 Ensure adequate infrastructure including office staff.

Indicators	Evidence
<ul style="list-style-type: none"> Office personnel in place to handle registration process & website 	<ul style="list-style-type: none"> 2.5 fte in place for office personnel Moved from complete manual registration process by office staff, to an online registration system in the last 2 months of the school year (EventsPro) Created and initiated a new online website registry system to begin the 2010-11 year, working towards secure online payments and PD evaluation RSS feed allows users to remain current with newly posted programs
<ul style="list-style-type: none"> Office operates efficiently 	<ul style="list-style-type: none"> Stakeholder surveys and feedback are positive NRLC staff work through regular staff evaluation process
<ul style="list-style-type: none"> Website is kept current 	<ul style="list-style-type: none"> Increased use of website by Zone One teachers Electronic registration via website began in late August with over 200 new users registered in the first two weeks; and 1600 registrations for the year by October Regular updates and new programs are posted by NRLC staff rather than going through a third party

Year End Report and Reflection on Lessons Learned

NRLC began the 2009-10 year with 2.5 administrative fte which was then reduced to 2.0 by the end of the year. The 2010-11 year will be maintained with 2 full time office staff to provide administrative responsibilities as required to meet the mandate of the Consortium.

NRLC had been in the practice of using a manual registration system, heavily dependent on office staff, but in 2009-10 we moved to an ARPDC licensed registration system combining both manual and online registration. This was still heavily dependent on office staff, and still did not meet the demand for online payments and course evaluations. Taking the steps to create a new website which offers improved access to programs, improved registration services, full account control placed in the hands of the user for improved and personal communications; in addition to ease of evaluations, NRLC launched the new system in August of 2010.

The new registry system and website is more responsive to changing needs; and continues to be developed and modified to meet information sharing requirements, both regional and provincial. Introducing this system proved to be somewhat more complex than anticipated, however, once users were initiated into and comfortable with the process they seem to be accepting and willing to use some of its features (i.e., obtaining lists of all PD they have signed up for).

NRLC Implementation Budget Grant Income & Expense Budget 2009-2010

	2008-2009 Bal Fwd	2009-2010 Funding	2009-2010 Budget	2009-2010 Exp	2009-2010 Ending Balance
Base Funding					
Math & General Curriculum Lead Teacher		41,000	41,000	41,000	0
NRLC Office management and support		34,000	34,000	34,000	0
Total Base Funding	0	75,000	75,000	75,000	0
Proportional Funding - Implementation Years					
Mathematics <i>(carry forward from 2008-2009 budget)</i>	11,941	160,000	171,941	208,650	(36,709)
Languages <i>(carry forward from other grant sources)</i>	15,438	5,000	20,438	31,180	(10,742)
Knowledge and Employability		5,000	5,000	2,731	2,269
English As A Second Language		2,000	2,000		2,000
Total Proportional Curriculum Funding	27,379	172,000	199,379	242,561	(43,182)
Proportional Funding - Strategic Priorities and Initiatives					
Literacy <i>(Pan Canadian grant transfer) note b</i>	10,936	14,000	24,936	12,861	12,075
FNMI <i>(Aboriginal Language/Culture Carry Forward) Note b</i>	22,319	10,000	32,319	26,039	6,280
Health & Wellness		2,000	2,000	0	2,000
ICT and Distributed Learning		36,057	36,057		36,057
High School Completion		10,000	10,000	6,779	3,221
Special Education <i>(Positive Behavior Supports Carry Forward) note b</i>	3,701	23,000	26,701	15,170	11,531
Science <i>(Senior High Grant transfer) note b</i>	2,185	10,000	12,185	4,867	7,318
Workplace Health and Safety		2,000	2,000	0	2,000
Locally Developed Courses Implementation		4,000	4,000	200	3,800
Total Proportional Strategic Priorities & Initiatives Funding	39,141	111,057	150,198	65,916	84,282
Zone One Proportional Funding – Implementation Strategic Priorities & Initiatives					
Grading & Reporting (note a)		10,000	10,000	3,491	6,509
Classroom Management		3,000	3,000	4,295	(1,295)
CTS <i>note b</i>		1,312	1,312	1,312	0
Leadership		15,000	15,000	15,934	(934)
Total Zone One Strategic Priorities & Initiatives Funding	0	29,312	29,312	25,032	4,280
Totals	66,520	387,369	453,889	408,509	45,380

Note a: Includes Instructional Strategies as there is no separate line

Note b: partially funded by other grant sources through reimbursement or transfer

NRLC 2009-2010 Total Revenues & Expenses

	2009-2010 Budget	2009- 2010 Exp	2009-2010 Ending Balance
Conditional Program Grants			
Distributed Learning 2009	82,637	82,637	0
Distributed Learning 2009-0553	102,400	30,000	72,400
Social Studies In-service	131,353	98,151	33,202
Implementation Grant 2008-10	167,057	206047	-38,990
Mathematics Implementation	171,941	208650	-36,709
Elem Math Summer Institute 2009	-5,675	-5,675	0
Off Campus Safety Handbook	40,000		40,000
Total Alberta Education Programming Grants	689,713	619,810	69,903
Other Consortia Grant Transfers			
CTS Programming (CARC)	0	2,011	-2,011
French Language (ERLC)	15,438	22894	-7,456
K&E Programming (LN)	0		0
Aboriginal Language (SAPDC)	22,319	5,257	17,062
Senior High Science (LN)	2,185	2,185	0
Curriculum Coordinators (LN)	287	287	0
Supporting Positive Behaviors (ERLC)	3,701	3,701	0
Science (Gizmo)(CARC)	0		0
Workplace Health & Safety (LN)	0	5,993	-5,993
Pan Canadian Literacy (ERLC)	10,936	2200	8,736
Total Consortia Grant Transfers/Reimbursements	54866	44528	10,338
Other Revenue & Programming			
Curriculum Coordinator Grant (note a)	40,000	25679	14,321
AISI 2010 (note a)	150,000	117117	32,883
Total Other Revenue & Programming	190,000	142,796	47,204
	934,579	807,134	127,445

(note a) These grants were received mid-year for non-curriculum use



Report Appendices

ZONE ONE COMPREHENSIVE PD WORKING PLAN 2009-2010

Grant Deliverables & District Priorities 2009-2010

Common Deliverables

- a. Based on the Guide to Comprehensive PD Planning, 6 Goals of ARPDC, Schedule A and B of Grant 2008-0665
- b. Includes a comprehensive plan developed by zone one members and NRLC
- c. Has an Advisory Committee
 - Contributes to the building of the regional implementation plan
 - Provides feedback to inform adaptations of the plan based on response to needs and lessons learned
 - Communicates the intent of the plan, subsequent adaptations and evidence of success within their organizational network
 - Identifies future regional needs
- d. Builds local capacity
- e. Report (interim and final)

PROPORTIONAL FUNDING – IMPLEMENTATION YEARS

Mathematics K-12

*\$171,941 + \$41,000 base funding budgeted for this year
 *Min 0.5 FTE equivalent consultant to work with ED, Alberta Ed & Regional Advisory; consults with provincial advisory; guide development and progress of regional plan; gathers evidence to inform planning & demonstrate effectiveness of components of plan

Languages *Includes \$15,000 from other grant sources, \$5,000 budgeted from Curriculum Grant (no requests for international languages): Total funds: \$20 000

Knowledge & Employability \$5,000 from Curriculum Grant
ESL \$2,000 from Curriculum Grant

STRATEGIC PRIORITIES AND INITIATIVES FUNDING

Literacy \$24,936
FNMI \$32,319
Health & Wellness \$2,000
ICT & Distributed Learning \$36,057
High School Completion \$10,000

Special Education \$26,701
Science \$16,435
Workplace Health & Safety \$2,000
Locally Developed Courses \$4,000

ZONE ONE IMPLEMENTATION STRATEGIC PRIORITIES & INITIATIVES

Highest Priority

- * Use of technology – in classrooms and online, including use of SmartBoards (funding provided above)
- * Grading & Reporting \$10,000
- * High School Completion (funding provided above)
- * Literacy (funding provided above)

Medium Priority:

- * CTS \$1,000
- * FNMI (funding provided above)

Lower Priority:

- * Wellness (funding provided above)
- * Classroom Management/Instructional Strategies \$3,000
- *Leadership \$15,000

FUNDING PROVIDED UNDER SEPARATE GRANTS

Social Studies K-12 (Separate grant)

*\$131 353 budgeted for 2008-2009 (separate grant funding)
 *0.4 FTE consultant who reports to ED and liaises with Alberta Ed & Regional Advisory; consults with members of Alberta Ed’s provincial advisory – guides regional plan; gathers evidence to inform future planning and demonstrate effectiveness of plan

Distributed Learning (Separate grant)

*\$182,637: 0.8 FTE for zone; work with session facilitators to prepare and deliver sessions; connect with provincial DL team and meet conditions of joint deliverables for ARPDC

Zone One Comprehensive PD Working Plan 2009-2010

Based on the overall curriculum plan for Zone One – submitted to Alberta Education November 6, 2009

- Follow Alberta Ed Curriculum Implementation Cycle, Strategic Priorities and Initiatives
- Implement Zone One Education Strategic Priorities and Initiatives as identified
- **FNMI Infusion wherever possible**

PROPORTIONAL FUNDING – IMPLEMENTATION YEARS

<i>Designated Funds</i>	<i>Programs Developed to Date (more TBD)</i>																																																
<p>Mathematics K-12 Grant #3738 (under #3739) *AB Ed Curr Schedule 2008-2009 Curr Implementation Grant Carry Forward \$11,941 2009-2010 Curr Implementation Grant Allocation \$160,000 Total Funding: \$171,941</p> <ul style="list-style-type: none"> • One regional Math Curriculum Consultant, one Math Lead Teacher Facilitator and a Regional Curriculum Facilitator have been seconded and/or contracted; additional dates available on request <p>Highlights of the 09-10 Plan http://www.nrlc.net/programs/math.html</p> <ul style="list-style-type: none"> • Provide regional mathematics learning opportunities • Provide support for district mathematics implementation plans • Build leadership capacity within NRLC region • Organize cohort groups where participants work together throughout the year; use Moodle as a sharing platform by partnership with PWSD • Work to create math classroom video clips – capture, edit, upload classroom math experiences for teacher use • Follow up face to face sessions with Elluminate (webinar based) mini sessions • Provide sessions for local teachers conventions • Planning and participation in two Provincial/Regional Math Institute Days • Communication with parents • Infusing technology • Math Summer Institute • Senior High Advisory <p>Technology based alternative delivery and follow up methods are being utilized in current sessions and explored for further learning opportunities.</p>	<p>Sessions to date:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%; text-align: center;">Tech</th> <th style="text-align: center;">Program Offered</th> </tr> </thead> <tbody> <tr><td></td><td>FVSD Math Program - various PD</td></tr> <tr><td></td><td>PRSD Math Program - various PD</td></tr> <tr><td></td><td>HFCRD Math Program - various PD</td></tr> <tr><td></td><td>HPSD48 Math Program - various PD</td></tr> <tr><td></td><td>PWSD76 Math Program - various PD</td></tr> <tr><td>SB</td><td>GPDCS Math Program - various PD</td></tr> <tr><td>SB</td><td>GPPSD Math Program - various PD</td></tr> <tr><td></td><td>Elementary Math Support</td></tr> <tr><td></td><td>Mathematics Numeracy 2009 - K-2 2-Day</td></tr> <tr><td></td><td>Mathematics Numeracy 2009 - 3-4 2 Day</td></tr> <tr><td></td><td>Mathematics Numeracy 2009 - 5-6 2 Day</td></tr> <tr><td></td><td>Mathematics Numeracy 2009 - 7-9 2 Day</td></tr> <tr><td>ELL</td><td>Math Advisory Group x6</td></tr> <tr><td>ELL, SB</td><td>Unit Development Math 10C x 4</td></tr> <tr><td></td><td>JH Assessment Series PR 3Days</td></tr> <tr><td></td><td>High School Intro to Change</td></tr> <tr><td></td><td>High School Intro to Change 2 Days</td></tr> <tr><td></td><td>JH Assessment Series GP 2 Days</td></tr> <tr><td></td><td>Math Cohorts 7 GP 4 Days</td></tr> <tr><td></td><td>Math Cohorts Grade 8/9- PR 3 Days</td></tr> <tr><td></td><td>HL Math PD Day - 2 days</td></tr> <tr><td></td><td>High School Admin Math PD</td></tr> <tr><td></td><td>HL Math PD Day x2 sessions</td></tr> </tbody> </table>	Tech	Program Offered		FVSD Math Program - various PD		PRSD Math Program - various PD		HFCRD Math Program - various PD		HPSD48 Math Program - various PD		PWSD76 Math Program - various PD	SB	GPDCS Math Program - various PD	SB	GPPSD Math Program - various PD		Elementary Math Support		Mathematics Numeracy 2009 - K-2 2-Day		Mathematics Numeracy 2009 - 3-4 2 Day		Mathematics Numeracy 2009 - 5-6 2 Day		Mathematics Numeracy 2009 - 7-9 2 Day	ELL	Math Advisory Group x6	ELL, SB	Unit Development Math 10C x 4		JH Assessment Series PR 3Days		High School Intro to Change		High School Intro to Change 2 Days		JH Assessment Series GP 2 Days		Math Cohorts 7 GP 4 Days		Math Cohorts Grade 8/9- PR 3 Days		HL Math PD Day - 2 days		High School Admin Math PD		HL Math PD Day x2 sessions
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Alberta Education Contacts: Christine Henzel Chistine.henzel@gov.ab.ca 780 415 8958 Lorne Lindenberg Lorne.lindenberg@gov.ab.ca <i>Comprehensive Mathematics Plan Appendix D</i>	SB	Starting Points Gr 9 PR 4 Days	
	SB	Ready for Change Gr 9 GP 3 Days	
		Revised Math Gr 1 - PR 3 Days	
		Revised Math Gr 2 - GP 4 Days	
	Doc Cam	Revised Math Gr 2 - PR 4 Days	
	Doc Cam	Revised Math Gr 3 - GP 4 Days	
	Doc Cam	Revised Math Gr 3 - PR 4 Days	
	Doc Cam	Revised Math Gr 4 - PR 3 Days	
	Doc Cam	Revised Math Gr 5 - GP 3 Days	
	Doc Cam	Revised Math Gr 5 - PR 3 Days	
	Doc Cam	Revised Math Gr 6 - GP 3 Days	
	Doc Cam	Revised Math Gr 6 - PR 3 Days	
		High Level FVSD PD (x4)	
		Peace River PD (4 sessions)	
	SB	Grade 8 Cohort GP Day 4	
	SB	Grade 9 Cohort GP Day 4	
	SB	K-6 Math Coaching Cohort 4 days	
	VC/ELL	HS Mathematics Institute VC 2 Days/Loc	
		GPPSD K-3/4-6 Internal PD	
		MPTC - How to Support My School (JR)	
		MPTC - Grade 7 Curriculum (JR)	
		MPTC - Grade 8 Curriculum (JR)	
		MPTC - Common Ten x 2	
		MPTC - Planning w/Parents in Mind x2	
		Math 10 Planning-Pearson	
	ELL	K-3 Development Group-Elluminate x4	
	Moodle	Moodle Math-GPPSD PD	
	ELL	Geogebra in Math Classroom (CRC) x2	
	ELL	Building a Culture of Thinking (CRC) x2	
		JH Math Cohort-GP Planning	
	High School Math Unit Planning (2days)		
<i>Designated Funds</i>		<i>Programs Developed to Date (more TBD)</i>	
Languages Grant (under #3739) (ERLC French Grant 3724) *AB Ed Curr Schedule Carry Forward from other grant sources \$15 000		Sessions to date: All Languages programming has been offered under the Pan Canadian Literacy Grant through ERLC, and under the French Languages Grant also through ERLC These appear further in this document.	

2009-2010 Curr Implementation Grant Allocation
\$5,000
Total funding available \$20,000

Highlights of the 09-10 Plan

<http://www.nrlc.net/programs/secondlanguages.html>

- NRLC is a member of the Zone One regional French Language Learning cohort

Technology based alternatives may be available through francophone consortium.

NRLC will promote and collaborate on Provincial Languages learning opportunities planned by lead consortium (north):

- Edmonton Regional Learning Consortium

Alberta Education Contacts:

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Christina Bexte Christina.Bexta@gov.ab.ca 780 422 3216

Sigrid Olsen Sigrid.Olsen@gov.ab.ca 780 422 2669

Knowledge and Employability (under #3739)

*AB Ed Curr Schedule

2009-2010 Curr Implementation Grant Allocation:
\$5,000

Highlights of the 09-10 Plan

<http://www.nrlc.net/programs/socialstudies.html>

NRLC will promote and collaborate on K & E learning opportunities planned by lead consortium:

- Learning Network

Alberta Education Contact:

Jocelyn Lamoureux Jocelyn.Lamoureux@gov.ab.ca 780 427 5406

Sessions to date:

Tech	Program Offered
	K&E Curriculum Overview-FVSD
	Winning Strategies for Struggling Students
	Language Arts and the K and E student (organized by Learning Network)
	Science and the K and E student (organized by Learning Network)

English as a Second Language (under #3739)

*AB Ed Curr Schedule

2009-2010 Curr Implementation Grant Allocation
\$2,000

No requests to date; will monitor within the zone.

Alberta Education Contacts:

Catherine Walker Catherine.Walker@gov.ab.ca 780 422 0988

Mike Ettrich Mike.Ettrich@gov.ab.ca 780 644 8195

Kathy Salmon Kathy.Salmon@gov.ab.ca

Sessions to date:

ALBERTA EDUCATION BUSINESS PLAN STRATEGIC PRIORITIES AND INITIATIVES

<i>Designated Funds</i>	<i>Programs Developed to Date (more TBD)</i>																				
<p>Literacy (under #3739) *AB Ed Strategic Priorities & Initiatives *Zone Priority 2009-2010 Curr Implementation Grant Allocation \$14 000 Pan Canadian grant disbursement \$10 936 (3747) listed separately Total funds available: \$24 936</p> <ul style="list-style-type: none"> ▪ Sessions planned with district input ▪ Further requests under program development <p>Highlights of the 09-10 Plan http://www.nrlc.net/programs/ela.html</p> <ul style="list-style-type: none"> ▪ A variety of sessions requested and being planned, others in the works <p>Alberta Education Contacts: Jocelyn Lamoureux Jocelyn.Lamoureux@gov.ab.ca 780 427 5406 Shelley Magnusson Shelley.Magnusson@gov.ab.ca 780 422 3259</p>	<p>Sessions to date:</p> <table border="1"> <thead> <tr> <th data-bbox="672 323 824 373">Tech</th> <th data-bbox="829 323 1472 373">Program Offered</th> </tr> </thead> <tbody> <tr> <td></td> <td>Best Practices Reading & Writing (4 Day)</td> </tr> <tr> <td>Web</td> <td>21st Century Librarians</td> </tr> <tr> <td></td> <td>First Steps in Literacy 2 Days</td> </tr> <tr> <td></td> <td>Literacy Strategies Div 2 & Div 3</td> </tr> <tr> <td></td> <td>Close the Writing & Oral Gap Gr 1-2</td> </tr> <tr> <td></td> <td>Good Beginnings Kindergarten</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Web</td> <td>MPTC - LIT/LA Sessions (x4)</td> </tr> <tr> <td></td> <td>Effective Writing Instruction Program</td> </tr> </tbody> </table>	Tech	Program Offered		Best Practices Reading & Writing (4 Day)	Web	21st Century Librarians		First Steps in Literacy 2 Days		Literacy Strategies Div 2 & Div 3		Close the Writing & Oral Gap Gr 1-2		Good Beginnings Kindergarten			Web	MPTC - LIT/LA Sessions (x4)		Effective Writing Instruction Program
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<p>FNMI (under #3739) SAPDC FNMI Grant #3730 *AB Ed Strategic Priorities & Initiatives *Zone Priority 2009-2010 Curr Implementation Grant Allocation \$10 000 Aboriginal Language/Culture carry forward \$22 319 Total funds available: \$32 319</p> <ul style="list-style-type: none"> • A Zone One Advisory Council has been formed – they are working to set direction for this priority area ▪ Possible action research projects in this area – open to zone collaboration ▪ two day conference jointly planned and hosted in Peace River in October 2009 ▪ MPTC sessions planned (teachers convention) ▪ Elluminate webinar series with FNMI special project on Parent Engagement – 6 part series • “Transforming School Culture Series” – book study aimed at administrators – supper series • Other opportunities will be developed as requested/identified <p>Alberta Education Contacts Shirley Gaffney Shirley.Gaffney@gov.ab.ca 780 427 5671 Stella Shrum Stella.Shrum@gov.ab.ca 780 422 2856 Linda Pelly Linda.Pelly@gov.ab.ca 780 415 9300</p>	<p>Sessions to date:</p> <table border="1"> <thead> <tr> <th data-bbox="672 1016 824 1066">Tech</th> <th data-bbox="829 1016 1472 1066">Program Offered</th> </tr> </thead> <tbody> <tr> <td></td> <td>FNMI Mamawihitin 2 Days</td> </tr> <tr> <td>VC</td> <td>FNMI Advisory Meeting x3</td> </tr> <tr> <td></td> <td>FNMI Pow-Wow 2 days</td> </tr> <tr> <td></td> <td>Transforming Your School Culture (x3)</td> </tr> <tr> <td>VC</td> <td>Hang in There it's Almost 3:30 (x2)</td> </tr> <tr> <td></td> <td>Hand Games x2</td> </tr> <tr> <td></td> <td>MPTC - FNMI Sessions (x10)</td> </tr> </tbody> </table>	Tech	Program Offered		FNMI Mamawihitin 2 Days	VC	FNMI Advisory Meeting x3		FNMI Pow-Wow 2 days		Transforming Your School Culture (x3)	VC	Hang in There it's Almost 3:30 (x2)		Hand Games x2		MPTC - FNMI Sessions (x10)				
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Health & Wellness (under #3739)	No requests to date																				

*AB Ed Strategic Priorities & Initiatives
 *Zone Priority
 2009-2010 Curr Implementation Grant Allocation
 \$2,000

Alberta Education Contacts:

Karen Feterly Karen.Fetterly@gov.ab.ca 780 422 5079
 Michelle Kilborn Michelle.Kilborn@gov.ab.ca 780 644 2530

**ICT and Distributed Learning (under #3739)
 (2008 DL Grant 3741)**

*AB Ed Strategic Priorities & Initiatives
 *Zone Priority
 2009-2010 Curr Implementation Grant Allocation
 \$36 057

Highlights of the 09-10 Plan

<http://www.nrlc.net/programs/technology.html>

- Highest priority for the zone, including advancement of skills in the use of SmartBoards
- Working with facilitators, provincial colleagues, zone members to implement this as a method of professional development, and embed into teacher practice in classrooms
- Innovative work with and for 21st Century Teachers and Students
- \$7,000 earmarked for development/support of a zone collaborative space for Zone One teachers

Technology based alternative delivery and follow up methods are being considered for future learning opportunities.

Alberta Education Contacts:

Bette Gray Bette.Gray@gov.ab.ca 780 427 1509

Sessions to date:

(note that programs offered under Grant 3741 are listed separately further in this document)

Tech	Program Offered
SB	SmartBoard Gr 6-9 PD for PWSD
VC	Engaging the 21st Cent Learner 3 locations
SB/Moodle	Peace River SD10 PD - (x8)
ELL	Repair Kit for Grading/LN 13 dates
Moodle	Moodle Master - PR ATA Day
Moodle	Welcome to Moodle - PR ATA Day
SB	Smart Follow up K-6
ELL	Grade 7-9 Social Studies -- 2 Day
	Brainstorming DL
	Online Management System
	Assessment for Learning (ERLC)
ELL	Assessment for Learning AE (ERLC)
ELL	Student Engagement & Assessment x3
Web	PWSD BITT Collaboration-Feb x3
Web	PWSD BITT Collaboration-March x4
	PWSD BITT Collaboration-April x4
	PWSD BITT Collaboration-- May x4
VC	PWSD VC Tech Collaboration
Web	Visual Literacy
ELL	Weekday Webinars - Voice Threads
ELL	Weekday Webinars - Big Huge Labs
ELL	Weekday Webinars - Wikis Part 1
ELL	Weekday Webinars - Wikis Part 2
SB	Smart Follow up Gr 7-12
SB, Web	MPTC - Technology Sessions (x9)

High School Completion (under #3739)

*AB Ed Strategic Priorities & Initiatives

*Zone Priority

2009-2010 Curr Implementation Grant Allocation
\$10,000

- High priority for the zone
- Cross over with Parental Engagement work through FNMI – work with FNMI advisory, webinars planned
- Parental Engagement project – best practices developed presented to administrators, advisory, and through webinar series
- “Transforming School Culture Series” – book study aimed at administrators – supper series
- Additional sessions TBD

Technology based alternative delivery and follow up methods are being considered for future learning opportunities.

Alberta Education Contacts:Becky Pretli Becky.Pretli@gov.ab.ca 780 644 2282Carmen Somers Carmen.Somers@gov.ab.ca 780 415 2838
(Zone One)**Sessions to date:**

Tech	Program Offered
	SS Diploma Examinations 30-1
	SS Diploma Examinations 30-1

Special Education (under #3739)

*AB Ed Strategic Priorities & Initiatives

*Zone Priority

2009-2010 Curr Implementation Grant Allocation
\$23,000Positive Behavior Supports carry forward \$3,701
Total funding available: \$26,701

- A number of additional sessions requested and in the planning stages
- CARC online special education series – make connections

Alberta Education Contacts:Lorraine Stewart Lorraine.Stewart@gov.ab.ca 780 422 6554Gail Campbell Gail.Campbell@gov.ab.ca 780 427 1199Marni Pearce Marni.Pearce@gov.ab.ca 780 422 5045Catherine Walker Catherine.Walker@gov.ab.ca 780 422 0988**Sessions to date:**

Tech	Program Offered
	Level B Assessment & Testing 3-Day
	Woodcock Johnson Assessment 2 Days

*Designated Funds**Programs Developed to Date (more TBD)***High School Science (includes Gizmos) (under #3739)**

*AB Ed Strategic Priorities & Initiatives

2009-2010 Curr Implementation Grant Allocation
\$10,000Carry forward Sr Hi Science \$2,185, Gizmos \$4,250
= \$6,435

Total funds available: \$16,435

- A Science Gizmo trainer is in place in Zone One
- BCP online course writer actively presenting sessions in the zone, developing cohorts,

Sessions to date:

Some HS Science programming has been offered under the HS Science grant through LN. These appear further in this document.

Web/online/ELL	Opportunity for Physics x5
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<p>encouraging participation</p> <ul style="list-style-type: none"> Physics cohort developed – will have face to face, followed by use of collaborative Moodle site, as well as phone calls and follow up <p>NRLC will promote and collaborate on High School Science opportunities planned by lead consortium:</p> <ul style="list-style-type: none"> Learning Network <p>Technology based alternative delivery and follow up methods are being utilized for a variety of these learning opportunities. Moodle partnerships with PWSD are in place for physics and other subject areas.</p> <p>Alberta Education Contacts Stella Shrum Stella.Shrum@gov.ab.ca 780 422 2856 Ken Marcellus Ken.Marcellus@gov.ab.ca 780 415 6120 Wes Irwin Wes.Irwin@gov.ab.ca 780 422 2928</p>					
<p>Workplace Health and Safety (under #3739) *AB Ed Strategic Priorities & Initiatives 2009-2010 Curr Implementation Grant Allocation \$2,000</p>	<p>Sessions to date:</p> <ul style="list-style-type: none"> Add Some Fun to Safety Education in Your High School Classroom (webinar) WHS programs were all offered through the existing provincial WHS Grant appearing further in this document 				
<p>Locally Developed Courses Implementation (under #3739) *AB Ed Strategic Priorities & Initiatives 2009-2010 Curr Implementation Grant Allocation \$4,000</p> <p>Alberta Education Contacts Shirley Gaffney Shirley.Gaffney@gov.ab.ca 780 427 5671 Kaye Steward Kaye.Steward@gov.ab.ca 780 422 3220</p>	<p>Sessions to date:</p> <table border="1" data-bbox="678 982 1485 1087"> <thead> <tr> <th data-bbox="683 989 802 1035">Tech</th> <th data-bbox="805 989 1481 1035">Program Offered</th> </tr> </thead> <tbody> <tr> <td data-bbox="683 1039 802 1083">web</td> <td data-bbox="805 1039 1481 1083">Online Management System</td> </tr> </tbody> </table>	Tech	Program Offered	web	Online Management System
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ZONE ONE STRATEGIC PRIORITIES

<i>Designated Funds</i>	<i>Programs Developed to Date (more TBD)</i>										
<p>Grading & Reporting (under #3739) *Zone One Strategic Priorities & Initiatives 2009-2010 Curr Implementation Grant Allocation \$10,000</p> <p>Technology based alternative delivery are being utilized in current sessions and explored for further learning opportunities.</p> <p>Alberta Education Contacts</p>	<p>Sessions to date:</p> <table border="1"> <thead> <tr> <th align="center">Tech</th> <th align="center">Program Offered</th> </tr> </thead> <tbody> <tr> <td></td> <td>NSD Assessment for Learning 2 Days</td> </tr> </tbody> </table>	Tech	Program Offered		NSD Assessment for Learning 2 Days						
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<p>Classroom Management (under #3739) *Zone One Strategic Priorities & Initiatives 2009-2010 Curr Implementation Grant Allocation \$3,000</p> <p>Technology based alternative delivery are being explored for further learning opportunities.</p> <p>Alberta Education Contacts</p>	<p>Sessions to date:</p> <table border="1"> <thead> <tr> <th align="center">Tech</th> <th align="center">Program Offered</th> </tr> </thead> <tbody> <tr> <td></td> <td>I Know a Gifted Student: Now What</td> </tr> <tr> <td></td> <td>My Child is Gifted Now What</td> </tr> </tbody> </table>	Tech	Program Offered		I Know a Gifted Student: Now What		My Child is Gifted Now What				
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<p>Instructional Strategies (under #3739) *Zone One Strategic Priorities & Initiatives 2009-2010 Curr Implementation Grant Allocation \$2,000</p> <p>Technology based alternative delivery are being explored for further learning opportunities.</p> <p>Alberta Education Contacts</p>	<p>Sessions to date:</p> <table border="1"> <thead> <tr> <th align="center">Tech</th> <th align="center">Program Offered</th> </tr> </thead> <tbody> <tr> <td></td> <td>Instructional Strategies Div 2 & Div 3</td> </tr> </tbody> </table>	Tech	Program Offered		Instructional Strategies Div 2 & Div 3						
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<p>CTS (under #3739) *Zone One Strategic Priorities & Initiatives 2009-2010 Curr Implementation Grant Allocation \$2,000</p> <p>Technology based alternative delivery are being utilized in current sessions and explored for further learning opportunities.</p> <p>Alberta Education Contacts Corrinna Burdek Corrinna.Burdek@gov.ab.ca 780 644 2960 Mike Dumanski Mike.Dumanski@gov.ab.ca 780 422 4124</p>	<p>Sessions to date:</p> <ul style="list-style-type: none"> CTS programs were all offered through the existing provincial CTS Grant 										
<p>LEADERSHIP (under #3739) *Zone One Strategic Priorities & Initiatives 2009-2010 Curr Implementation Grant Allocation \$15,000</p> <ul style="list-style-type: none"> Will provide sessions for administrators and others in school and district leadership including “Fierce Conversations,” and a session with Hugh Phillips Follow up with Moodle for these 	<p>Sessions to date:</p> <table border="1"> <thead> <tr> <th align="center">Tech</th> <th align="center">Program Offered</th> </tr> </thead> <tbody> <tr> <td></td> <td>Cognitive Coaching - 4 days</td> </tr> <tr> <td>SB, web</td> <td>Effective Leadership in an Era of Disruptive Innovation</td> </tr> <tr> <td></td> <td>Engaging the Disengaged-GPPSD</td> </tr> <tr> <td></td> <td>Designing & Delivering Dynamic Workshops x2</td> </tr> </tbody> </table>	Tech	Program Offered		Cognitive Coaching - 4 days	SB, web	Effective Leadership in an Era of Disruptive Innovation		Engaging the Disengaged-GPPSD		Designing & Delivering Dynamic Workshops x2
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<p>groups to share, blog, collaborate</p> <p>Technology based alternative delivery are being explored for further learning opportunities.</p>		ESL Benchmarks	
		Designing & Delivering Dynamic Workshops Day 1	
		Designing & Delivering Dynamic Workshops Day 2	
		Fierce Conversations - 2 days	
<p>Unattached Partnership Non-Designated Sessions</p>	<p>Sessions to date:</p>		

FUNDED UNDER SEPARATE GRANTS

<i>Designated Funds</i>	<i>Programs Developed to Date (more TBD)</i>																																		
<p>Social Studies Grant #3728 *AB Ed Curr Schedule AB Ed Funding \$131,353 Social Studies Grant</p> <ul style="list-style-type: none"> 0.4 fte Social Studies Project Coordinator seconded to provide leadership, planning, direction, sessions, reporting <p>Highlights of the 09-10 Plan http://www.nrlc.net/programs/socialstudies.html</p> <ul style="list-style-type: none"> Year at a Glance – variety of sessions offered Planning cohorts for grades 4-12 working on DL series of professional development for teachers Follow up to face to face sessions via Elluminate <p>Alberta Education Contacts Scott Trueman Scott.Trueman@gov.ab.ca Cheryl Przybilla Cheryl.Pryzbilla@gov.ab.ca 780 422 3282</p>	<p>Sessions to date:</p> <table border="1"> <thead> <tr> <th data-bbox="656 394 841 449">Tech</th> <th data-bbox="841 394 1477 449">Program Offered</th> </tr> </thead> <tbody> <tr> <td>wiki</td> <td>Ready Set Go Grade 12 - 2 Days</td> </tr> <tr> <td>wiki, SB</td> <td>Are You Dizzy Yet? SS Literacy 2 Days</td> </tr> <tr> <td>wiki, SB</td> <td>Web 2.0 Tools for Grade 4-6: 2 Days</td> </tr> <tr> <td>wiki, Moodle</td> <td>SS Grade 4-9 Cohorts 4 Days</td> </tr> <tr> <td>wiki, Moodle</td> <td>SS Grade 7-9 Cohorts 4 Days</td> </tr> <tr> <td>wiki, Moodle</td> <td>SS Grade 12 Cohorts 10 Days</td> </tr> <tr> <td></td> <td>PWSD PD</td> </tr> <tr> <td>wiki</td> <td>Social Studies 101: K-12</td> </tr> <tr> <td></td> <td>High Level FVSD PD (x2)</td> </tr> <tr> <td></td> <td>Peace River SD10 PD (x4)</td> </tr> <tr> <td></td> <td>MPTC - SS Sessions x2</td> </tr> <tr> <td>wiki, ELL</td> <td>SS Grade 7-9 FVSD</td> </tr> <tr> <td></td> <td>Interactive FVSD Administrators</td> </tr> <tr> <td></td> <td>Inquiry Based Learning K-3 & 7-9 (x2)</td> </tr> <tr> <td></td> <td>Inquiry Based Learning 10-12 & 4-6 (x2)</td> </tr> <tr> <td>ELL</td> <td>Great Classroom Ideas for Gr 6-9 (ERLC) x2</td> </tr> </tbody> </table>	Tech	Program Offered	wiki	Ready Set Go Grade 12 - 2 Days	wiki, SB	Are You Dizzy Yet? SS Literacy 2 Days	wiki, SB	Web 2.0 Tools for Grade 4-6: 2 Days	wiki, Moodle	SS Grade 4-9 Cohorts 4 Days	wiki, Moodle	SS Grade 7-9 Cohorts 4 Days	wiki, Moodle	SS Grade 12 Cohorts 10 Days		PWSD PD	wiki	Social Studies 101: K-12		High Level FVSD PD (x2)		Peace River SD10 PD (x4)		MPTC - SS Sessions x2	wiki, ELL	SS Grade 7-9 FVSD		Interactive FVSD Administrators		Inquiry Based Learning K-3 & 7-9 (x2)		Inquiry Based Learning 10-12 & 4-6 (x2)	ELL	Great Classroom Ideas for Gr 6-9 (ERLC) x2
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<p>Distributed Learning Grant #3741 *Alberta Education provincial project AB Ed Funding \$82,637 DL Grant 08-09 Carry Forward AB Ed Funding \$102,400 Distributed Learning Grant 09-10 Total Funding: \$182,637</p> <p>Highlights of the 09-10 Plan http://www.nrlc.net/programs/technology.html</p> <ul style="list-style-type: none"> Provide regional leadership for all DL and technology programs including the use of SmartBoards Develop district capacity by working with teacher leaders so that they can cascade this out to other district teachers with curriculum, pedagogy and technology all interwoven Develop curricular connections with DL projects – Math 10c (partnership with CRC), Math at other grade levels, 	<p>Sessions to date:</p> <table border="1"> <thead> <tr> <th data-bbox="656 1325 841 1379">Tech</th> <th data-bbox="841 1325 1477 1379">Program Offered</th> </tr> </thead> <tbody> <tr> <td>TC/VC /Moodle</td> <td>Peace River Leadership Series - 9 Days</td> </tr> <tr> <td>VC</td> <td>DL Advisory Meetings x3</td> </tr> <tr> <td></td> <td>High Level FVSD PD x2</td> </tr> <tr> <td>NB, VC</td> <td>Notebook Software VC Series x3</td> </tr> <tr> <td>SB</td> <td>SmartBoard BasicTraining 2 Day Certificate (x3)</td> </tr> <tr> <td>SB</td> <td>SmartBoard Certification (x3 sessions)</td> </tr> <tr> <td></td> <td>Smart Response</td> </tr> <tr> <td>SB</td> <td>SmartBoard PD CPS 2 Days</td> </tr> <tr> <td>Web 2.0</td> <td>Smorgasboard of Web 2.0 Tools (x2)</td> </tr> <tr> <td>Moodle</td> <td>Welcome to Moodle</td> </tr> </tbody> </table>	Tech	Program Offered	TC/VC /Moodle	Peace River Leadership Series - 9 Days	VC	DL Advisory Meetings x3		High Level FVSD PD x2	NB, VC	Notebook Software VC Series x3	SB	SmartBoard BasicTraining 2 Day Certificate (x3)	SB	SmartBoard Certification (x3 sessions)		Smart Response	SB	SmartBoard PD CPS 2 Days	Web 2.0	Smorgasboard of Web 2.0 Tools (x2)	Moodle	Welcome to Moodle												
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<ul style="list-style-type: none"> Assist districts in preparing and executing a district implementation plan with their DL leads Develop a zone cohort of teachers – provide follow up training, networking, sharing platform (Smart or Moodle) Continue with a Moodle technology project (Peace River leadership cohort, PWSD partnership with senior high science teachers and math teachers) 	<table border="1"> <tr> <td>Moodle</td> <td>Moodle Next Steps</td> </tr> <tr> <td>Web</td> <td>Visual Literacy</td> </tr> <tr> <td></td> <td>Math Learning/Advisory Group – GP/PR x14</td> </tr> <tr> <td>SB</td> <td>Making the Most of Your SB Div 3&4</td> </tr> <tr> <td>SB</td> <td>SmartBoard Elementary</td> </tr> </table>	Moodle	Moodle Next Steps	Web	Visual Literacy		Math Learning/Advisory Group – GP/PR x14	SB	Making the Most of Your SB Div 3&4	SB	SmartBoard Elementary						
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<p>Workplace Health and Safety (LN Grant) Grant #3750</p> <p>NRLC will promote and collaborate on Workplace Health & Safety opportunities planned by other lead consortium:</p> <ul style="list-style-type: none"> Learning Network (Workplace Safety) <p>NRLC continues with their leadership role re: Off Campus Handbook</p> <p>Technology based alternative delivery are being utilized in current sessions and explored for further learning opportunities.</p> <p>Alberta Education Contacts Corrinna Burdek Corrinna.Burdek@gov.ab.ca 780 644 2960 Mike Dumanski Mike.Dumanski@gov.ab.ca 780 422 4124</p>	<p>Sessions to date:</p> <table border="1"> <thead> <tr> <th>Tech</th> <th>Program Offered</th> </tr> </thead> <tbody> <tr> <td></td> <td>Eight Elements of a H&S System</td> </tr> <tr> <td></td> <td>Eight Elements of a H&S System</td> </tr> <tr> <td></td> <td>WHS - Creating a Safety Culture</td> </tr> </tbody> </table>	Tech	Program Offered		Eight Elements of a H&S System		Eight Elements of a H&S System		WHS - Creating a Safety Culture								
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<p>CTS (under Grant 3717) *Zone One Strategic Priorities & Initiatives NRLC will promote and collaborate on CTS webinar opportunities planned by lead consortium:</p> <ul style="list-style-type: none"> Central Alberta Regional Consortium <p>Technology based alternative delivery are being utilized in current sessions and explored for further learning opportunities.</p> <p>Contacts Donna McRae, CARC</p>	<p>Sessions to date:</p> <table border="1"> <thead> <tr> <th>Tech</th> <th>Program Offered</th> </tr> </thead> <tbody> <tr> <td></td> <td>Get CTS Ready GP</td> </tr> <tr> <td></td> <td>Get CTS Ready - HL</td> </tr> <tr> <td></td> <td>Intro to the New Student App Courses GP</td> </tr> <tr> <td></td> <td>Intro to the New Student App Courses - PR</td> </tr> <tr> <td>CTSPD</td> <td>Collaboration for Individual CTS Clusters -GP</td> </tr> <tr> <td></td> <td>Collaboration for Individual CTS Clusters</td> </tr> <tr> <td>ELL</td> <td>CTS Webinars – CARC hosted</td> </tr> </tbody> </table>	Tech	Program Offered		Get CTS Ready GP		Get CTS Ready - HL		Intro to the New Student App Courses GP		Intro to the New Student App Courses - PR	CTSPD	Collaboration for Individual CTS Clusters -GP		Collaboration for Individual CTS Clusters	ELL	CTS Webinars – CARC hosted
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	Collaboration for Individual CTS Clusters																
ELL	CTS Webinars – CARC hosted																
<p>ERLC Literacy Grant #3747 *AB Ed Curr Schedule Carry Forward from other grant sources \$15 000</p>	<p>Sessions To Date:</p> <table border="1"> <thead> <tr> <th>Tech</th> <th>Activity Name</th> </tr> </thead> <tbody> <tr> <td></td> <td>Three Tiers of Instruction 3 Days</td> </tr> <tr> <td></td> <td>13 Paramenters: Literacy Leadership</td> </tr> </tbody> </table>	Tech	Activity Name		Three Tiers of Instruction 3 Days		13 Paramenters: Literacy Leadership										
Tech	Activity Name																
	Three Tiers of Instruction 3 Days																
	13 Paramenters: Literacy Leadership																

ERLC French Grant #3724
 *AB Ed Curr Schedule
 Carry Forward from other grant sources \$15 000

Sessions To Date:

Tech	Program Offered
	Planning Strategies Day 1
	Planning Strategies Follow-up Day 2
	Reading Power
	St Gerard Joint PD Day (x2)
	FI/FR Resource PD Day (x4)
SB	FI/FR Resource PD Day-Smartboards
SB	Integrating Smart Technology in FR Curr
	Falher FR PD Day - Verbathon
	Falher FR PD Day - Math
	ABC Boum

LN High School Sciences #3734
 *AB Ed Curr Schedule
 Carry Forward from other grant sources \$2,185

Sessions to Date:

Tech	Program Offered
Web/online	BCP Clicks & Mortar-PRSD PD
	Machine Scored Questions-Science
	MPTC-Science Merrills

Northwest Regional Learning Consortium
 Director: Karen Egge, Karen.Egge@gppsd.ab.ca
 Math Project Coordinator/Consultant: Geri Lorway
 Phone: 780 826-1495 glorway@telusplanet.net



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, S. (2000). *Adult learning and the professional development of teachers*. Paper prepared for the Education Review Office. Wellington: Victoria University.
- 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: PWSD

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

Date	Grades		
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 December, 2010.

Regional Background/Context

The NRLC region includes nine school districts as well as franco-phone, 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 success of this implementation project.

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



Partners in Curriculum Implementation

Facilitators
demonstrate, design, develop and deliver quality PD

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

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

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

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

**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.*

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

**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

edmontonjournal.com/entertainment

EDITOR: ARIE DREZEMAN, TEL: 431-8241, arie@edmontonjournal.com

EDMONTON JOURNAL

Alberta teen pays tribute to war heroes

Horse: Now captures national sentiment

Major newspaper Strathcona Publishing, 11, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000

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

Kristiana Grimmel
QMI Agency

Three Cadotte Lake school students from Little Buffalo join a United Nations delegation in New York City this week over 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, Dupine Omimayak, 16, and Dawn Sessegeen, 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, a major museum 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 extensive oil and gas 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 "overjoyed" by what lies ahead in New York City.

Gladue, whose essay was called "My People, 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 pediatrician 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 skating 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 west 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.

Trish 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.

"It'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.

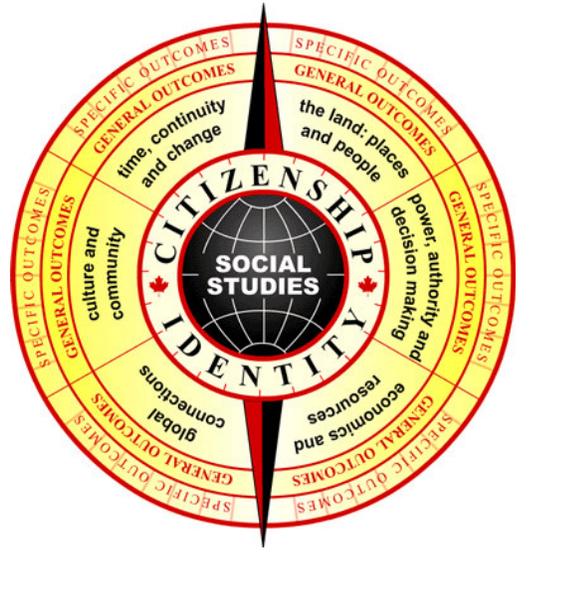
Of about 30 high school students to begin the year, only 15 remain. Two will graduate this year.

"It seems like a dead end," 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 stay home on those days, Alexander said.



Reflections After Five Years

Project in Bloom

Challenges

- **Time.** Time to attend PD, time to follow up on what you learned at the session, time to change up units and lessons. Time to collaborate, read, process, enhance, expand, examine. Teachers and administrators are short on time. As well, the staggered roll out affected teacher access to PD and support.
- **Competing priorities.** Teachers rarely teach just one subject and thus they must balance their resources to provide their best work in all areas of responsibility. Teachers commented that the new math impacted the time left for social studies.
- **Funding.** Sub and travel costs were barriers. With the “cohort work” teachers required extended support to participate. There were fewer sub dollars in later years of the project and this affected attendance at sessions. Teachers who wanted “just in time” PD were disappointed that less was available to them.
- **Resources/Curriculum.** Teachers (especially at younger grades) were concerned that concepts were too difficult for students and noted that reading levels in resources were too high. K & E teachers were concerned about lack of appropriate materials. Some teachers felt the curriculum had too much to cover and didn't lend itself to split grades (topics were very different from year to year).
- **Sustainability.** Teachers will continue to require support as their knowledge deepens and their perspectives broaden. Districts are encouraged to continue making social studies implementation a high priority, especially through the provision of time for cohort work, and NRLC looks forward to continuing that professional development relationship. Another challenge will be lack of a Zone One project coordinator—this position provided a comprehensive range of services to meet zone, district and teacher needs and will be missed in the zone.

Successes

- **Cohorts.** The leadership cohorts have brought out the excitement and passion embedded in this program and deepened the knowledge base and skill set of teachers. Cohort days have included expert facilitation, action research, lesson observation, creation of unit/lesson plans and test questions, and extended collaboration in small groups over multiple years. All of this melded together has provided professional learning communities of the highest calibre. Teachers feel safe to risk, to learn, to grow. These are the role models who go back to their schools and encourage others: this is achievable, the time spent is rewarding, the results are tangible. Come and join our cohort!
- **Advisory and Central Admin Support.** The advisory team has developed into a cohesive cadre of supportive visionaries. They understand the basics of the social studies curriculum and recognize the value of the PD. They are advocates in their districts and schools, as they ask the big questions: How do we know this is working? What is the evidence in our classrooms? What isn't working? How can we find more time/funding? They have developed their own cross-district cohort at this advisory table and have taken this collegiality to the next level, joining together in cross-jurisdictional ventures in additional areas, including developing common school calendars in some cities.
- **Teacher Participation.** Many teachers are making this implementation a priority. Their comments in NRLC reports are strong indicators that they are deeply engaged in understanding the pedagogy, in changing their practice, in enhancing classroom delivery to maximize student engagement. Through assessment, technology, inquiry. Through hands on learning, group projects, critical thinking. Through dedication and time. Bravo!

- **NRLC Profile.** Throughout this implementation NRLC has become a “bigger player” in the eyes of teachers, schools and districts. When the project began many did not understand consortia, how to access PD, who to contact—many teachers did not know who NRLC was. In ever increasing numbers, teachers are using our website, accessing our services, requesting support, making suggestions. They have a much clearer picture of who to talk with to access services for their schools and districts. NRLC has become their first choice for professional development services.
- **Collaboration.** This is evident at many levels—provincial, regional, district, school, small groups of teachers. Much of the power of this project has been the collaborative efforts of ARPDC provincial project coordinators and Alberta Ed, local advisories, teams of colleagues at all levels. PD has been planned across all consortia, with other PD partners (ATA, AAC, Tc2, et al), jointly by jurisdictions, collaboratively in communities. Collaboration has been a highlight and one of the strongest success stories in this project.



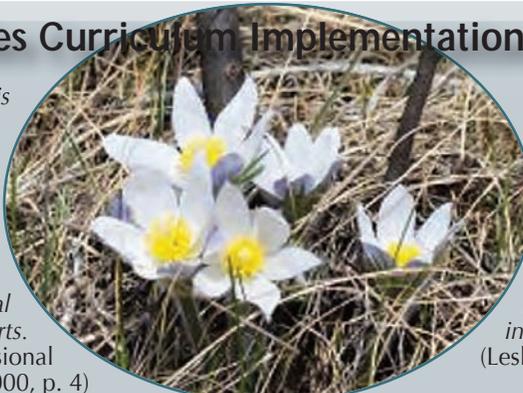
Final Reflections

- Stakeholders at all levels are appreciative of the funding provided to the Social Studies Curriculum Implementation Project. The professional learning provided through these grant dollars was intense, provocative, rewarding, rich. The number of PD opportunities, the requests by teachers, the documented high levels of satisfaction, the continued growth in participation, the overwhelmingly positive comments ... all indicate that this has been a rewarding journey. As we move forward it will be exciting to see continued enhancements of the collaborative efforts of teachers. Another exciting area will be the use of technology. Webinars and VC sessions, podcasts, the recording /caching of key elements of the program—all have the potential to reduce barriers and enhance professional learning irrespective of time or place. The photos, survey results and comments embedded in this report are one set of indicators of Zone One satisfaction with this model of curriculum implementation, and this report is one piece of the legacy of what we have accomplished. All provincial consortia continue learning how to best support curriculum implementation and measure professional development in ways that are truly reflective of the impact of our work on students in Alberta classrooms. Consortia work is complex, and within our roles we have many of the same challenges and successes as highlighted in this report. As we continue to explore ways to provide engaging and powerful professional learning, there is still more work to do. We believe the data in this report indicates extensive progress, and we feel certain that we are a “project in bloom.”
- A Legacy DVD Project is in the final stages. Copies will be distributed in Zone One in February. It will bring to life many of the highlights of this project. It will also be available on our website at www.nrlc.net

NRLC Social Studies Curriculum Implementation – Project in Bloom

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

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



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

(Leslie Snyder, NRLC 2006-2010)

Final Financial Statement

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Revenue						
Grants	600,000		525,000			
Carry Forward	61,421					
Total Revenue	661,421	457,261	711,632	337,572	131,353	40,792
Expenses						
NRLC & District Delivered Learning Opportunities, NRLC Coordination	69,884	88,300	178,983	52,985	12,723	4,021
Building Leadership Capacity	24,000	48,178	31,124	46,269	17,938	
Summer Workshops	8,257	10,703	Payment deferred to 08-09	25,616	11,681	
Advisory, Resources, Materials	3,318	3,755	8,304	5,790		4,331
Project Coordinator (including expenses)	98,701	119,693	150,578	76,014	48,219	32,440
99 Minutes Webcast Series			5,071			
Total Expenses	204,160	270,629	374,060	206,219	90,561	40,792
Revenue Less Expenses	457,261	186,632	337,572	131,353	40,792	0

Budget and Administration

A total of \$1,186,421 was available for the 5+ years of the project. This included carry forward from the K-3 social studies implementation grant of \$61,421, \$600,000 from the 2005-2007 grant, and an additional \$525,000 from 2007-2010 grant funds. The project advisory committee was actively involved in setting the budget direction each year and their feedback helped to ensure that budget dollars were maximized.



The overall budget evolved with the project but the main focus was to build district capacity, ensure long term sustainability and foster multi-district collaboration. NRLC partnered with teachers conventions, the ATA social studies specialist council, ATA PD days in Zone One, districts, schools and other consortia. Session costs were kept reasonable. Every attempt was made to ensure equity and equality for all districts as well as band and private schools. Multiple learning opportunities and cross-curricular approaches aided in

maximizing funding and building teacher capacity. The funding for curriculum implementation was highly important to the

districts and the zone, and allowed teachers to be more fully immersed in social studies content and pedagogy that enhanced their practice.

Comments Re Budget:

- The NRLC provided extensive Social Studies training opportunities for our teachers. They were creative and flexible in how they provided support. They addressed all levels and many forms from admin session to Web 2.0 tools to FNMI perspectives. The major concern for our teachers was both time out of class and lack of school and district funding for PD. We appreciated the funding available through the implementation grant.
- Social studies money running out! :(Teachers have been very excited about their cohorts.
- NRLC is open to input and requests from around the zone.
- Problem: running out of social studies money.
- Good support by NRLC for our PD.



Implementation Grant 2008 – 0665

Schedule “A”

This is Schedule “A” to an agreement dated June 23, 2008 between Her Majesty the Queen in Right of Alberta as represented by the Minister of Education and *THE BOARD OF TRUSTEES OF GRANDE PRAIRIE PUBLIC SCHOOL DISTRICT NO. 2357*

The Grant recipient shall receive \$330,000 in implementation funds per year for each of the next three years according to an annual payment schedule for a total of \$990,000. This will be for base equity funding and proportional funding to the Alberta Regional Professional Development Consortia (ARPDC), taking into consideration a number of factors such as population served, scarcity, distance and regional uniqueness for the following purposes:

1. Annual base funding in the amount of \$75,000 will be provided to assist with operational and equity issues. This is targeted for such items as administrative support, coordination, research, staffing, sustainable human resources funds for teleconferencing /videoconferencing, etc.
2. Annual proportional funding in the amount of \$255,000 is provided to the consortium for implementation of new and revised programs of study according to the Implementation Schedule, strategic priorities outlined in the Alberta Education Annual Business Plan, and other priority programs in their respective zones / areas. During the 2008-2009 Consortia year, professional development and support activities will be provided for subjects and grade levels to be implemented are in preparation for the 2008-2009 and 2009-2010 pre-implementation and mandatory implementation years. Such will be the case for all three years of this grant. Key Deliverables for each of the ARPDC are as follows:
 - a. Each consortium, in consideration of the ARPDC goals, will work collaboratively with regional advisory committees (comprised of representatives from school authorities) and with one another to develop implementation plans, strategies and opportunities to meet provincial and locally identified needs in congruence with provincial direction.
 - b. Each consortium will prepare a regional professional development plan to support implementation. This would include a work plan and budget for each of the next three school years. The 2008 - 2009 work plan will be inclusive of the following implementation subjects (English, French and other) listed in the Alberta Education Implementation Schedule: Mathematics, Knowledge and Employability, Languages Initiative, French as a Second Language, High School Sciences (Biology, Chemistry, and Physics). The 2008-2009 work plan will be submitted to Alberta Education by October 31, 2009. In similar fashion, work plans in accordance with the Alberta Education Implementation Schedule will be submitted by October 31, 2010. (See schedule “B” for specific details.)
 - c. Strategic priorities and initiatives as outlined within the Alberta Education Business Plan are to be integrated / embedded as part of the implementation plan during the 2008 – 2009 year. This includes such priorities as High School Completion, FNMI, Literacy, ICT, Wellness, DL Strategies and English as a Second Language. In similar fashion, consortia work plans would incorporate strategic priorities and initiatives from the 2009 – 2010 and 2010-2011 Business Plans respectively. (See schedule “B” for details.)
 - d. The consortia plan will be responsive with built in flexibility to best serve the needs of school authority personnel in their efforts of providing high quality learning opportunities for students. Consortia would offer a wide variety of approaches and opportunities which would 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, and 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.

- e. The consortia, building on their ARPDC goals, will be encouraged to work with and model the following document as part of their planning and delivery within the region: *A Guide to Comprehensive Professional Development Planning*.
- f. The Consortia will consult with key Alberta Education Lead Managers and Directors (responsible for main implementation subject areas and priority programs) a minimum of twice during the year as well as on a needs basis. These consultations will help allocate funding parameters and priorities for implementations areas. Additionally Consortia Executive Directors will collaborate with one another to establish relative consistency or commonality across the province with respect to subjects, grades and strategic priorities on the Implementation Schedule and Business Plan. *(It is anticipated that approximately 60% of the total 2009-2010 funds will be for mathematics. This would be revisited annually with input from Alberta Education prior to submission of the consortia implementation work plans for 2010 - 2011.)*
- g. As part of planning and reporting, the ARPDC will develop processes and tools to assist school authorities in the collection as well as tracking and reporting of “evidence of success” of effective implementation.
- h. The ARPDC will collaborate with other P.D. providers and stakeholders (e.g. AAC, Galileo, 2Learn, ATA, ADETA, and Alberta Post Secondary Institutions) in the planning and development of program offerings and supports.
- i. Each Consortium will provide a Final Report, which is to include financial information, for this conditional grant to Alberta Education on or before November 30 in 2009, 2010 and 2011 respectively. The deliverables reported on here, shall be from the “proportional funding” with additional details outlining the expenditure of “base funding”. The report will include information relative to evidence of success along with the key indicators and implementation features supported and accomplished during each of the implementation year. *Note: After the first year, Alberta Education and Consortia staff will review the structure of the Final Report for this grant as it relates or links to the ARPDC Annual Report.*
- j. The Mathematics Institute in the summer of 2009 is to be part of this grant. Such will also be the case in the summers of 2010 and 2011 if Alberta Education and stakeholders determines that the institutes are to occur. Alberta Education will provide organizational support and the ARPDC will appoint a Consortia Project Lead, as was the case for two such previous institutes. Costs / expenses for these will be shared by all seven consortia on a proportional basis.
- k. As determined in advance by Alberta Education and ARPDC, regional, provincial and / or other “one-time” events as a K&E Symposium(s), ESL Forums(s) and other such activities will be part of this grant. ARPDC will coordinate these and appoint Consortia Project Leads as appropriate. All seven Consortia will share costs / expenses on a proportional basis.
- l. As part of the proportional and / or base funding, each Consortium may employ a subject area(s) coordinator/consultant(s) to help facilitate effective implementation and delivery plans and to suit regional and other stakeholders needs. It is anticipated that APPDC would collaborate with one another and consult with Alberta Education with regard to the work of such coordinators.

Schedule “B”

This is Schedule “B” to an agreement dated June 23, 2008 between Her Majesty the Queen in Right of Alberta as represented by the Minister of Education *and THE BOARD OF TRUSTEES OF GRANDE PRAIRIE PUBLIC SCHOOL DISTRICT NO. 2357*

Implementation Allocations, Schedule and Strategic Priorities

Implementation Years	2008 - 2009	2009 - 2010	2010 - 2011	2011 – 2012 (Pre-implementation)
Base Funding	\$75,000	\$75,000	\$75,000	-
Proportional	\$255,000	\$255,000	\$255,000	-
Total	\$330,000	\$330,000	\$330,000	-
*Implementation Schedule (Note: Schedule is revisited & confirmed annually.)	<ul style="list-style-type: none"> • Mathematics K, 1, 4, 7 (E+F) • Mathematics 2, 5, 8 optional (E+F) • Math Summer Institute • Knowledge and Employability <ul style="list-style-type: none"> - 9, 20-4 Social Studies (E) - 10-4, 20-4, 30-4 ELA (F) - 8-9, 10-4, 20-4 Math/Science (F) - 8-9 Social (F) - 8-9 Occupational (F) • Languages Initiative (Year 6) • Biology 30, Chemistry 30, Physics 30 (E+F) • French as a Second Language 3 Yr and 5 Yr (10, 20, 30) 	<ul style="list-style-type: none"> • Mathematics 2, 5, 8 (E+F) • Math Summer Institute • Knowledge and Employability <ul style="list-style-type: none"> - 10-4 Social (F) - 10-4, 20-4, & 30-4 Occupational (F) • Languages Initiative (Year 7) 	<ul style="list-style-type: none"> • Math 3, 6, 9 (E+F) • Math 10C (10-1, 10-2) E + F) • Math 10-3 (E+F) • Math Summer Institute • Knowledge and Employability 20-4 Social Studies) • Languages Initiative (Year 8) • 10 - 12 Social Sciences 	<ul style="list-style-type: none"> • Math 20-1, 20-2, 20-3 (E+F) • Languages Initiative (Year 9)
Strategic Priorities and Initiatives	<ul style="list-style-type: none"> • Literacy • FNMI • Wellness • ICT • Distributed Learning Strategies • High School Completion • English as a Second Language (Francisation for CPFPP) 	<ul style="list-style-type: none"> • Literacy • FNMI • Wellness • ICT & DL • High School Completion • Special Education • Science • Workplace Health and Safety • Locally Developed Courses 	(To be determined by current Business Plan)	

* Note: A separate conditional grants for Social Studies implementation is currently in place for 2008 – 2009 and 2009 – 2010. Also a separate ARPDC grant for Career and Technology Studies implementation will be in place for the 2008 – 2009 to 2001 – 2011 years.

Revised June 19, 2008

