



*Regional Curriculum Implementation Plan
Grant 2008-0665*

2009-2010 (Year Two)

Northwest Regional Learning Consortium
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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 A *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 B 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 176 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 schools and/or French Immersion Schools.
- 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, 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 Curriculum Implementation 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 A and B 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 Develop a comprehensive PD plan in collaboration with the zone advisory.

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

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 2009 Zone One needs assessment in collaboration with our stakeholder partners

Strategy 4:2 Host comprehensive PD planning meetings twice a year 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 2009:

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

Applying the Comprehensive PD Planning Cycle in the NRLC Curriculum Implementation Plan *adapted from SAPDC Reporting*

Reflect & Plan Ahead

- review and interpret evaluation data to inform future plans
- consider available human and financial resources
- **start cycle again**

Undertake Summative Evaluation

- spring survey questions based on indicators/sources of evidence identified in project goals
- session feedback data
- input from jurisdiction curriculum leaders

Revise Action Plan as Required

- responsive to ongoing feedback from teachers, jurisdiction leaders, and presenters
- communication with stakeholder groups
- communication with Alberta Education

Implement Action Plan

- the ongoing work of the consortium and jurisdictions
- communication with stakeholder groups
- communication with and support of NRLC office staff

Finalize Action Plan and Measures

- consultation with advisory committee
- consultation with jurisdiction curriculum leaders
- communication with stakeholder groups
- share and confer with other consortia

Conduct Environmental Scan and Participant Needs Assessment

- session feedback and ongoing needs assessment
- survey results – teacher and administrator
- district curriculum contacts
- AISI context
- advisory committee member feedback
- ATA Specialist Council
- Council of School Administrators
- NRLC board

Contextual Variables:

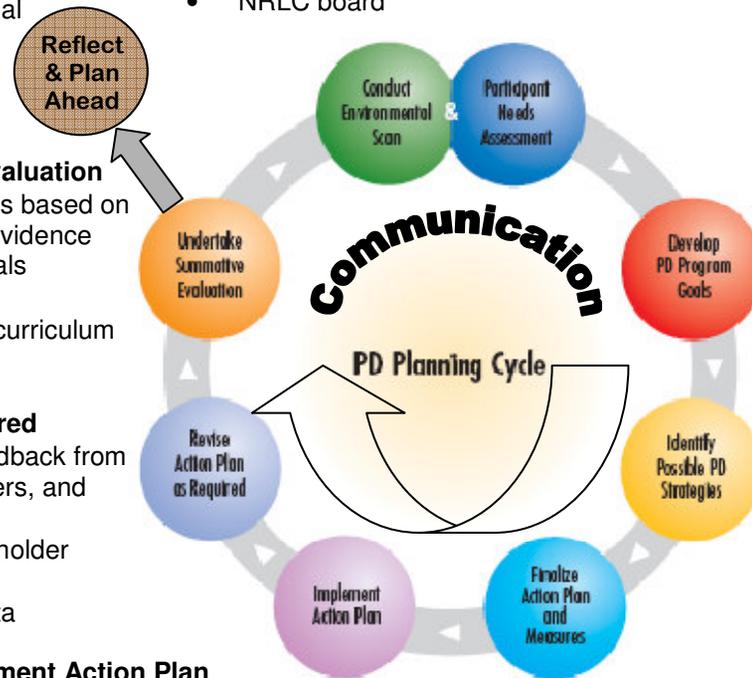
- implementation demands for multiple programs of study
- costs associated with implementation
- availability of substitute teachers
- time away from the classroom
- teacher turnover

Develop PD Program Goals

- AB Education grant deliverables
- Key curriculum components according to the Alberta Ed implementation cycle
- Project leadership – Exec. Director, SS & Math Consultants, Advisory
- jurisdiction initiatives and curriculum implementation plans, including linkage to AISI projects where applicable
- link back to needs assessment

Identify Possible PD Strategies

- past successes
- ideas gleaned through collaboration with other consortia and other PD providers, including ATA Specialist Council
- consultation with jurisdiction curriculum leaders and consideration of contextual variables
- consideration of research
- suggestions found in *Comprehensive Guide to PD Planning*



NRLC Regional Curriculum Implementation Plan 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. Alternate delivery and the recording/caching of sessions for anytime/anyplace PD for teachers is being further explored.*

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

Indicators	Source of Evidence
<ul style="list-style-type: none"> • Plan is developed & circulated to advisory, recommendations offered, changes made on an ongoing basis 	<ul style="list-style-type: none"> • Advisory members participating in the process of developing NRLC Comprehensive PD Working Plan 2009-2010 • Comments from Alberta Education • Suggestions & revisions are received
<ul style="list-style-type: none"> • Plan communicated to Alberta Ed & Zone One 	<ul style="list-style-type: none"> • Posted on NRLC website, circulated via email, hard copy • Advisory meetings held throughout the year
<ul style="list-style-type: none"> • Plan is being used by NRLC and zone one 	<ul style="list-style-type: none"> • Reflections by NRLC and advisory • Plan is updated/revised based on input throughout the year
<ul style="list-style-type: none"> • Plan meets stakeholders needs 	<ul style="list-style-type: none"> • Reflections by NRLC and advisory show evidence of success

Year End Report and Reflection on Lessons Learned

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

Indicators	Source of Evidence
<ul style="list-style-type: none"> • Number of sessions held in each subject area 	<ul style="list-style-type: none"> • List of sessions by subject
<ul style="list-style-type: none"> • Number of participants 	<ul style="list-style-type: none"> • Record of participant numbers
<ul style="list-style-type: none"> • Feedback from teachers 	<ul style="list-style-type: none"> • Feedback from session evaluations
<ul style="list-style-type: none"> • Multiple session types 	<ul style="list-style-type: none"> • Examination of TRENDS* from feedback • Listing of types of sessions

Notes on trends *(attendance; kinds of sessions held e.g. web based, face to face, one day, series, et al)*

Year End Report and Reflection on Lessons Learned

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 	<ul style="list-style-type: none"> • Note areas where teacher leaders have received assistance
<ul style="list-style-type: none"> • Sessions facilitated by NRLC teacher leaders 	<ul style="list-style-type: none"> • List sessions hosted by teacher leaders
<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"> • Reflections from cohort participants • Quantitative evidence of teacher participation
<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"> • Note materials posted on wikis, Moodle sites – types and quantity • Reflections on shared materials

Year End Report and Reflection on Lessons Learned

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 three year education plans and discusses priorities for the zone at advisory meetings. Districts have also clearly enunciated their educational priorities 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 include this in zone wide planning. Individual or small group multi-district meetings allow NRLC to assist with more in-depth planning, as well as providing information and context that minimizes scheduling conflicts and works 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

- Meetings booked with each district
- District satisfaction with NRLC services

Evidence

- Record of meetings through ED reports to management team; quantitative data
- Stakeholder surveys
- Reflections by district key contacts

Year End Report and Reflection on Lessons Learned

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

Indicators

- NRLC sessions meet district goals
- 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)
- Follow up as a result of NRLC PD

Evidence

- Qualitative evidence through stakeholder, district key contact and participant surveys
- Stakeholder survey responses
- Indicate number of sessions & participants
- Indicate types of PD hosted
- Indicate number of joint initiatives
- Comments from zone members

Year End Report and Reflection on Lessons Learned

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 new 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 (and other) considerations for teachers attending PD.*

Distributed Learning methods and many of the embedded practices are second nature to today's students. They see this digital, online world as a natural extension of their everyday lives and want schools to incorporate much of these same tools. 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 and teacher leaders as we begin 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"> Consult with zone advisory re plan development and DL formats/platforms
<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"> Number of training sessions hosted via DL
<ul style="list-style-type: none"> Presenters use alternate delivery methods 	<ul style="list-style-type: none"> Number of sessions hosted via DL (note type – e.g. VC)
<ul style="list-style-type: none"> NRLC uses alternate delivery methods for various purposes 	<ul style="list-style-type: none"> Note number and type of delivery methods used (webinar, VC, face to face and DL, et al)
<ul style="list-style-type: none"> Sessions offered for leadership staff using DL and collaborative tools 	<ul style="list-style-type: none"> Number of meetings hosted via DL Comments and data re administrator involvement in DL
<ul style="list-style-type: none"> NRLC works with other provincial consortia 	<ul style="list-style-type: none"> Note cross consortia collaboration – number of events, planning meetings, shared trainings

Year End Report and Reflection on Lessons Learned

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"> Number of teachers on social studies wikis Number of teachers participating in PWSD (or other) Moodle site Materials posted in collaborative spaces Qualitative comments from participants

Year End Report and Reflection on Lessons Learned

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 	<ul style="list-style-type: none"> Attendance at sessions (may indicate preference)
<ul style="list-style-type: none"> Successful use of technology 	<ul style="list-style-type: none"> Session evaluation responses from participants
<ul style="list-style-type: none"> Successful use by teachers in schools 	<ul style="list-style-type: none"> Uptake by teachers – data re use in classrooms
<ul style="list-style-type: none"> Identification of promising practices 	<ul style="list-style-type: none"> Bi-annual surveys, action research projects

Year End Report and Reflection on Lessons Learned

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"> Data on number of sessions hosted in partner labs Data on sessions hosted in other locations
<ul style="list-style-type: none"> VC Suite available for use 	<ul style="list-style-type: none"> Data on use of VC for sessions, meetings, collaboration
<ul style="list-style-type: none"> Provincial Elluminate license in place 	<ul style="list-style-type: none"> Data on use of Elluminate for sessions, meetings, collaboration
<ul style="list-style-type: none"> Resources allocated to support DL methods 	<ul style="list-style-type: none"> Additional resources added as needed

Year End Report and Reflection on Lessons Learned

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: *Stakeholders worked to develop a project charter for a grant that would outline the roles and responsibilities of each of the partners. It was the intent to build local capacity in the area of assessment. Mathematics was chosen by this working group as the curricular area of focus. This project was scheduled for 2008 – 2012. The project did not receive the requested funding and did not proceed at this time.*

NRLC completed a joint needs assessment with the ATA in 2007 and this was repeated in 2009.

Strategy 4.1 Complete a Spring 2009 Zone One needs assessment in collaboration with our stakeholder partners

Indicators

- Needs assessment completed in zone

Evidence

- Number of responses to the survey
- Reports distributed to zone members, comments re use
- Comments on surveys

Year End Report and Reflection on Lessons Learned

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

Indicators

- Meetings held
- Comprehensive PD plan is developed, reviewed and updated

Evidence

- Minutes and plans from meetings
- Other documents
- Attendance at meetings
- NRLC Comprehensive PD Working Plan 2009-2010 is updated and posted on website
- Plan distributed to zone partners

Year End Report and Reflection on Lessons Learned

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"> Number of meetings attended Reports & project plans submitted to Management Team and Alberta Education Stakeholder survey feedback
<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"> Contracts, fte Reports and project plans submitted as requested Stakeholder survey feedback

Year End Report and Reflection on Lessons Learned**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"> Use of VC suite and SmartBoard documented
<ul style="list-style-type: none"> Elluminate Software License 	<ul style="list-style-type: none"> Number of sessions hosted

Year End Report and Reflection on Lessons Learned

NRLC has completed installation of major items that will allow continued work towards engaging the 21st century educators and students. With continued practice these types of sessions and meetings will become second nature.

Strategy 5.3 Ensure adequate infrastructure including office staff.

Indicators	Evidence
<ul style="list-style-type: none"> Office personnel in place to handle new registration process & website 	<ul style="list-style-type: none"> Contracts, fte Registration process is working Website is current
<ul style="list-style-type: none"> Office operates efficiently 	<ul style="list-style-type: none"> Self reflection by staff Comments from stakeholders

Year End Report and Reflection on Lessons Learned

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 *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>Alberta Education Contacts: Christine Henzel Christine.henzel@gov.ab.ca 780 415 8958 Lorne Lindenberg Lorne.lindenberg@gov.ab.ca</p> <p><i>Comprehensive Mathematics Plan Appendix D</i></p>	<p>Sessions to date:</p> <ul style="list-style-type: none"> • N746-Elementary Math Support • N697 FVSD Math Program - various PD • N698 PRSD Math Program - various PD • N699 HFCRD Math Program - various PD • N700 HPSD48 Math Program - various PD • N701 PWSD76 Math Program - various PD • N702 GPDCS Math Program - various PD • N703 GPPSD Math Program - various PD • N731 Math Learning Group (15) • N780 Mathematics Numeracy 2009 (8) • N781 Numeracy Institute 2009 (3) • N815 JH Assessment Series PR (3) • N816 JH Assessment Series (3) • N817 JH Assessment Series GP (3) • N818 Math Cohorts 7-9 GP (3) • N819 Math Cohorts 7-9 PR (3) • N820 HL Math Training - (2) • N820 HL Math Training - (2) • N821 Starting Points Gr 9 PR (3) • N822 Starting Points Gr 9 GP (3) • N823 Revised Math Gr 1 - GP (3) • N824 Revised Math Gr 1 - PR (3) • N825 Revised Math Gr 2 - GP (3) • N826 Revised Math Gr 2 - PR (3) • N827 Revised Math Gr 3 - GP (3) • N828 Revised Math Gr 3 - PR (3) • N829 Revised Math Gr 4 - GP (3) • N830 Revised Math Gr 4 - PR (3) • N831 Revised Math Gr 5 - GP (3) • N832 Revised Math Gr 5 - PR (3) • N833 Revised Math Gr 6 – GP (3) • N834 Revised Math Gr 6 – PR (3) • N841 High Level FVSD PD (4) • N845 Peace River PD (4) • N856 Grade 8 Cohort (4) • N857 Grade 9 Cohort (4)

<i>Designated Funds</i>	<i>Programs Developed to Date (more TBD)</i>
<p>Languages *AB Ed Curr Schedule Carry Forward from other grant sources \$15 000 2009-2010 Curr Implementation Grant Allocation \$5,000 Total funding available \$20,000</p> <p>Highlights of the 09-10 Plan http://www.nrlc.net/programs/secondlanguages.html</p> <ul style="list-style-type: none"> ▪ NRLC is a member of the Zone One regional French Language Learning cohort <p>Technology based alternatives may be available through francophone consortium.</p> <p>NRLC will promote and collaborate on Provincial Languages learning opportunities planned by lead consortium (north):</p> <ul style="list-style-type: none"> • Edmonton Regional Learning Consortium <p>Alberta Education Contacts: Catherine Walker Catherine.Walker@gov.ab.ca 780 422 0988 Christina Bexte Christina.Bexta@gov.ab.ca 780 422 3216 Sigrid Olsen Sigrid.Olsen@gov.ab.ca 780 422 2669</p>	<p>Sessions to date:</p> <ul style="list-style-type: none"> • N786 Planning Strategies (2) • N791 Reading Power • N792 St Gerard Joint PD Day - (2) • N797 FI/FR Resource PD Day • N809 Integrating Smart Technology in French Curriculum • N836 Three Tiers of Instruction (2) • N860 Falher FR PD Day (2)
<p>Knowledge and Employability *AB Ed Curr Schedule 2009-2010 Curr Implementation Grant Allocation: \$5,000</p> <p>Highlights of the 09-10 Plan http://www.nrlc.net/programs/socialstudies.html</p> <p>NRLC will promote and collaborate on K & E learning opportunities planned by lead consortium:</p> <ul style="list-style-type: none"> • Learning Network <p>Alberta Education Contact: Jocelyn Lamoureux Jocelyn.Lamoureux@gov.ab.ca 780 427 5406</p>	<p>Sessions to date:</p> <ul style="list-style-type: none"> • Language Arts and the K and E student (organized by Learning Network) • Science and the K and E student (organized by Learning Network) • Film Editing and Posting (webinar)
<p>English as a Second Language *AB Ed Curr Schedule 2009-2010 Curr Implementation Grant Allocation \$2,000</p> <p>No requests to date; will monitor within the zone.</p> <p>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</p>	<p>No programs planned at this time</p>

ALBERTA EDUCATION BUSINESS PLAN STRATEGIC PRIORITIES AND INITIATIVES

<i>Designated Funds</i>	<i>Programs Developed to Date (more TBD)</i>
<p>Literacy *AB Ed Strategic Priorities & Initiatives *Zone Priority 2009-2010 Curr Implementation Grant Allocation \$14 000 Pan Canadian grant disbursement \$10 936 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> <ul style="list-style-type: none"> • N706 Best Practices Reading & Writing (FVSD) (4 dates) • N750 21st Century Libraries • N760 First Steps in Literacy - (5 dates) • N811 Zone Comprehensive PD Day • N836 Three Tiers of Instruction (3 dates) • N837 K-6 Music Literacy • N844 Understanding by Design • N859 Literacy Strategies Div 2 & 3 • N863 GPPSD PD – McBride – Literacy Strategies • N867 Closing the Writing & Oral Gap Gr 1-2 • N868 Good Beginnings Kindergarten • N869 Visual Literacy • N871 Literacy – GPPSD
<p>FNMI *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> <ul style="list-style-type: none"> • N810 FNMI Mamawihitin (2 days) • N812 FNMI Advisory Meetings (3 days)
<p>Health & Wellness *AB Ed Strategic Priorities & Initiatives *Zone Priority 2009-2010 Curr Implementation Grant Allocation \$2,000</p> <p>Alberta Education Contacts: Karen Feterly Karen.Fetterly@gov.ab.ca 780 422 5079 Michelle Kilborn Michelle.Kilborn@gov.ab.ca 780 644 2530</p>	<p>No requests to date</p>

<i>Designated Fund</i>	<i>Programs Developed to Date (more TBD)</i>
<p>ICT and Distributed Learning *AB Ed Strategic Priorities & Initiatives *Zone Priority 2009-2010 Curr Implementation Grant Allocation \$36 057</p> <p>Highlights of the 09-10 Plan http://www.nrlc.net/programs/technology.html</p> <ul style="list-style-type: none"> ▪ 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 <p>Technology based alternative delivery and follow up methods are being considered for future learning opportunities.</p> <p>Alberta Education Contacts: Bette Gray Bette.Gray@gov.ab.ca 780 427 1509</p>	<p>Sessions to date:</p> <ul style="list-style-type: none"> ▪ N793 SmartBoard Certification (4 days) ▪ N794 SmartBoard Certification (4 days) ▪ N795 SmartBoard Certification (4 days) ▪ N813 SmartBoard PD for CPS (2 days) ▪ N814 SmartBoard in Elementary ▪ N865 Smart Follow-Up (2 days minimum)
<p>High School Completion *AB Ed Strategic Priorities & Initiatives *Zone Priority 2009-2010 Curr Implementation Grant Allocation \$10,000</p> <ul style="list-style-type: none"> ▪ 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 <p>Technology based alternative delivery and follow up methods are being considered for future learning opportunities.</p> <p>Alberta Education Contacts: Becky Pretli Becky.Pretli@gov.ab.ca 780 644 2282 Carmen Somers Carmen.Somers@gov.ab.ca 780 415 2838 (Zone One)</p>	<p>Sessions to date:</p> <ul style="list-style-type: none"> • N838 Transforming Your School Culture (3 sessions)
<p>Special Education *AB Ed Strategic Priorities & Initiatives *Zone Priority 2009-2010 Curr Implementation Grant Allocation \$23,000 Positive Behavior Supports carry forward \$3,701 Total funding available: \$26,701</p> <ul style="list-style-type: none"> ▪ A number of additional sessions requested and in the planning stages ▪ CARC online special education series – make connections <p>Alberta Education Contacts: Lorraine Stewart Lorraine.Stewart@gov.ab.ca 780 422 6554 Gail Campbell Gail.Campbell@gov.ab.ca 780 427 1199 Marni Pearce Marni.Pearce@gov.ab.ca 780 422 5045 Catherine Walker Catherine.Walker@gov.ab.ca 780 422 0988</p>	<p>Sessions to date:</p> <ul style="list-style-type: none"> • N733 Level B Assessment & Testing Day 3 • N863 Woodcock Johnson Assessment (2 days)

<i>Designated Funds</i>	<i>Programs Developed to Date (more TBD)</i>
<p>High School Science (includes Gizmos) *AB Ed Strategic Priorities & Initiatives 2009-2010 Curr Implementation Grant Allocation \$10,000 Carry forward Sr Hi Science \$2,185, Gizmos \$4,250 = \$6,435 Total funds available: \$16,435</p> <ul style="list-style-type: none"> ▪ A Science Gizmo trainer is in place in Zone One ▪ BCP online course writer actively presenting sessions in the zone, developing cohorts, encouraging participation ▪ 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>Sessions to date:</p> <ul style="list-style-type: none"> • N864 BCP Clicks & Mortar – PRSD PD • N872 Physics PD
<p>Workplace Health and Safety *AB Ed Strategic Priorities & Initiatives 2009-2010 Curr Implementation Grant Allocation \$2,000</p> <p>NRLC will promote and collaborate on High School Science 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> <ul style="list-style-type: none"> ▪ Add Some Fun to Safety Education in Your High School Classroom (webinar) ▪ Participation in provincially planned sessions by lead consortia (1 in Peace River, 1 in Grande Prairie)
<p>Locally Developed Courses Implementation *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> <ul style="list-style-type: none"> ▪ Regional session to share new program software with all districts ▪ Follow up sessions as requested

ZONE ONE STRATEGIC PRIORITIES

<i>Designated Funds</i>	<i>Programs Developed to Date (more TBD)</i>
<p>Grading & Reporting *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> <ul style="list-style-type: none"> • N798 Smart Response • N853 Repair Kit for Grading Webinars (6) (originally developed by ERLC; currently a joint project with Learning Network) • N842 NSD PD Assessment for Learning
<p>Classroom Management *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>
<p>Instructional Strategies *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> <ul style="list-style-type: none"> • N858 Instructional Strategies Div 2&3
<p>CTS *Zone One Strategic Priorities & Initiatives 2009-2010 Curr Implementation Grant Allocation \$2,000</p> <p>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>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"> • N801/N802: Get CTS Ready GP & PR • N803/N804: Intro to the New Student App Courses GP/PR • N805/N806: Eight Elements of a H&S System GP & PR • N807/N808: Working Together to Develop GP & PR
<p>LEADERSHIP *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 groups to share, blog, collaborate <p>Technology based alternative delivery are being explored for further learning opportunities.</p>	<p>Sessions to date:</p> <ul style="list-style-type: none"> • N692 Cognitive Coaching – PWSD (4dates) • N785 PARCSA (2 days) • N693 Peace River Leadership Series (8 days) Year 2 • N851 Effective Leadership in an Era of Disruptive Innovation • N876 Interactive FVSD Administrators

FUNDED UNDER SEPARATE GRANTS

<i>Designated Funds</i>	<i>Programs Developed to Date (more TBD)</i>
<p>Social Studies *AB Ed Curr Schedule <i>AB Ed Funding \$131,353 Social Studies Grant</i></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.Przybilla@gov.ab.ca 780 422 3282</p>	<p>Sessions to date:</p> <ul style="list-style-type: none"> N849 Mighty Peace Teachers Convention N782 Ready Set Go Grade 12 Day 2 N783 Are You Dizzy Yet? SS Literacy Day 2 N784 Web 2.0 Tools for Grade 4-6 Day 2 N787 Grade 4-9 Cohorts (4 days) N788 Grade 7-9 Cohorts (4 days) N789 Grade 12 Cohorts (10 days) N790 PWSD PD – Social Studies N799 Social Studies 101 – K-12 N847 High Level FVSD PD (x4) N848 Peace River SD10 PD Social Studies (x4) N862 GPPSD PD – Social Studies N873 Grade 7-9 Social Studies Day – HL N874 Elluminate SS 7-9 (3)
<p>Distributed Learning *Alberta Education provincial project <i>AB Ed Funding \$82,637 DL Grant 08-09 Carry Forward</i> <i>AB Ed Funding \$100,000 Distributed Learning Grant 09-10</i> <i>Total Funding: \$182,637</i></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, 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) 	<p>Sessions to date:</p> <ul style="list-style-type: none"> N711 DL Advisory Meetings (2) N749 TechnoFest N835 Engaging the 21st Cent Learner N839 High Level FVSD PD DL (x4) N840 Peace River SD10 PD DL (x4) N846 Weekday Webinars Series (10 sessions) N850 Smorgasbord of Web 2.0 Tools (x2) N852 Welcome to Moodle, HP N854 Moodle Master – PR ATA Day (2) N875 Brainstorming FVSD DL

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.

Appendix B

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

NRLC Implementation Grant 2009-2010 Budget

Implementation Grant Budget 2009 – 2010	\$330,000
Implementation Grant Carry Forward 2008-2009	\$72,057
Other Grant Money Carry Forward 2008-2009	\$55,332
Total Funding from all grants/sources	\$457,389

Base Funding		2009-2010		
Math & General Curriculum Lead Teacher		41,000		
NRLC Office management and support		34,000		\$75,000
Proportional Funding - Implementation Years	Carry Forward	2009-2010	Total Funding Available	
Mathematics <i>(carry forward from 2008-2009 budget)</i>	11,941	160,000	171,941	
Languages <i>(carry forward from other grant sources)</i>	15,000	5,000	20,000	
Knowledge and Employability		5,000	5,000	
English As A Second Language		2,000	2,000	\$198,941

Proportional Funding - Strategic Priorities and Initiatives	Carry Forward	2009-2010	Total Funding Available	
Literacy <i>(Pan Canadian grant disbursement)</i>	10,936	14,000	24,936	
FNMI <i>(Aboriginal Language/Culture Carry Forward)</i>	22,319	10,000	32,319	
Health & Wellness		2,000	2,000	
ICT and Distributed Learning		36,057	36,057	
High School Completion		10,000	10,000	
Special Education <i>(Positive Behavior Supports Carry Forward)</i>	3,701	23,000	26,701	
Science <i>(Senior High \$2 185; Gizmos \$4 250)</i>	6,435	10,000	16,435	
Workplace Health and Safety		2,000	2,000	
Locally Developed Courses Implementation		4,000	4,000	\$154,448

Zone One Proportional Funding – Implementation Strategic Priorities & Initiatives	Carry Forward	2009-2010	Total Funding Available	
Grading & Reporting		10,000		
Classroom Management		3,000		
CTS		1,000		
Leadership		15,000		\$29,000
		TOTAL		\$457,389

NRLC 2009-2010 Budgeted Revenues

Revenues	
Conditional Program Grants	
Distributed Learning 2009	82,637
Distributed Learning 2009-0553	102,400
Social Studies Inservice	131,353
Implementation Grant 2008-09	72,057
Implementation Grant 2009-10	95,000
Infrastructure Designated Funds	
Mathematics Implementation	171,941
Elem Math Summer Institute 2009	5,675
Off Campus Safety Handbook	40,000
Total Alberta Education Programming Grants	701,063
Other Consortia Grant Transfers	
CTS Programming (CARC)	0
French Language (ERLC)	15,438
K&E Programming (LN)	0
Aboriginal Language (SAPDC)	22,319
Senior High Science (LN)	2,185
Curriculum Coordinators (LN)	287
Supporting Pos Behaviors (ERLC)	3,701
Science (Gizmo)(CARC)	
Pan Canadian Literacy (ERLC)	10,936
Total Consortia Grant Transfers	54,866
Other Revenue & Programming	
Program Coordination & Development	75,000
Program Revenues Subtotal	75,000
Total Revenues	830,930

Northwest Regional Learning Consortium
Mathematics Implementation Project Plan
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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

PD PLAN

The Process: Effective Collaboration

Collaborative Inquiry

A focus that allows teachers to engage in an inquiry that connects pedagogy, content and children's thinking. Teachers collaborate to reflect on what they learn about the mathematical thinking of their students to make instructional decisions in the classroom.

Teachers learn to see teaching as collaborative problem solving as they work with others to examine the dilemmas and difficulties that appear in everyone's practise. As they collaborate, teachers set study goals related to the work they do in their classrooms.

The Content: Effective Practice

 **Study Math:** Deepen teachers' understanding of the mathematics they teach

 **Study Instruction:** Strengthen teachers' expertise with Instruction

 **Study Learning:** Connect teachers to the most current developments in the research on how the brain learns

Teachers must refine, reflect, conduct research, expand on ideas, build skills and knowledge and problem solve in order to increase student learning. The study of

The Context: Teacher as Adult Learner in the 21st Century

 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 Staff Development Journal, 2004)

We are in a brave new world... complex adaptive systems require new ways to think about learning. Teaching is a practice of improvisation within pedagogical frameworks that invite meaningful and collaborative work, as we simultaneously shape and are being shaped by those with whom we learn. (Thomas and Pring 2004)

PD STRATEGIES

1) Consulting Support Direct to Districts:

NRLC will continue to support the cost to make available to each of its partner Districts a minimum of 6 days of consulting support . That support to be delivered by the NRLC math consultant and or designated representatives. This will allow for the continued delivery of demonstration lessons.

2) Workshop Series:

NRLC will continue to pursue professional learning models that allow teachers continuing networks of support.

Assessment Series: Navigating the Revised Curriculum

Grade level specific. Grade 1, 2, 4, 5

Offered in Grande Prairie and in Peace River these three to four days series will focus on examining and evaluating student work, clustering outcomes and weaving the process skills into assessments that support the revised curriculum. These sessions will be supported and sustained by regular follow up opportunities to be delivered whenever appropriate by technology.

Understanding Assessment 7 to 9: A three day series designed to focus on clustering outcomes to design blueprints for assessments that honour and value the intent of the revised curriculum, weaving process and procedure together.

Ready for Change: Pre Implementation Support Grade 3, 6, 9

A three day series for teachers who want to begin working with the curriculum in advance of implementation. Three day series' offered in Grande Prairie and Peace River.

3) Capacity Building Cohorts

NRLC will work with local initiators to design and deliver opportunities to develop and sustain educators' study groups. The focus of these groups will be two fold:

- to develop and sustain research based communities of practise
- to develop and sustain local expertise/coaching and mentorship

Strategies include but are not limited to coaching and mentoring teachers who have the potential to become workshop/PLC or District leaders.

Coaching and Curriculum Series: K to 6 Project

Day One: Building a continuum K to 6 to illuminate and connect the BIG Ideas for number sense and thinking skills as they emerge across the years.

Day Two: Building a FRAMEWORK for Assessments that connect to the Big Ideas Continuum. The goal is to provide examples and exemplars for what assessments that uncover understanding of the big ideas at each grade level might look like.

Day Three: Inspiring and empowering teacher leadership. Strategies for coaching, mentoring and sustaining collaborative partnerships among colleagues.

NRLC will support the participation of two teacher leaders from each District .

Learning Groups:

After school and early evening inquiry groups, cross graded, meeting monthly to discuss student work.

4) Support for High School Implementation

Overview Workshops

AB ED /ARPDC Institutes January and June

Coaching and Curriculum Series: To be determined

5) Summer Numeracy Event

August 2009 K to 9 Featured Guests: Dr. Grayson Wheatley, Dr. Ralph Mason

Follow Up 2010 K to 10

TBA

6) On Demand Support Opportunities:

NRLC will continue to maintain a stance toward support for stakeholders that remains dynamic, organic and evolutionary by responding to requests as they emerge during the year. Possibilities include but are not restricted to:

Information Sessions for Administrators

Information Sessions for Parents

Family Math Nights

Just in Time Coaching Tools

Tools for Integrating Technology

7) Technology Integration

NRLC will continue to investigate alternative delivery modes to allow teachers access to learning opportunities outside the classroom.

Develop Moodle Space for posting, critiquing and refining assessment tools, techniques and exemplars from K to 9 workshop series. Development underway

Develop and post mini modules to provide anytime learning opportunities to K to 6 teachers. Those modules to be focused on teaching for understanding, recognizing and evaluating mathematical reasoning, providing specific focused feedback to students.

NRLC will continue to explore and experiment with workshop delivery via VC and Illuminate.

Mini monthly sessions, specific to grade level to allow teachers to collaborate around student work will be developed and enacted.

Implementation

Workshops initiated through NRLC will be advertised on the website, and communicated to Schools and Curriculum leaders in each District by email and/or fax on demand.

The responsibility for promoting and advertising sessions planned between the consultant and a specific District, intended to meet the unique needs of that District, will lay with the District.

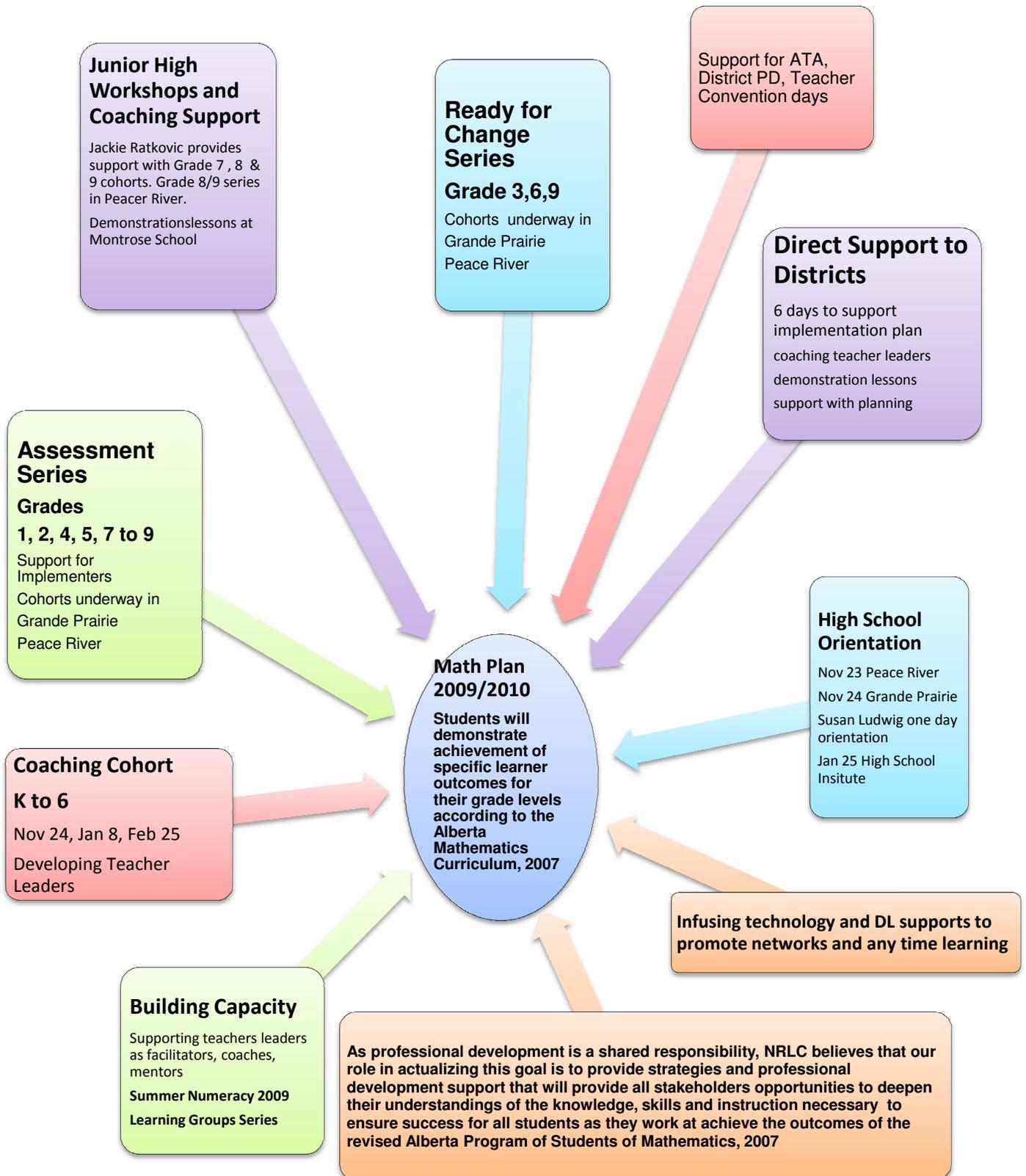
Whenever and wherever feasible sessions will be offered, supported by or sustained through technology.

Evaluation

Designing and implementing effective professional development is a cyclical, recursive process that requires thoughtful planning, over time. Data collected throughout the implementation phase provides reflective feedback helpful in identifying the adaptations or revisions that must be adopted in order to address previously unrecognized, unplanned for, or newly emergent needs.

Included in 2010 report:

- # of learning experiences
 - # of participants
 - Evidence of changes in teacher knowledge, attitude and practice that can be attributed to participation in the project.
-
- Developing tools that can provide meaningful evidence that teacher effectiveness was enhanced as a direct result of the professional development events and activities provided by NRLC presents an ongoing challenge.
 - NRLC will continue to collaborate with our partners, both within and without our local consortium to create, apply and refine an implementation map adapted from and influenced by the work of Hall and Hord, 2004.



Appendix:

Moving teachers to teaching mathematics for understanding means allowing them to transition through the following levels

Level One:

This teacher relies on outside experts as the authorities who will tell them how and what to teach. When asked about students' mathematical thinking, this teacher talks about the procedures children have been taught because doing the steps correctly is equated with understanding. All questioning relates to "doing the procedure". Teachers believe children cannot solve problems without being taught how. All children will solve problems the same way.

Level Two

This teacher has begun to see that children can solve problems in a variety of ways each of which has value in relation to their developing understanding.

It may be that children can solve problems without being taught specific strategies so this teacher is willing to expand the types of problems used but continues to demonstrate specific procedures and still talks about when it is necessary to tell a strategy to a child.

Level Three

This teachers agrees that students can solve problems without being given or shown strategies, that children should be allowed to solve their own way as it builds their understanding. He or she believes that children will differ in their strategies and different problems will lead to different strategies.

This teacher begins to consider that what students explain should have an impact on how he or she teaches but concerns such as Curriculum coverage still drive the selection of problems.

Level Four

This teacher believes that children's mathematical thinking should determine the evolution of the Curriculum and the ways teachers interact with children. He or she agrees that understanding their student's thinking and what it means in terms of understanding the mathematics is critical to enable them to make instructional decisions but continues to be inconsistent in his or her ability to enact these beliefs: the pressures of the next grade or lack of knowledge about children's thinking make take precedence and impact decision making

Level Five

This teacher consistently talks about and uses the thinking of individual children to deliberately create opportunities built on students' thinking or designed around ways for the children to build on their own thinking

This teacher believes he or she can and must use what they learn about children's' thinking to drive instruction. Knowing the individual child is of the utmost importance.

This teacher consistently makes use of what he or she knows about individual students throughout his/her interactions with them never doing things that could be considered to be counter to the child's mathematical thinking

Adapted from: (Carpenter, Fenemma, Franke, 1996).

