



Northwest Regional Learning Consortium (NRLC)
Regional Curriculum Implementation
Report
Grant 2011-0265
2011-2012

Submitted to Alberta Education

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EXECUTIVE SUMMARY GRANT 2011-0265

Introduction

This summary report highlights learning activities provided for Zone One school jurisdictions and educators for the 2011-2012 School Year. The work focused on understanding and using new and revised programs of study; Alberta Education Initiatives and Strategies; and Zone Initiatives.

As per the grant deliverables, consortia activities are described in five areas including:

- Regional advisory committees;
- Development and implementation of work plans;
- Responsiveness and flexibility in adult learning; and
- Partnerships and collaboration.

A detailed chart of Supports for Implementation and corresponding designated funds have been included and a financial summary is provided.

Grant Background

Alberta Education provided a grant of \$330,000 to the Northwest Regional Learning Consortium (NRLC) to provide curriculum implementation support that aligned with Alberta Education's Curriculum Implementation Cycle and provincial initiatives.

Regional Characteristics/Context

The Northwest Regional Learning Consortium 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 in various subject and grade configurations. These teachers serve over 34,000 students.

Distance and scattered locations provide a challenge in providing professional development learning opportunities so we try to provide programming wherever feasible in each district or community. Distributed learning/online professional development plays an integral role as well as working with districts on PD days and PLC's to meet their needs in terms of time and place. Lack of substitute teacher availability and travel costs are two challenges we continue to address and are always investigating alternative delivery methods.

Regional Advisory Committees

Each school authority sends a representative responsible for their Board's curriculum implementation to planning meetings throughout the year and form NRLC's Regional Advisory Committee. Two of the dates are linked with Alberta Education Curriculum Coordinator meetings. The role of the advisory committee is to contribute to building the Regional Implementation Plan; provide ongoing feedback about the plan based on district needs and lessons learned; communicate the intent of the plan; gather evidence of success within their organizational network; and identify future regional needs. Two subject specific advisory committees meet regularly to discuss and share ideas related to the Consortia Implementation Plan.

Development and Implementation of Work Plans

NRLC submitted a plan for curriculum implementation in October 2011 and has continually updated, added and revised sessions based on advisory committee input, participant enrolment and speaker availability.

Over 415 sessions were planned within the Implementation Grant, during the year in the various subject and initiative areas for approximately 8482 participants.

Responsiveness and Flexibility in Adult Learning

NRLC used the 2011 bi-annual Needs Assessment Survey, in partnership with the ATA, to determine the needs of school administrators, teachers and support staff. Evaluation surveys are completed after every program and also provide direct participant feedback into our programming. Regular meetings with school district curriculum coordinators provided opportunities for collaboration and discussion of needs to support their planning. We use Video-conferencing and Elluminate regularly for advisory meetings and committee work.

The programs NRLC offered met the identified and emerging needs of educators and contributed to the ongoing development of PD leadership capacity within the Zone. NRLC facilitated PD supports, effective implementation of curricula, Alberta Education initiatives and support for District Education Plans. A variety of learning opportunity choices were offered to allow participants to engaged in different ways. We were deliberate in creating opportunities for educators to share planning and teaching materials, and learn from each other both regionally and provincially.

Partnerships and Collaborations

The ARPCD Executive Directors were provided with information from Alberta Education Lead Managers and Directors and were open to ongoing ideas and suggestions. Executive Directors met regularly to share ideas and programming.

Key Findings, Successes and Challenges

Zone collaborations, sharing resources and effective working relationships are advancing the goal of a coordinated, collaborative, and comprehensive approach to implementation of new and revised curricula. Regional access to learning opportunities in their time and place is a success and a challenge with the many competing priorities educators face daily. Our Districts truly value the flexibility to include Zone initiatives in the professional learning programming and their support and attendance is evident in the report.

The use of technology supported professional learning and use of online resources is increasing as teachers develop their expertise and comfort level attending these sessions. The challenge is to continue to grow and provide supports with the increased expectations of our educators. We need to provide on- site support and resources for planning and delivering these outstanding job-embedded learning supports.

PROJECT BACKGROUND AND DESIGN

Alberta Education has provided a term grant in the amount of \$330,000 (June 7, 2011-Nov 15, 2012 term grant # 2011-0265) to Northwest Regional Learning Consortium (NRLC); NRLC will start the year with a balance of \$289,042 **to provide curriculum implementation support that aligns with Alberta Education's Curriculum Implementation Cycle**. Funds were expended in the prior school year as part of the 2011-2012 planning cycle. This one year grant was provided for nine basic areas of implementation work in the 2011-2012 school year.

As part of the **grant deliverables**, specific requirements have been identified including providing a **comprehensive plan developed by Zone One members and NRLC**. 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.

The NRLC Regional Curriculum Implementation Project Plan is designed 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 in various subject and grade configurations. These teachers serve over 35000 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 funding 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 in each district or community. We use a variety of locations, thereby reducing travel time for participants to attend sessions. Distributed learning/online professional development plays an integral role in the overall planning, also reducing time and travel commitments.
- 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 complement and enrich teacher learning.

GRANT DELIVERABLES AND NRLC PLANNED ACTIONS 2011-2012

General Deliverables Northwest Regional Learning Consortium \$300,000.

- 1) Annual base funding in the amount of \$75,000 to assist with operational stability and equity needs. This is intended for such items as administrative support, mathematics and/or subject area coordination, and sustainable human resources funds for greater use of emerging technology to support a wide variety of PD (professional development) delivery.

Action: NRLC will use the \$75,000 to maintain office staff and to pay a portion of salary for the NRLC Mathematics Facilitator and the Curriculum Coordinator. This will help cover the extra cost of support/administrative staff salaries arising from the implementation of the new curriculum and the escalating need for mathematics curriculum implementation support.

Outcome: *NRLC utilized these funds to provide for High School Mathematics coordination and Distributed Learning support through direct on-line support and development of Moodle resources as well as Office program support.*

- 2) Annual proportional funding in the amount of \$289,042 for implementation of new and revised programs of study according to Alberta Education's Implementation Schedule and other curriculum/program priority areas. Funds are to support the implementation of the following subjects or areas in English and French (specified for mathematics - in the pre-implementation year, the mandatory year, and in the year after).

Action: NRLC has developed a plan which is considered responsive and flexible as it continues to grow, improve and develop throughout the year (plan is outlined in this document and is intended to address the subjects and other implementation areas of support indicated).

Outcome: *NRLC continued to modify and develop the program plan as needed throughout the year.*

- 3) The Grant Recipient will ensure that the consortium, in consideration of the ARPDC goals, regional and provincial priorities, and the needs of school authorities, will work collaboratively with regional advisory committees (comprised of representatives from school authorities and others as appropriate) and with one another to develop implementation plans, strategies and opportunities to meet provincial and locally identified needs in congruence with provincial direction.

Action: Each School Authority regularly sends a representative responsible for their Board's Curriculum Implementation to planning meetings throughout the year. These representatives form the **NRLC's Regional Advisory Committee also known as the Curriculum Coordinator group**. The role of the Regional Advisory Committee is to contribute to the building of the regional implementation plan; provide ongoing feedback about the plan based on District needs and lessons learned and the results of the NRLC ATA Zone One Comprehensive Surveys administered bi-annually; communicate the intent of the plan to others in their region; gather evidence of success within their organizational network; and identify future regional needs. **The NRLC FNMI Advisory and Inclusive**

Education Advisory committees also contribute to the overall curriculum implementation plan and meet regularly. In addition, ARPDC meets as a provincial body to discuss and share ideas and activities related to Consortia Implementation Plans.

Outcome: *NRLC worked effectively and collaboratively with nine school districts in Zone 1. The Advisory committees are well attended and provide direction for our programming. We also work with specific multi-district committees—Tri-District PD (3 Grande Prairie region School Districts), Great Peace ATA Local #13 (2 Peace River region School Districts) and the French Language Resource Center (5 regional School Districts). In our spring regional meeting we also invite all ATA local PD Chairs and Convention members to be part of the priority setting and choosing of speakers process.*

- 4) The Grant Recipient will ensure that the ARPDC will consult with key Alberta Education lead managers and directors (in branches/division responsible for main subject areas, priority programs, and coordination) at least once prior to the start of the 2011-2012 school year as well as on a needs basis or as information evolves during the year. In addition, the consortium will respond to the needs of regional school authorities, priorities for implementation areas.

Action: Alberta Education has provided documentation to assist with direction for the development of the plan. Meetings were held June 14, 2011 and October 17, 2011 with Alberta Education Managers and Directors to share information, collaborate and open communication with professional development providers. NRLC also connects with Alberta education lead managers at bi-annual curriculum coordinator meetings, and through other meetings and communication methods (telephone, email, et al).

Outcome: *Alberta Education has provided documentation to assist with direction for the development of the plan. Meetings were held June 14, 2011 and October 17, 2011 with Alberta Education Managers and Directors to share information, collaborate and open communication with professional development providers.*

- 5) The Grant Recipient will ensure that the ARPDC Executive Directors will collaborate with one another to establish relative consistency or commonality - regionally and across the province with respect to subjects, grades and priorities.

Action: Executive Directors meet on a regular basis to collaborate with each other, organizing provincial activities, sharing plans and hosting discussions on how to best coordinate, collaborate and make most effective use of grant dollars for teacher professional development.

Outcome: *Executive Directors meet on a regular basis to collaborate with each other, to organize provincial activities and share plans. We meet through Elluminate and face to face and create opportunities for Consortia staff to meet and work together as well.*

- 6) The Grant Recipient will ensure that the ARPDC will prepare a regional professional development plan that models the infusion of technology, inclusive practices, FNMI strategies, and other effective practices with curriculum and includes a wide variety of regional and provincial activities and follow-up work to support implementation of the key areas identified (see below). This would include a work plan and budget submitted to

Alberta Education by October 15, 2011, and updated electronically on the consortium website periodically as a work in progress throughout the school year. Grant funds remaining from the previous year's "large implementation grant" would be rolled over to the work in 2011-2012.

Action: NRLC Curriculum Implementation Plan (included in this document)

Outcome: *The NRLC Curriculum Implementation Plan was developed, submitted and revised throughout the year. A full accounting of all grant resource monies is shared within the Zone Advisory network and fully transparent to all.*

7) The Grant Recipient will further ensure that:

a) *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 all students. Consortia would offer a wide variety of approaches and opportunities, which would include provision for such activities as capacity building; teacher, parent, community familiarity with programs of studies; facilitating assessment practices; supports for School Councils and other educational staff; establishing communities of teaching and learning practice based on related research; and assisting school authorities with their implementation plans and delivery models/approaches. This would include assessing the effectiveness and impact of the PD opportunities as well as follow-up supports which could assist with sustaining practices. Emerging technologies within the implementation plan will allow for increased variety for adults to learn synchronously and asynchronously. Grant funds would be used for technology supports and other costs associated with delivering effective PD and ongoing implementation strategies (e.g. Moodle, VC, Tech support and facilitation).*

Action: This philosophy is embedded throughout the plan and is integral to the operation of the Northwest Regional Learning Consortium. NRLC endeavors to provide:

- face to face sessions at regional, district and school levels.
- technology mediated sessions.
- cohort work over time with a combination of face to face and technology mediated opportunities.
- demonstration classes with learning management system support.
- in-class coaching through the use of NRLC Math lead teachers.

Sessions will be planned for teachers, administrators, support staff, and parents, and are also available on request.

Outcome: *NRLC conducted a needs assessment survey in spring 2011, in partnership with the ATA, to determine the needs of teachers and support staff. The report provided a Zone roll-up as well as individual School jurisdiction feedback. Direct Jurisdiction consultation and planning also occurred with NRLC staff and guided the learning opportunities provided. The use of technology to conduct meetings and create distributive learning opportunities was consistently used and the provincial access to various programs was much appreciated. We have continued to build PD leadership capacity through the support of learning cohort groups and advisory consultation, to continue the effective implementation of curriculum priorities and support student learning outcomes.*

b) *The framework and principles of coordinated, collaborative and comprehensive professional development planning and delivery in Alberta will be modeled. Where applicable, the ARPDC will collaborate with and secure the resources and services of other PD providers and stakeholders to maximize service and reduce duplication (e.g. AAC, ASCA, ADETA, ATA (Conventions, Specialist Council, Conferences, etc.); CASS; Galileo/ Alberta post-secondary institutions; 2Learn; select school authorities; and others in the planning and development of program offerings and supports.)*

Action: Collaborative partnerships with other P.D. providers will be explored in order to plan and develop program offerings.

NRLC has formed partnerships and is working with organizations such as ATA Specialist Councils and PD specialists, post-secondary institutions and publishers to plan and deliver learning opportunities. NRLC works with regional school district partnerships as well as other organizations (e.g. AAC, TC2, Bigstone Cree Nation, Woodland Cree Nation, Whitefish Lake First Nation, KeeTasKeeNow Tribal Council, Mighty Peace Teachers' Convention) to provide specialists and specific sessions, as needed and upon request. Other NRLC subject area specialists are also utilized to help facilitate and deliver sessions. The Francophone Consortium collaborates with NRLC to provide "leadership capacity development" to selected French Immersion teachers so they can provide sessions in Zone 1.

Outcome: *NRLC confirms successful collaborative partnerships through shared programming; access to community members through various agencies such as the Friendship Centre and Native Counseling Services as active volunteers on working committees and positive relationships to meet the needs of educators in our region. 2011-2012 is the second year of collaboration with local school districts to provide specific PD, much of which is cohort based, for multiple districts that align with their district PD days.*

c) *As part of planning and reporting, the ARPDC will develop processes and tools to assist school authorities with their implementation plans and for the collection, tracking and reporting of "evidence of success" of effective implementation. The ARPDC should be encouraged to work with and model the following documents as part of their planning and delivery within the region: "A Guide to Comprehensive Professional Development Planning" and "A Guide to Support Implementation: Essential Conditions".*

Action: NRLC works with all regional school boards and band authorities to model and promote use of the "Guide to Comprehensive PD Planning" and the "A Guide to Support Implementation: Essential Conditions". In addition they model the use of the adapted FNMI version of *Essential Conditions*, "Moving Forward: Implementing FNMI Collaborative Frameworks" to assist school and band authorities in more closely planning for and meeting the needs of Alberta Education Goal 3.

Outcome: *NRLC provided support when requested and modeled the use of "A Guide to Support Implementation: Essential Conditions" www.essentialconditions.ca in planning and implementation.*

d) *As determined in advance by ARPDC, and in collaboration with Alberta Education as well other educational stakeholders, all identified provincial, area (north/south), and/or other "one-time" events as PD institutes, symposium(s), online PD forums, and other such activities*

will be part of this grant. ARPDC, utilizing identified consortia project leads, will coordinate these as appropriate. Costs/expenses for these will be shared by all seven consortia on a proportional basis.

Action: A number of provincial learning opportunities are planned by Consortia leads. NRLC advertises, participates in, actively promotes and provides assistance for these forums.

Outcome: *One Math Institute day was delivered in January 2012 using both a regional and provincial format. NRLC staff provided the leadership and coordination for this project. The Provincial FNMI “Learning Together for Success” education conference was hosted in Grande Prairie in March 2012 with 310 participants over two days. One provincial Early Learning webcast symposium was delivered in January 2012, with local NRLC staff acting in a supportive role to the lead consortium.*

- 8) The Grant Recipient will ensure the consortium will provide a final report to Alberta Education on or before November 15, 2012. The report is to include a detailed budget summary, highlights of implementation activities, professional development successes and challenges, information relative to key indicators of impact or evidence of success during the implementation year, information about collaborating and working with PD partners and stakeholders (as indicated **above**), and other key implementation findings during the grant year.

Action: Final report will be submitted as requested.

Outcome: *This document meets the intent of this deliverable.*

CONSULTATIONS AND COLLABORATIONS

During the 2011-2012 year, NRLC will collaborate with various stakeholders to continue to plan, develop, revise and provide appropriate learning opportunities for Zone 1 teachers. Planned consultations include:

- Zone 1 Curriculum Advisory Committee
- FNMI Advisory meetings
- Specific Subject Advisory Committees
- Alberta Education Key Managers
- Alberta Teachers' Association Convention Boards
- Alberta Teachers' Association Zone 1 PD chairs
- ATA Local Council meetings/committees
- Alberta Assessment Consortium

INDICATORS OF SUCCESS

Every effort is made to determine the success of sessions through the use of session evaluation forms; the collection of anecdotal evidence related to strategies participants will integrate into their current context; and comments provided. For many sessions electronic evaluation forms are sent to participants immediately following the session. The resources and evaluation methods used are based on current, accepted and appropriate research strategies and/or professional development assessment approaches.

Evaluation/Assessment methods about the effectiveness of the Support for Implementation Plan facilitated by NRLC will include:

Effective Collaboration:

- completion of environmental scan and district needs assessments
- development of comprehensive professional development plans

Effective Planning:

- teacher involvement in communities of practice
- comments and connections made with teachers as a follow-up to learning opportunities
- satisfaction of NRLC supports for districts

Effective Adult Learning:

- number of participants in attendance at sessions
- session evaluation/feedback

based on the research in professional development about evaluation of adult learning from Joellen Killion, Thomas Guskey and others, participants will be asked to evaluate:

- feedback for the presenter,
- feedback on the session,
- reflections on the participants learning, and
- their needs for further learning on the topic

- number of professional development experiences provided to teachers, administrators and curriculum leaders/lead teachers
- number of hits and users of web based/ technology related items (e.g. followers on Twitter, subscribers to RSS feeds, use of website – registered users, et al)
- review of the emerging “essential conditions to support implementation” framework to explore ways of measuring impact of professional development on teacher practice

The concept of measuring longer term impact on teacher practise will be continued this year, especially with participants of cohort groups.

Indicator: *The NRLC Work Plan Summary for 2011-2012 includes key data reflecting the planned and completed sessions within each of the nine basic areas of implementation work for the year in Appendix A.*

Indicator: *Evidence of success is collected and provided by the sampling of session evaluations in Appendix B.*

YEAR END REPORTING

The final report for the Implementation Plan will:

- report on the results of planned sessions;
- summarize the services and professional learning opportunities provided to teachers, administrators and curriculum leaders/lead teachers;
- assess whether the Alberta Education grant deliverables were met;
- highlight successes;
- outline challenges;
- address future needs; and
- provide a financial summary.

APPENDICES

Appendix A	NRLC Program Feedback & Ongoing Needs Samples
Appendix B	2011-2012 Grant Funds and Budget Summary
Appendix C	2011-2012 Mathematics Implementation Report

CURRICULUM IMPLEMENTATION GRANT WORK PLAN SUMMARY

Note 1: As programs are developed they are posted on the NRLC website. Stakeholders and Alberta Education can keep informed by checking the website regularly. www.nrlc.net

Designated Funds	2011/12 Support For Implementation
<p>1. Mathematics 2011/2012 Imp. Grant \$155,377 Highlights of the plan on the NRLC website: http://www.nrlc.net/course/focus/21</p> <ul style="list-style-type: none"> • Mathematics Curriculum Consultant to provide 31 days of support to Districts and for continuation of K to 9 Cohorts developing assessment pieces and coaching skills. • .25 FTE secondment: Senior High Teacher: Facilitator/Assessment Lead: Assessment Corner on ARPD Moodle • .25 FTE Facilitator/ Tech Lead to provide on line support and PD: Manage Assessment Corner <p>Highlights of the 11-12 Plan</p> <ul style="list-style-type: none"> • Provide regional and district mathematics learning opportunities K to 12. • Build leadership capacity within the NRLC region. • Continue support to cross District cohort groups: Jr High (5 to 9) and elementary (K to 5) • Explore alternative professional development strategies • Partner with other consortia to post assessment and reporting items for Senior High Courses http://moodle.sapdc.ca/ • Provide sessions for local ATA Day • Provide sessions for local Teachers convention • Provide sessions on the Math Administrators toolkit • Taking lead on Provincial Math Institute: facilitating pre and post follow ups: Maintaining Moodle link <p><i>Technology based alternative delivery methods are being utilized in current sessions and explored for further learning opportunities.</i></p> <p>Alberta Education Contacts: Christine Henzel Christine.Henzel@gov.ab.ca (780) 415-8958 Tim Coates Tim.coates@gov.ab.ca 780-422-5160 Diane Stobbe Diane.stobbe@gov.ab.ca 780-427-7489</p>	<p>Thirty-one (31) Math Sessions were planned 28 were delivered (591 participants)</p> <ul style="list-style-type: none"> • Math Gizmos & Certified Gizmo Trainer • Grade 9-12 Using Online Simulations to Improve Conceptual Understanding in Math (Math Gizmos) – (ATA Partnership) • Assessing Problem Solving – Grade 1-4 & Grade 5-9 (ATA Partnership) • So What’s My Mark? Div 4 Math (ATA Partnership) • Circle Properties - Grade 9 (as requested) • Provincial Assessment for Math 30-1 and Math 30-2 (2 dates) • Coaching/Mentoring local Presenters • Math Administrators Toolkit K-9 (as requested) • Grade 3 PAT Mathematics Presentation (2 dates - 2 F2F & 6 VC) • Grade 6 PAT Mathematics Presentation (2 dates – 2 f2f & 4 VC) • Grade 9 PAT Mathematics Presentation (2 dates - 2 F2F & 6 VC) • 10 Things That Matter from Assessment to Grading • AISI Numeracy (Tri-District 3 day cohort) • JH Math (Tri-District 3 day cohort) • SH Math (Tri-District 3 day cohort) 2x district cohorts • JH Mathematics (HFCRD Closed Session) <p><i>3 sessions were cancelled due to low enrolment:</i></p> <ul style="list-style-type: none"> • Grade 6 PAT Mathematics Presentation (1 f2f and 2 VC Cancelled) • Grade 9 PAT Mathematics Presentation (1 f2f & 2 VC Cancelled) • Provincial Assessment for Math 30-1 and Math 30-2 (1 date cancelled) <p>* The following counts are not included in the overall session and participant details above</p> <p>Cohort Groups <i>Two (2) Cohort groups were planned and both groups were delivered on 4 days each with a total of 155 participants</i></p> <ul style="list-style-type: none"> • Junior High Leadership Cohort - 4 day series • Elementary Leadership Cohort - 4 day series • Senior High Inquiry into Student Self-Assessment (not developed)

	<p>District Days <i>Eighteen (18) District Support Days were planned and delivered (311 Participants)</i></p> <ul style="list-style-type: none"> Math Consultant available to provide 3 days of Direct to District Support with implementation <p>High School Math Institute (NRLC lead consortium) <i>Four (4) webcast sites in Zone 1 were planned and delivered (18 participants). Elluminate Follow-up Series (57 participants).</i></p> <ul style="list-style-type: none"> Provincial Webcast – 4 webcast sites in Zone 1 Follow up Elluminate Series – 4 day series <p>High School Math Spencer Pinnock (0.25 FTE) - assessment pieces that honor the intent of the new program of studies, focus on rubrics, weekly open Elluminate Office for assistance, offering PD opportunities for teachers upon request (spencer.pinnock@hfcrd.ab.ca) Wanda Dechant (0.5 FTE) - Math support – supporting provincial math webinars (working with presenters ahead of time, and support during the session). Math Moodle – supporting demonstration teachers with the creation of math 10C, 20-2 and 30-2 resources and ideas for teachers in Alberta to view, use, discuss and co-create (the demonstration teachers are from Edmonton, however participating teachers are from all zones in Alberta, including Zone 1.</p>
<p><u>2. Languages</u> 2011/2012 Federal French allocation \$20,000 2011/2012 Imp. Grant allocation \$2000</p> <p>Highlights of the plan on the NRLC website: http://www.nrlc.net/course/focus/14 (French) http://www.nrlc.net/course/focus/129 (FSL)</p> <ul style="list-style-type: none"> NRLC is a member of the Zone One regional French Language Learning Cohort NRLC will promote and collaborate on Provincial Languages Learning Opportunities planned by lead consortium (north) ERLC <p><i>Technology based alternative delivery methods are being utilized in current sessions and explored for further learning opportunities.</i></p> <p>Alberta Education Contacts: Christina Bexte Christina.Bexte@gov.ab.ca (780) 422–3216 Sigrid Olsen Sigrid.Olsen@gov.ab.ca (780) 422–2669 Sylvie Carignan Sylvie.Carignan@gov.ab.ca 780 422-0025</p>	<p>Cree language supports on request Additional requests to be considered</p> <p>Description of Zone One French Language Resource Centre FLRC has “the desire to meet francophone cultural, social and economic needs, and the French language needs of students, teachers and parents in Grande Prairie and region.”</p> <p>Participating School Districts in the FLRC GPPSD, GPCSD, PWSD, HPSPD, PRSD, HFCRD</p> <p>French Language (via Federal allocation – ERLC) <i>Twenty-six (26) French Sessions were planned 15 were delivered (326 participants)</i></p> <ul style="list-style-type: none"> Mieux connaître l’outil d’évaluation GB+ (Grade 1-6 Immersion) Habilitation des évaluateurs-correcteurs DELE (K-12) (4 day program) Les Gizmos Mathématiques (Grade 3-12) cancelled AIM (ATA Partnership) Repenser l'étude du roman (Grade 4-9 FI) Cancelled Repenser l'étude du roman (Grade 4-9 FI) – (ATA Partnership)

- [French Immersion Cohort](#) (Tri-District 3 day cohort)
- French Second Language Literacy (Tri-District 3 day cohort)
- GPRC French 4450 – Teaching Second Languages credit course (Tri-District 3 day cohort) - cancelled
- DELF PRIM Training
- Renouvellement d’habilitation des évaluateurs-correcteurs DELF (2-Day) - cancelled
- Enseignement réciproque
- How to Prepare Your Students for the DELF Exams – cancelled
- Do Your Students Have Difficulty Pronouncing French? – cancelled
- Vos élèves éprouvent de la difficulté à prononcer le français clairement? - cancelled
- AIM – Introductory Workshop
- AIM – Refresher Workshop
- La bande dessinée (am)
- Faire aimer la lecture aux garçons! (pm)
- Comment enseigner de façon plus stratégique en utilisant mes données d’évaluation GB+
- Le monde merveilleux de TV5Monde – cancelled
- Les gizmos mathématiques: à découvrir - cancelled

11 sessions were cancelled due to low enrolment:

- [Les Gizmos Mathématiques](#) (Grade 3-12) cancelled
- [Repenser l'étude du roman](#) (Grade 4-9 FI) Cancelled
- GPRC French 4450 – Teaching Second Languages credit course (Tri-District 3 day cohort) - cancelled
- Renouvellement d’habilitation des évaluateurs-correcteurs DELF (2-Day) - cancelled
- How to Prepare Your Students for the DELF Exams – cancelled
- Do Your Students Have Difficulty Pronouncing French? – cancelled
- Vos élèves éprouvent de la difficulté à prononcer le français clairement? - cancelled
- Le monde merveilleux de TV5Monde – cancelled
- Les gizmos mathématiques: à découvrir - cancelled

<p><u>3. Knowledge and Employability</u> 2011/2012 Imp. Grant allocation \$1500 NRLC will promote and collaborate on provincial K and E learning opportunities planned by lead Consortium: <i>Learning Network</i> Working with Alberta Ed to provide sessions in this area at convention and during other key PD days for Social Studies <i>Technology based alternative delivery methods are being utilized in current sessions and explored for further learning opportunities.</i></p> <p>Alberta Education Contact: Ann Marie Lyseng Ann.marie.Lyseng@gov.ab.ca (780) 422-0820 Alan Chouinard Alan.Chouinard@gov.ab.ca (780)422-1899</p>	<ul style="list-style-type: none"> • K & E sessions – Social Studies 10-2 and 10-4– partnership with Alberta Ed, MPTC, NRLC • 11 part webinar series via CARC
<p><u>4. High School Science</u> 2011/2012 Imp. Grant allocation \$2000 Highlights of the plan on NRLC website: http://www.nrlc.net/course/focus/1</p> <p><i>Technology based alternative delivery methods are being utilized in current sessions and explored for further learning opportunities.</i></p> <p>Alberta Education Contact: Laura Pankratz Laura.Pankratz@gov.ab.ca (780) 422-5465 Francois Lizaire Francois.Lizaire@gov.ab.ca (780) 422 7992</p>	<p><i>Six (6) High School Science Sessions were planned and delivered (133 participants)</i></p> <ul style="list-style-type: none"> • Certified Science Gizmo trainer available in the zone. Science Gizmo sessions available on request. • Science Gizmos for Improved Conceptual Understanding in Science (ATA Partnership) • Additional science Gizmo sessions • Technology Tricks & Tips in Science- Div 3 & 4 (ATA Partnership) • Senior high science cohort focusing on utilizing an inquiry/critical thinking approach in science – (Tri-District 3 day cohort) • Sessions as requested by Districts • MPTC Gizmo sessions
<p><u>5. High School Career and Technology Studies</u> 2011/2012 Imp. Grant allocation: \$10,000 <i>Funding provided through provincial CTS and Health funding allocations.</i> Highlights from the NRLC website: http://www.nrlc.net/course/focus/8</p> <p>NRLC will promote and collaborate on Provincial learning opportunities planned by lead Consortia: . Central Alberta Regional Consortium <i>Technology based alternative delivery methods are being utilized in current sessions and explored for further learning opportunities.</i></p> <p>Alberta Education Contact: Mike Dumanski Mike.dumanski@gov.ab.ca (780) 422 4124 Ernest LeFebvre Ernest.LeFebvre@gov.ab.ca 780 422 1984</p>	<p><i>Seventeen (17) CTS Sessions were planned and delivered (119 participants)</i></p> <ul style="list-style-type: none"> • Machining & Millwright (Tri-District session) • Home Ec Lesson Sharing (Tri-District session) • Computer Assisted Drafting for Beginners (Tri-District session) • Sharing Session for Cosmo Teachers (Tri-District session) • I Don't Know What I Don't Know About CTS! (ATA Partnership) • Technology Integration (ATA Partnership) • CDX Online Automotive (Tri-District session) • Do You Want to Be a Winner? -Competition Hairstyles for Cosmetology Students (Tri-District 2 day program) • Food Safe Course (Tri-District 2 day program) • Safety in the IA Lab (Tri-District session) • Wood Turning (district request) (3 x 1 evening & 3-day workshop) • MPTC Wood Turning • Sessions as available via webinar

6. Literacy Supports

2011/2012 Imp. Grant allocation \$6000

Highlights from NRLC website:

<http://www.nrlc.net/course/focus/20>

Technology based alternative delivery methods are being explored for further learning opportunities.

NRLC will promote and collaborate on Provincial Literacy learning opportunities planned by lead Consortiums:

- . *Edmonton Regional Learning Consortium*
- . *Calgary Regional Consortium*

Alberta Education Contact:

Jennifer Bushrod Jennifer.Bushrod@gov.ab.ca (780) 422-0624

Shelley Wells Shelley.Wells@gov.ab.ca (780) 427-3776

Julie Harvey Julie.Harvey@gov.ab.ca 780 422 7989

*Thirty-Four (34) Literacy Sessions were planned
30 were delivered (1383 participants)*

- 13 Parameters of Literacy (GPPSD 5 day series)
- Literacy Mapping (Tri-District 3-day cohort)
- Collaboration Among ELA Teachers (SH) (Tri-District 3-day cohort)
- Handwriting Without Tears (K-3) (Tri-District 3-day cohort)
- Writing Map of Development (K-12) (Tri-District 3-day cohort)
- Building the Foundation of Effective Writers (Gr 2-6) (Tri-District 3-day cohort)
- Start Fresh (Junior High LA) (Tri-District 3-day cohort)
- 21st Century Teaching and Learning Div 3 & 4 (Tri-District 3-day cohort)
- Integrating Technology into your Humanities Classrooms Div 3 & 4 (Tri-District 3-day cohort)
- Technology Integration Including MS Word, Excel & Outlook Div 2 & 3 (ATA Day)
- Integrating Technology into the High School English Classroom Div 4 (Tri-District 3-day cohort)
- Tech Integration in High School English (Tri-District 3-day cohort)
- PAT Gr 6 LA/SS Interpreting Achievement Test Results (district request)
- PAT Gr 9 LA/SS Interpreting Achievement Test Results (district request)
- Shakespeare: Words & Actions – postponed to 2012/13
- Three Tiers of Instruction & Intervention for Reading (district request)
- Promoting Narrative Writing (2 Parent Sessions)- (district request) cancelled
- Differentiated Novel Study – (district request) cancelled

4 sessions were cancelled due to low enrolment:

- Differentiated Novel Study – (district request) cancelled
- Promoting Narrative Writing (2 Parent Sessions)- (district request) cancelled
- Shakespeare: Words & Actions – postponed to 2012/13

<p>7. English as a Second Language 2011/2012 Imp. Grant allocation \$1000 Highlights from NRLC website: http://www.NRLCpd.ab.ca/programs/focus/esl.html</p> <p><i>Technology based alternative delivery methods are being explored for further learning opportunities.</i></p> <p>NRLC will promote and collaborate on Provincial English Language Learners learning opportunities planned by lead Consortium: . <i>Calgary Regional Consortium</i></p> <p>Alberta Education Contacts: Mike Ettrich Mike.Ettrich@gov.ab.ca 780 644 8195 Kathy Salmon Kathy.Salmon@gov.ab.ca 780 660 3755 Sylvie Carignan Sylvie.Carignan@gov.ab.ca 780 422-0025</p>	<p>One (1) ESL 2-day Session was planned and delivered (12 participants)</p> <ul style="list-style-type: none"> Reach for the Top: Teaching the ESL/ELL Student in a Multi-Cultural Classroom – (district request) 2 day session
<p>8. FNMI Student Success for Goal Three 2011/2012 Imp. Grant allocation \$13,000 Other Grant Supports Walking Together FNMI Perspectives in Curriculum (\$74,900) FNMI Educational Partnership Provincial PD Project (\$1,200,000/2 years) FNMI Family Parent Community Engagement Round 2 & 3 (from other Consortia) Learning Together For Success (\$25,000) NSD FNMI Supports (\$35,000)</p> <p>Highlights from NRLC website: http://www.nrlc.net/course/focus/26 NRLC will make extensive use of FNMI PD provincial facilitator team. Collaboration with LearnAlberta to roll out a new digital resource for educators.</p> <p>NRLC will promote and collaborate on Provincial FNMI learning opportunities planned by lead Consortia: . <i>Edmonton Regional Learning Consortium</i></p> <p><i>Technology based alternative delivery methods are being explored for further learning opportunities.</i></p> <p>Alberta Education Contacts: Linda Pelly Linda.Pelly@gov.ab.ca (780) 427 5411 Debbie Mineault Debbie.Mineault@gov.ab.ca 780 415 9305 Pauline Auger Pauline.Auger@gov.ab.ca 780 643 1977 Gena Kolay Gena.Kolay@gov.ab.ca 780 422 3258 Lise Belzile Lise.Belzile@gov.ab.ca 780 422 7794</p>	<p>Implementation Ten (10) FNMI Sessions were planned 7 were delivered (216 participants)</p> <ul style="list-style-type: none"> Bridging Cultures Cohort (Tri-District 3 day cohort) - cancelled FNMI Cohort (Tri-District 3-day cohort) Mamawihitowin “Coming Together” Annual Conference (Reviving and Promoting Literacy for Aboriginal Peoples; Culture Camps; Cree unit planning; Protocols and Pipe Ceremony) Addressing Aboriginal Learning Outcomes (ATA Partnership) Effective Assessment Practices for FNMI (ATA Partnership) Addressing Aboriginal Learning Outcomes (ATA Partnership) Effective Assessment Practices for FNMI (ATA Partnership) MPTC sessions <p><i>11 sessions were cancelled due to low enrolment:</i></p> <ul style="list-style-type: none"> Bridging Cultures Cohort (Tri-District 3 day cohort) - cancelled <p>Walking Together Digital Resource Provincial Plan One (1) WTDR Session was planned and delivered (10 participants F2F & 3 for webinar series)</p> <ul style="list-style-type: none"> Provincially Delivered (7 dates in 7 locations Provincially) with 1 location in Zone 1 WTDR Webinar Series (3 dates) Presented at LTFS Conference WTDR sessions by PD Facilitator Team

	<p>Family, Parent & Community Engagement <i>Ten (10) FPCE Sessions were planned and delivered (243 participants)</i></p> <ul style="list-style-type: none"> • FNMI Parent, Family & Community Engagement Series Round 2 (5 NSD dates and locations and 1 provincial date and location) • FNMI Parent, Family & Community Engagement Series Round 3 (3 NSD dates and locations + 1 GP date and location) <p>Learning Together For Success Conference <i>Seven (7) Breakout Sessions were planned and delivered (310 participants over 2 days)</i></p> <ul style="list-style-type: none"> • 3 Keynote Speakers, 7 Breakout Sessions <p>FNMI Educational Partnership Provincial PD Project</p> <ul style="list-style-type: none"> • Various sessions and workshops provided provincially on topics of infusing FNMI perspectives into curriculum • ARPDC provincial teacher conventions, conferences, etc
<p><u>9. Inclusive Education and Setting the Direction Framework Supports</u></p> <p>2011/2012 Imp. Grant allocation \$25,000 Other Grant Supports Learning Coaches (other consortia support \$5000)</p> <p>Highlights from NRLC website: http://www.nrlc.net/course/focus/17</p> <p><i>Technology based alternative delivery methods are being explored for further learning opportunities.</i></p> <p>Alberta Education Contacts: Dianne McConnell Dianne.McConnell@gov.ab.ca (780) 422-6544(Action on Inclusion) Natalie Prytuluk Natalie.Prytuluk@gov.ab.ca 780 422 6537 (Early Learning) Marni Pearce Marni.Pearce@gov.ab.ca 780 422 5045 (Cross Ministry Services) Leah Dushenski Leah.Dushenski@gov.ab.ca (Inclusive Learning Supports) Catherine Walker Catherine.Walker@gov.ab.ca (780) 422 0988 (Inclusive Education Planning Tool)</p>	<p><i>Twenty-Three (23) Inclusive Education Sessions were planned and delivered (823 participants)</i></p> <ul style="list-style-type: none"> • TA/EA Cohort – (Tri-District 2-day cohort) • EA Cohort TA 1237 Autism Spectrum Disorder –credit course partnership with Grande Prairie Regional College (Tri-District 3-day cohort) • Classroom Inclusion Strategies (Tri-District 3-day cohort) • Classroom Management in the Inclusive Setting – Supporting Positive Behaviours in Alberta Schools (Tri-District 3-day cohort) • Learning Disabilities in the Inclusive Classroom (Tri-District 3-day cohort) • Level A Classrooms Assessments for Middle and High School (ATA Partnership) • Winning Strategies (ATA Partnership) • Learning Disabilities in the Inclusive Classroom (ATA Partnership) • Woodcock Johnson Level III Achievement Test (2 locations, 2x 2-day programs) • Response to Intervention Training – 2 day program • Changing the Conversation with Instructional Strategies that Keep ALL Students Focused & Engaged – 2 day program • Inclusive Technology for All Learners (Tri-District 3-day cohort) • Level B Assessment Beginner - 3 Day Program • Level B Assessment Advanced - 2 Day Program • Supporting Students Elluminate Series (5 sessions) • IEPT (3 x 1 day sessions – 2 English, 1 French) 1 English & 1 French cancelled • IEPT (ATA Partnership) • Diversity, Equity and Human Rights Evening

Learning Coaches

*Ten (10) Learning Coaches Sessions were planned
5 were delivered (56 participants)*

- Learning Coaches Workshop (summer)
- Learning Coaches & Coaching Teams: Creating the Kaleidoscope to Support Inclusive Education (Provincial Symposium) – 1 VC
- Building a Culture of Trust, Collaboration & Shared Leadership – 2 day program
- Learning Coaches Cohort Learning Coaches: Get a Jump on Your New Role (district request)
- Learning Coaches: Sessions to Get You Rolling (district request) – (ATA Partnership) cancelled
- Learning Coaches: Continuing the Journey (district request) – (ATA Partnership) cancelled
- Coaches: Hone Your Skills 3 day webinar series (ATA Partnership) – cancelled

5 sessions were cancelled due to low enrolment:

- Learning Coaches: Continuing the Journey (district request) – (ATA Partnership) cancelled
- Coaches: Hone Your Skills 3 day webinar series (ATA Partnership) – cancelled
- Learning Coaches: Sessions to Get You Rolling (district request) – (ATA Partnership) cancelled

Early Learning

*Ten (10) Early Learning Sessions were planned
9 were delivered (261 participants)*

- Reggio for Pre-K – Grade 3 teachers (Tri-District 3 day cohort)
- Reggio Inspired Emergent Curriculum (ATA Day)
- Handwriting Without Tears (Tri-District 3 day cohort)
- Play: How it Shapes the Brain
- Early Years Promising Practices Provincial Symposium (2 Zone 1 webcast locations) 1 location cancelled
- Engaging Learning for Early Childhood Professionals: Focus on Designing of Learning & Assessment – 2 Day Session

1 session was cancelled due to low enrolment:

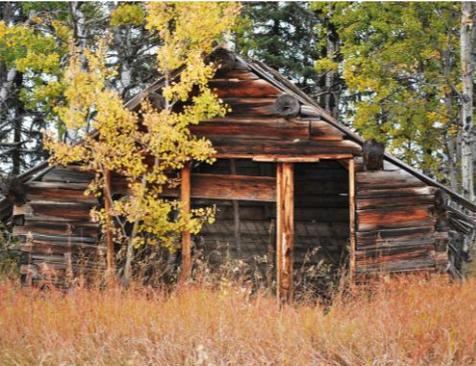
- Early Years Promising Practices Provincial Symposium (2 Zone 1 webcast locations) 1 location cancelled

<p><u>10. PD Leadership/Admin</u></p> <p>2011/2012 Imp. Grant allocation \$3165</p> <p>Other Grant Supports Alberta Approach to Collaborative Practices (\$48,195 carry forward)</p> <p>Highlights from NRLC website: http://www.nrlc.net/course/focus/19</p> <p><i>This is a Zone One area of focus/request. A number of partnerships have been developed with post-secondary institutions, districts, ATA, and others. This has been an area of focus in Zone One for a number of years and it continues to resonate with our educators.</i></p> <p><i>Technology based alternative delivery methods are being utilized in current sessions and explored for further learning opportunities.</i></p>	<p>Twenty-Two (22) Leadership/Admin Sessions were planned 21 were delivered (608 participants)</p> <ul style="list-style-type: none"> • EDUC 617.3 Leading for Learning – partnership with GPRC, UNBC (credit course) (Tri-District – 5 day cohort) • PARCSA conference (Peace Area leadership) • Fierce Conversations – 2 day program • Project Peace (ATA Partnership) • Winning Strategies (ATA Partnership) • Energize Your Staff Meetings (ATA Partnership) • Teacher Safety Net (ATA Partnership) • Building Resiliency for School Administrators (ATA Partnership) • Instructional Coaching Academy Program (2nd year of PRSD/HFCRD partnership 5 days) • Olweus Bullying Prevention Program (ATA Partnership) • Behavioural Descriptive Interviewing (3 locations, 5 sessions) 1 session cancelled <p><i>1 session was cancelled due to low enrolment:</i></p> <ul style="list-style-type: none"> • Behavioural Descriptive Interviewing (3 locations, 5 sessions) 1 session cancelled <p>Alberta Approach to Collaborative Practices Six (6) AACP Sessions were planned and delivered (44 participants)</p> <ul style="list-style-type: none"> • AACP Facilitator Leadership Training (2 x 1-day sessions and 2 x 2 day programs) • Provincially Delivered ARPDC Sessions (5 sessions)
<p><u>11. Technology & Integration</u></p> <p>2011/2012 Imp. Grant allocation \$20,000</p> <p>Highlights from NRLC website: http://www.nrlc.net/course/focus/25</p> <p>*The use of technology to support distributed learning methods will be an area of focus. *Technology sessions as requested by districts will also be included in this area.</p> <p><i>Technology based alternative delivery methods are being utilized in current sessions and explored for further learning opportunities.</i></p>	<p>Forty-One (41) Technology & Integration Sessions were planned 26 were delivered (412 participants)</p> <ul style="list-style-type: none"> • Taking Down the Walls of your Classroom (Tri-District 3-day cohort) • Preparing Students to be Ethical Citizens (Tri-District 2-day cohort) • Administrator Technology Standards (Tri-District 3-day cohort) • Fostering Digital Citizenship (ATA Partnership) • Increase Student Engagement Using SMART & LearnAlberta (ATA Partnership) • Increase Student Engagement in Senior High Social Studies/Humanities–webinar series (Tri-District 3-day cohort) • Engaging Learners Through the Integration of Tech Elementary & Secondary– (2 Tri-District 3-day cohort) • Inclusive Tech for ALL Learners (Tri-District 3-day cohort) • Div 3&4 Tech Integration Including MS Word, Excel & Outlook (ATA Partnership) • K-12 SmartBoard sessions (ATA Partnership) • MPTC 12 sessions

	<ul style="list-style-type: none"> • District Request 9 cancelled tech sessions • Outside the Box with MS Word & PowerPoint (Tri-District 3-day cohort) cancelled • MS Office Cohort (Tri-District 3-Day cohort) cancelled • Div 2 Tech Integration for LA (ATA Partnership) <p><i>15 sessions were cancelled due to low enrolment:</i></p> <ul style="list-style-type: none"> • District Request 9 cancelled tech sessions • Outside the Box with MS Word & PowerPoint (Tri-District 3-day cohort) cancelled • MS Office Cohort (Tri-District 3-Day cohort) cancelled <p>Wanda Dechant (0.5 FTE) – Technology Support: Assisting in the facilitation of the Inclusive Education online Community in the “Reaching All Students” Ning environment. Supporting local teachers with their Elluminate meetings. Involved in ongoing exploring of new and potentially relevant technologies (Adobe Connect, Blue Jean, Esquella, etc)</p>
<p><u>12. Other Priorities/Regional Needs</u> 2011/2012 Imp. Grant allocation \$10,000 Highlights from NRLC website: http://www.nrlc.net/course/focus/13 (Fine Arts) http://www.nrlc.net/course/focus/23 (Phys Ed) http://www.nrlc.net/course/focus/72 (Health/Wellness) http://www.nrlc.net/course/focus/16 (Guidance/Counselling)</p> <p>*As other priorities and initiatives are identified programs will be organized. *Many of these sessions are designed and offered in partnership with districts and are at district request.</p> <p>Other priorities/regional needs as defined at by our Zone for 2011-2012: Highest Priorities: Inclusive Education, Effective Teacher Practices, CTS, Infusion of Technology Medium Priorities: Instructional Leadership, Digital Citizenship, Work with TA’s, FNMI Approach, Collaborative Teams (PLCs) Lower Priorities: Student Engagement, Learning Coaches, Parental Engagement, Assessment for Learning (assuming that a number of these are embedded in other priorities)</p> <p>Effective Teacher Practices Instructional Leadership Digital Citizenship</p> <p><i>Technology based alternative delivery methods are being explored for further learning opportunities.</i></p>	<p>Fine Arts <i>Twelve (12) Fine Arts Sessions were planned and delivered (157 participants)</i></p> <ul style="list-style-type: none"> • Secondary Art program (Tri-District 3 day cohort) • Elementary Music (Tri-District 3 day cohort) • Music Specialist– grades 7-12 (Tri-District 3-day cohort) • Beginning Elementary Music Teacher (ATA Partnership) • Tips For The Elementary Music Classroom K-6 (ATA Partnership) • Painting Warm Ups (ATA Partnership) <p>Health/Wellness <i>Seven (7) Health & Wellness Sessions were planned and delivered (166 participants)</i></p> <ul style="list-style-type: none"> • Kids Have Stress (ATA Partnership) • Tip Offs For Teachers (ATA Partnership) • Elementary Phys Ed Techniques (ATA Partnership) • Meeting Phys Ed Outcomes (ATA Partnership) • Phys Ed Grade 7-12 (Tri-District 3-day session) <p>Curriculum <i>Nineteen (19) Curriculum Sessions were planned 16 were delivered (173 participants)</i></p> <ul style="list-style-type: none"> • Increasing Student Engagement in Senior High Classrooms – 3 day webinar series - cancelled • Building Brain Compatible Classrooms in Junior High – 3 day webinar series • Integrating Technology into your Humanities Classroom Div 3&4 (Elluminate 3 Day cohort) • Increasing Student Engagement in SH SS (Tri-District 3 day cohort) • TC2 Spotlight Sessions: Student Engagement, Critical

	<p>Thinking (ongoing throughout year)</p> <ul style="list-style-type: none"> • Student Engagement Series (district request) PRSD 4 day program • The Flipped Classroom (ATA Partnership) • So You're Thinking About Retirement (ATA Partnership) • Collaborative Learning (ATA Partnership) • Engaging Students: The Art of Effective Instruction (ATA Partnership) <p><i>3 sessions were cancelled due to low enrolment:</i></p> <ul style="list-style-type: none"> • Increasing Student Engagement in Senior High Classrooms – 3 day webinar series - cancelled
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APPENDICES





Program Feedback & Ongoing Needs Assessment 2011-2012
Northwest Regional Learning Consortium

Session: Building a Culture of Trust – 2 Day Series (combined) **Location:** Grande Prairie, AB

Speaker: Heather Clifton **Date:** Nov 22 & Jan 17

I am (please ✓ one): a Grade _____

3 Teacher 7 Administrator Support Staff Parent 3 Other _____

Please indicate, by checking the appropriate category, your opinion of the following statements.

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

Feedback For The Presenter	SA	A	D	SD
During This Learning Experience, The Presenter:				
• provided opportunities for me to be actively involved in the learning.	94%	6%		
• provided strategies for integrating new practices into my current context.	72%	24%	4%	
Comments/suggestions for the presenter				
<ul style="list-style-type: none"> The session was informative, well-paced and engaging! I have never been part of a session where the group work was so well managed and beneficial. I really enjoyed the entire day! This was an introduction and gave us some things to think about and consider how we could implement. We were presented not actual strategies but ways to observe what is happening now. Strategies will be part 2. I appreciated her engaging approach and warm style I enjoyed your presenting style...it reminded me of Lipns Qwest training. Session was interesting, informative and well-paced! Provided valuable information for current and future use, time to discuss , practice and analyze. Fabulous! I really appreciate how easy to listen to Heather was, she is very well organized, and the two days just seemed to flow by effortlessly! 				
FEEDBACK FOR THE SESSION ORGANIZERS	SA	A	D	SD
• The session cost was reasonable.	52%	48%		
Additional Comments and or Suggestions for NRLC (e.g. registration process, communications, etc.)				
<ul style="list-style-type: none"> Great! Love to be at the Cultural Centre, loved the Rotary Room. Nothing – thank you for the reminder e-mails about sessions! What a great location! Great lunch and snacks throughout the day! I had some difficulty paying for the session with my purchase card from school. I left a message on a voice mail, but was not certain if they got back to the admin assistant at our school (perhaps I also need to check with her...). Everything was fabulous! My only complaint is on the second day our food (the chili) was cold! Thanks for being flexible. Thanks for providing this worthwhile opportunity. Please do not serve chili at an in-service. Is it possible to have a choice of two soups, sandwiches, salads? Choice is very good. 				
REFLECTIONS ON MY LEARNING	SA	A	D	SD
During this learning experience:				
• I increased my knowledge of the topic.	87%	13%		
• I learned strategies/skills to support student learning on this topic.	69%	26%	5%	
• I was able to reflect on my attitudes and beliefs about the topic.	90%	5%	5%	
• I plan to apply the information learned into my practice.	72%	28%		
The purpose of professional development is to improve student learning. A key change that I will make in my practice as a result of today's session is				
<ul style="list-style-type: none"> Not sure yet. 				

- I will like to start learning coaches in the school
- The understanding that change is a continuum and everyone is at a different stage of change.
- The way I work and converse with teachers regarding their instructional practices.
- This was about teachers – but through the process eventually student benefit is huge.
- Work towards more formal instructional coaches in my school
- Use the models that were discussed to help my fellow colleagues to move forward when we are resistant to change.
- I will be a more keen observer of students and staff experiencing change and focus on where the resistance is coming from realizing that resistance is part of the process.
- I can influence other teachers to embark on a journey of making changes, by embracing collaboration, and by honoring their reactions to change.
- Increased awareness of the role of a learning coach and how they can benefit teachers in my school.
- I liked the opportunity to talk to lots of others and hear about their situations. The appointment wheel is one I will implement in my class.
- Continue to explore Instructional Coaching and how to best implement it in our school and district.
- When engaging adult learners facing change, I will attempt to understand where they are in terms of the Stages of Concern Model so that I can more effectively support them in their ventures.
- Encouraging and supporting the formation and development of PLC's in my district.
- Recognize listening as an act of kindness.
- This session will help me support school change and teacher growth.
- Taking the time to talk and ask questions as opposed to getting sucked in my "drive by" questions looking for an instant response.
- I know that change is a process, and that resistance is okay, and should in fact be honored as a step in that process. I feel more strongly than ever that collaboration between teachers is imperative, and will seek out ways to ensure this happens at mu school. I have better questioning techniques and I believe I will be better at listening to others!
- Reintroduce PLC into our Professional Development Days, ensuring that teachers have more input into the day and what learning is taking place.
- Effective probing questioning technique that will engage teachers in our discussions regarding best teacher practices.
- The session focused on creating a culture of change. Much of what I learned will be instituted with the staff with the final outcome being student achievement increasing...we hope.

What I need to support my further learning on this topic

- Looking forward to the second day of this workshop for this.
- Attend day 2 on January 17th
- How to support individuals experiencing change and move them along the continuum.
- I am looking forward to the second day
- More PD and support from Board Office (finding)!
- More discussion
- More knowledge and go deeper in some areas. I still have another session in January so we will see.
- More Learning Coach support – perhaps Jim Knight?
- The book which is being shipped.
- The next session.
- Time to discuss with potential candidates
- Time to think through the hows of having a learning coach.
- I just look forward to more inspiration! I am particularly interesting more in how to help influence a school climate where the staff has been together for a long time, and has deeply ingrained ruts and social division among groups. How can I break down the social barriers to make everyone want to buy into the concept of learning coaches, without feeling threatened?
- I am satisfied with my level of understanding at this point.
- Practice with the concepts. Time to implement and develop focus with my staff.
- Time!!
- Continued, consistent review of structure components and processes and a willing school for trial.
- Bring Heather back!!!! Amazing! I would love to participate in a series of PD opportunities with her. What a rare find she is!!
- Follow up or similar workshop that provides time for administrators to discuss and reflect on best practices and how to engage teachers; cognitive coaching.

- I am disappointed that I missed the first session, but know that as we develop our “learning coach” model here at my school, we will continue to learn about supporting each other to improve student learning.
- As always, I need time...but I believe our school has some ideas incubating on how we can find time in our schedules to make this happen.

MY OVERALL IMPRESSION:	SA	A	D	SD
<p>I was satisfied with this session because:</p> <ul style="list-style-type: none"> • Helped to increase my understanding. • I learned a lot about Learning Coaches. • Insights were gained regarding the role of learning coaches and their roles and relationships. • It made me reflect on my professional practices • It was presented in a very positive and practical way. • It was productive! • The presenter was wonderful, the topic was very relevant and especially timely for me personally. • This was a new topic to me so I found it very informative. • We were given a variety of ways to develop knowledge on the topic and it was paced well. • We were provided multiple opportunities to talk with colleagues about what we were learning. • It brought forward things we have tried before and seemed to fail but with a few extra steps we could still find success. • It is something that will become a reality in our schools, and I want our school to be prepared for this implementation/change. • I am always open to hearing new information and ideas that could be used in my school to help students learn. • It was pertinent to my role – thus useful. • It was practical and spoke to teaching realities today. • It offered a lot of quality information and allowed participants to share in a warm environment. • It provided time for administrators to learn, practice, discuss and analyze best practices. • It provided me with tools to hopefully engage my staff in creating positive change to positively affect our students. • I have a much clearer definition of an effective PLC and a stronger belief in the value of implementing. • I am aware that Instructional Coaching is a reality in our schools! The better prepared I am to facilitate this in our school, the better that I will be able to support the staff. • I am brand new at this leadership role, with no background experience...I will use many of the strategies Heather presented to help me in my role as a learning coach and many of her presentation strategies in my classroom as well. I am far more informed on how I can help other teachers on this journey of change toward more collaboration, and believe that my personal skills to help facilitate this have been greatly enhanced! Some of Heather’s communication strategies will also help me in my personal life as well! More than anything, this session has given me a fresh perspective and has renewed my interest in my designation as a learning coach. I am excited to see how my newly acquired knowledge and skills will help my staff realize our goals as educators to rethink our positions and focus less on ourselves. And more on how we can raise the potentials and achievement of the children we teach. 	87%	13%		

Which School District or Jurisdiction do you represent?

Value	Count	Percent %
GPPSD	2	15.4%
HFCRD	5	38.5%
PRSD	6	46.2%

I receive my PD services from the following ARPDC Consortia:

Value	Count	Percent %
NRLC	13	100%

I am a (please check all that apply or identify your primary role)

Value	Count	Percent %
Teacher	12	92.3%
Other	1	7.7%

If you answered "Teacher" to the above question, which grade(s) and/or subjects do you teach? If you answered "Other", please describe.

Count	Response
1	4-12
1	7,9,& 10- Math & Sc. Industrial Arts
1	7-12 Sciences
1	Art 9, Health 8 &9, CTS 10
1	Grade 6 - all subject areas
1	Grades 9-12
1	Science, Math and woodworking 9
1	Sr. High CTS
1	grade one
1	preschool (am) kindergarten (pm)
1	substitute teacher

The presenter provided opportunities for me to be actively involved in the learning

Value	Count	Percent %
Strongly Agree	8	61.5%
Agree	4	30.8%
Disagree	1	7.7%

The presenter provided strategies for integrating new practices into my current context

Value	Count	Percent %
Strongly Agree	6	46.2%
Agree	4	30.8%
Disagree	3	23.1%

Comments or suggestions for the Presenter:

Count	Response
1	Awesome day!
1	Good work.
1	Great work and presentation
1	It was too focused on only one area of CTS.
1	none
1	The presenter went into areas that I do not teach. Did not quite meet the descriptor given for the session.

As a result of this learning experience, I increased my knowledge of the topic.

Value	Count	Percent %
SA	7	53.8%
A	3	23.1%
D	3	23.1%

As a result of this learning experience, I learned strategies/skills that will support student learning on this topic.

Value	Count	Percent %
SA	7	53.8%
A	3	23.1%
D	3	23.1%

As a result of this learning experience, I was able to reflect on my attitudes and beliefs about the topic.

Value	Count	Percent %
SA	6	46.2%
A	4	30.8%
D	3	23.1%

As a result of this learning experience, I plan to apply the information learned into my practice

Value	Count	Percent %
SA	4	30.8%
A	6	46.2%
D	3	23.1%

The purpose of professional development is to improve student learning. A key change that I will make in my practice as a result of today's session is

Count	Response
1	I will improve my assessment practices.
1	Safety practices in my classroom.
1	Student huddles in the shop
1	The presenter gave some info but not for the area I am presently teaching
1	cottage project
1	question more and have students question more

What I need to support my further learning on this topic

Count	Response
1	Better break down of credit applications for modules
1	PD from shop teachers in similar circumstances.
1	some hand saws, mitre boxes
1	Alberta Education to make their website more user friendly and put back all the templates and rubrics they took away
1	Basic information on ordering CTS modules and how to run a classroom with a multitude of modules in action, still addressing all learning issues.

During this learning experience, the time provided for interaction and processing of learning was worthwhile.

Value	Count	Percent %
Strongly Agree	6	46.2%
Agree	5	38.5%
Disagree	2	15.4%

Overall, I was satisfied with this professional development opportunity.

Value	Count	Percent %
Strongly Agree	5	38.5%
Agree	5	38.5%
Disagree	3	23.1%

Overall I was satisfied with this professional development opportunity because:

Count	Response
1	It was useful if you were teaching shop, but not for other CTS courses
1	It was very interactive, engaging and informative.
1	The presenter answered lots of questions, and was more than helpful.
1	it gave me a chance to network with other cts teachers
1	it provided insight and a fresh perspective to what i am doing in the classroom
1	Substitute teacher do not often get a chance to get familiar with innovations and get involved in professional development! So, this opportunity was GREAT and very efficient!

Comments and or Suggestions for NRLC (e.g. registration process, communications, etc.)

Count	Response
1	To provide more opportunities for substitute teachers to get involved in such sort of event. It would be also good to have just morning and then just afternoon sessions, Thus, there would be no need to leave one interesting presentation for another.

The session cost was reasonable:

Value	Count	Percent %
Strongly Agree	8	61.5%
Agree	5	38.5%

**Program Feedback & Ongoing Needs Assessment 2011-2012
Northwest Regional Learning Consortium**

Session: LTFS Session 3b – Blasting Through Education in Dynamic Ways **Location:** Grande Prairie

Speaker: Mike McMann **Date:** March 29, 2012

I am (please ✓ one): a Grade _____

3 Teacher 2 Administrator 12 Support Staff 5 Parent 2 Other _____

Please indicate, by checking the appropriate category, your opinion of the following statements.
SA = Strongly Agree A = Agree D = Disagree SD = Strongly Disagree

Feedback For The Presenters	SA	A	D	SD
During This Learning Experience, The Presenters:				
• provided opportunities for me to be actively involved in the learning.	22%	74%	4%	
• provided strategies for integrating new practices into my current context.	37%	52%	11%	
Comments/suggestions for the presenters				
<ul style="list-style-type: none"> Aimed for high school age children. Fabulous what you have done. Now we at Tallcree need to grow in that direction. Presented on powerpoint, was given the information. 				
FEEDBACK FOR THE SESSION ORGANIZERS	SA	A	D	SD
• The session cost was reasonable.	52%	48%		
Additional Comments and or Suggestions for NRLC (e.g. registration process, communications, etc.)				
<ul style="list-style-type: none"> We need speakers like Mike – Mike is an awesome man. The session was really helpful in terms of trying to run a similar program. 				
REFLECTIONS ON MY LEARNING	SA	A	D	SD
During this learning experience:				
• I increased my knowledge of the topic.	63%	37%		
• I learned strategies/skills to support student learning on this topic.	44%	56%		
• I was able to reflect on my attitudes and beliefs about the topic.	48%	52%		
• I plan to apply the information learned into my practice.	44%	52%	4%	
The purpose of professional development is to improve student learning. A key change that I will make in my practice as a result of today's session is				
<ul style="list-style-type: none"> He was my boss back in 2006, I have learned a lot from him and he is a very caring man. To make sure my students will get a sense of achievement and accomplishment Question options available to youth in our area and see if some of these strategies can be implemented. Nice to start all over Alberta reserves. Encourage our community to adopt that paradigm shift. Suggest this idea to the board. Try to find out how we can bring this to our Frist Nations school. Sturgeon Lake First Nations. 				
What I need to support my further learning on this topic				
<ul style="list-style-type: none"> Visual aid ie. DVD 				
MY OVERALL IMPRESSION:	SA	A	D	SD
I was satisfied with this session because:	63%	37%		
<ul style="list-style-type: none"> Mike speaks clearly and makes his topic very understandable. It was interesting but doesn't apply to my area. It was well presented and informative. We all have the same message it's about the kids which is absolutely awesome. Nicely done. He agrees with what I believe. Don't mold students to education, mold education to the students. 				

- Awesome! Wish they had something in my district.
- I learned a lot.
- It was interesting and useful.
- Detailed and applicable/practical
- It hits home to the needs of my students.

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**Program Feedback & Ongoing Needs Assessment 2011-12
for the Northwest Regional Learning Consortium**

SESSION: FNMI Mâmâwîhtowin Coming Together OCT 5, 2011, Slave Lake

I am (please ✓ one): a Grade _____

7 Teacher 4 Administrator 18 Support Staff Parent 8 Other _____

Please indicate, by checking the appropriate category, your opinion of the following statements.

SA = Strongly Agree A = Agree D = Disagree SD = Strongly Disagree

Feedback For Keynote Speaker	Kevin Lewis - Keynote	SA	A	D	SD
During This Learning Experience, The Presenter:					
• provided opportunities for me to be actively involved in the learning.		76%	19%	5%	
• provided strategies for integrating new practices into my current context.		73%	27%		
Comments/suggestions for the presenter					
<ul style="list-style-type: none"> • We need another Kevin Lewis! • Kevin proved to be very knowledgeable. (I want to be a sociologist/archeologist) He reinforced pride in me as an Aboriginal person – he reminded me how brilliant our Ancestors/Elders were/are – I believe that should some trauma occur on Mother Earth with these kinds of teaching we would no doubt survive. He is humble. • Well-spoken and well researched. • I gained knowledge in a few areas Kevin touched on. Syllabic numbers, ext. • Great keynote speaker – should be brought in again. • I strongly believe he should come back and teach us. He is a good presenter – we need a person like him. • I greatly appreciate you sharing your teachings. A lot of good information. Love the morning song. • I learned a lot through Kevin’s teaching. • Please have him back! • Modeled Cree language integration into his message. Excellent contemporary examples for the classroom. • Great presentation. The only thing I would change is to NOT use yellow/gold font on the PowerPoint as it was very hard to read. • Loved the presentation! Cree Karate. Cree Number Syllabics! Thank you • Samples of some of the activities would have been nice. Examples: Cree Karate and others. • Great keynote speaker! • Kevin brings a fresh perspective to Aboriginal history and language. Kevin’s knowledge could be very useful to teachers in general, possibly PD for schools. Many teachers who come into Aboriginal communities that know very little about First Nations history, it would give them a good understanding about why the Cree language and culture programs are very important to have in schools and worth knowing. • Thoroughly enjoyed Kevin’s presentation. • Hand out. Not to sit in chars without tables – hard to take notes. • Very informative. • Kevin Lewis did an excellent job in presenting; it was very interesting in what topics he talked about and to take his time to travel all this way to come to our workshop. I hope he comes back next year. • Kevin has a great way of showing other ways of teaching methods to make classroom activities interesting. The knowledge he shared was very interesting to me, not only me but quite a few of us Native Studies Instructors. I will probably contact his e-mail line for other information to share with my students. • I found many of his information very useful. • Great stories! Appreciated the information that Kevin shared. 					
Feedback For Session B1					
Kevin Lewis – Culture Camps					
During This Learning Experience, The Presenter:					
• provided opportunities for me to be actively involved in the learning.		74%	26%		
• provided strategies for integrating new practices into my current context.		74%	26%		
Comments/suggestions for the presenter					
<ul style="list-style-type: none"> • Once again Kevin’s information will be a great deal especially to my community. I liked this information because this is what I want for the children and to bring back working together of the old life style we lived not too long ago. • Practicing Cree Karate in groups would have been nice. Group activities is great way to get relaxed with one another. • Good times – thank you Kevin! Look forward to meeting you again. 					

- Gave well planned out information on organizing a culture camp.
- The resources he brought are excellent.
- Thanks for sharing information on the culture camps.
- Very interesting ideas.
- Great ideas! Thank you for them!
- Enjoyed the interaction and learned a lot on the “how to” of culture camps.
- Good info and knowledge.
- This session was very informative. I found very useful activities that would create fun and enjoyment for children.

Feedback For Session C1 Kevin Lewis – Interpretive Hike Method	SA	A	D	SD
During This Learning Experience, The Presenter:				

• provided opportunities for me to be actively involved in the learning.	89%	11%		
• provided strategies for integrating new practices into my current context.	89%	11%		

Comments/suggestions for the presenter				
<ul style="list-style-type: none"> • Awesome teachings! Would love to take a longer term program of this kind – basic needs, how this really would be good medium for our kids. Boost self-esteem if they could teach it to peers and teachers. • Kevin was great, has great knowledge of his culture and language. The hike was great. Knew a lot about his plants and what they can be used for. • Excellent information. • Kevin’s knowledge of plants and historical use of plants is impressive. He is so willing to share his knowledge with others and is not shy or afraid of asking for help or info from others which makes him very approachable. • Can use in classroom. • Thank you for the reminder! Great presentation! Can’t say that enough! Your stories struck a chord...jogged my memory of the stories I have been told. Plus the teachings of the plants. Thank you. • Excellent! • Good walk too! And don’t eat rose hips whole or beware of an itchy backside. 				

Feedback For Session B2 Delores Pruden & Gwena Cunningham – Unit Planning	SA	A	D	SD
During This Learning Experience, The Presenter:				

• provided opportunities for me to be actively involved in the learning.	73%	27%		
• provided strategies for integrating new practices into my current context.	77%	23%		

Comments/suggestions for the presenter				
<ul style="list-style-type: none"> • I enjoyed the session. I like the information feedback that we can use and the easier the better, helping others seeing a new maybe easier. I think that Delores and Gwena do the best to help all Aboriginal programs easy. • Wish the whole day was spent on this – I’m a new Cree Language Instructor. • Always nice set-up and learning about the plans and sharing with others. • Maybe a bit more time explaining the outcomes of the Program of Studies and go through Year Plan, Unit Plan and Lesson Plan and how they and the outcomes flow together. Plan to Learning Outcomes seems to be where the block is. • I received material that can help me in the classroom. Unit planning, flash cards. I will put these items to use. • I am ecstatic about the presentation. Learned a lot and received some fantastic resources. • I learned how to fill out the Unit Plan outline which is very useful. • Gwena planning is very helpful. I hope to learn more about unit plans. • Thank you for the books. 				

Feedback For Session C2 Nora Yellowknee & Albert Yellowknee - Protocols	SA	A	D	SD
During This Learning Experience, The Presenter:				

• provided opportunities for me to be actively involved in the learning.	83%	17%		
• provided strategies for integrating new practices into my current context.	83%	17%		

Comments/suggestions for the presenter				
<ul style="list-style-type: none"> • Truly excellent session. • What I enjoyed was the circle we sat in during the session. No papers or writing was allowed as we were to listen for memory as opposed to taking notes. • Excellent! Educators need to begin thinking about engaging in protocol and cultural practices when trying to engage parents. • Gave me a good understanding of the Ojibwa medicine teachings. Thank you for letting us handle your medicine. Felt very 				

comfortable in the circle. Truly good people.

- Great presenters, very informative, learned more about protocols.
- Humour is the best medicine. Thank you for being here for me. look forward to the many good times ahead of us, with you both leading our workshop, conferences, circles or pipe ceremonies.
- Thank you.
- These elders were very good in presenting the protocols. I learned a lot, thing I wanted to know. I found it very interesting. I want to learn more.
- I learned about protocol.
- Well-spoken and well knowledgeable.
- Very nice to hear from Nora Yellowknee. Very spiritual and strong belief in walking the healing path.

Reflections On My Learning During this learning experience:	SA	A	D	SD
• I increased my knowledge.	66%	34%		
• I learned strategies/skills that will support student learning.	59%	41%		
• I was able to reflect on my attitudes and beliefs.	66%	34%		
• I plan to apply the information learned into my practice.	69%	31%		

The purpose of professional development is to improve student learning. A **key change that I will make in my practice** as a result of today's session is

- Cree Language Instruction and Cultural Camps.
- Find creative themes within my classroom.
- To keep improving my lesson plans. The skills and strategies that I learned will support my teaching for the students I work with.
- I want to teach children about wilderness then help them present.
- Be proud of "me" and my "heritage". This will definitely be passed on to the Urban Aboriginal.
- Be open.
- To modify my lessons and to make it fun for my students incorporating the Cree language in all activities and making it a repetitive & fun Cree/cultural language.
- To do more hands on activities. Use the Cree language more so than I have before.
- We always need to hear from other people and about their knowledge.
- I will use some of the knowledge content in my units and community teachings.
- I learned more than what I already knew. I love to gain the knowledge of Cree culture.
- I learned a lot from these sessions.

What I need to support my further learning on this topic

- Continue to learn more about my culture to pass on to my youth.
- For organizing a cultural camp.
- I loved the cultural teachings that I learned more about. That was the most important for me.
- More information.
- More cultural component.
- There would be more resources updated ones and have someone gather those materials to build the resource for Cree/Dene language cultural material.
- Community living.
- Interpretive walks and the richness we have around us. To inform and pass on my learning to all young minds that want to learn and empower their culture.
- More knowledge of food and medicine in the forest. Listen to more stories to pass onto the children to give them the grandfather teaching.
- Continue culture learning activities.
- More on protocol would be great. Let us know ahead of time if we need outside gear.
- Got it! Kevin's email and #.

MY OVERALL IMPRESSION:	SA	A	D	SD
	97%	3%		
<p>I was satisfied with this conference because:</p> <ul style="list-style-type: none"> • Great day with great learning. • Location and I was pleased with the speakers. • Integration of perspectives regarding the Slave Lake fires – good context. Food location, variety of sessions – all good! • Culturally appropriate – relevant speakers. • Loved this day. Good was great. Appreciated the Slave Lake presentation – just before was able to go on a tour of the city – very sad morning. Shows resilience. • The other front-line workers and less paper, more hands on knowledge as I am a virtual learner. • Great learning. • I was able to visit old friends, take time for me, going shopping, seeing Slave Lake, interesting workshops. • I learn lots. • Interested in herbs, plants, etc and medicinal purposes. It should be held somewhere else, not Slave Lake. Sawridge was great. • It provided a lot of info for my job and I plan to take that with me in my career. • Kevin Lewis, Albert Yellowknee are very cultural and I would like to invite them to our community. • I learned more about the protocol. • Very well organized and presenters were wonderful. • Very informative and well done on all sessions. • It was great to see I'm not the only one struggling to find resources. • The presenters were excellent and bit thank you goes out to the people that organize the conference. • The topics were excellent choices. The entire atmosphere at the conference was great. Everything about this conference was positive, inspiring and informative. • I very much enjoyed the experience and thought that the Sawridge in Slave Lake was the perfect venue/location. • I gained a lot of valuable knowledge today. • The presenters were helpful, information was helpful. • I met other Cree Instructors. Networking. • I find the sessions were all very informative. • The Sawridge is a very nice place. Not too busy and used to coming here. Friendly atmosphere. • I can take back a lot more knowledge to the classroom and enjoyed the keynote speaker and Delores Pruden Berry is awesome. Great job! MC and great job done by all the organizers. • It inspired me in my work as an educator and how important it is to be aware of the SLO. • I have learned many things. 				

Feedback For The Conference Organizers

Comments and or Suggestions for NRLC (e.g. registration process, communications, etc.)

- Venue was good but would have just tables, not jumping back and forth from chairs to tables.
- Mid-week is awkward for a conference...please make it Monday-Wednesday or ultimately Wednesday-Friday.
- Pearl's presentation was amazing and very touching.
- Well organized, great ability to be flexible where needed today.
- Keep up the excellent job!
- We need agendas and informational pamphlets before the meeting.
- Better in Peace River or Fort McMurray I think.
- Organizers did an excellent job.
- Thank you
- Great job!

Any Additional Comments to Share

- Excellent!
- I would like to see our conventions to be continually held in Slave Lake.
- Thank you so much for all you have done to make this successful.

- Thank you to the committee members for making a wonderful conference exciting and for my personal growth to pass onto the young, impressionable minds. Absolutely a wonderful time for meet and greet as well.
- Location Sawridge is good but not good for people that don't have vehicles. People that have medical problem like with knee injury should have to climb stairs. Peace river was great – what about other places like Grande Prairie?
- The only downfall is sitting on the chairs listening to keynote speaker trying to take notes without tables.
- I was very happy to hear that Pearl was so concerned about everyone and knowing that she was not afraid to let us know she was scared only made me realize that in a way it was okay that I was also scared.
- It was nice to have this conference in Slave Lake. Sawridge was a great place to have it.
- Should have the next conference in Slave Lake continually.
- I'm happy to be in Slave Lake. The news did not adequately portray the damage nor the trauma – I'm happy to be on this land.
- Having it in Slave Lake was great – it gave everyone a chance for new place to experience.
- Slave Lake was a very good place for the meeting.
- Maybe should have included the Friendship Centre and the role they play and have played in the devastation that occurred in Slave Lake. Nice to see how the community came together in a time of need.

Je suis:

Value	Count	Percent %
Enseignant.e	5	83.3%
Administration	1	16.7%

Statistics

Total Responses 6

Mon conseil scolaire:

Value	Count	Percent %
CSNO	1	16.7%
Autre:	5	83.3%

Statistics

Total Responses 6

Niveau(x) enseigné(s):

Count	Response
1	1 année
1	1-6
1	K-6
1	deux
1	deuxieme
1	deuxième année

RÉFLEXION SUR MON PROPRE APPRENTISSAGE - Lors de cette formation:

	4*	3*	2	1	SO	Total
Mes connaissances sur ce sujet se sont accrues	33.3%	33.3%	33.3%	0.0%	0.0%	100%
	2	2	2	0	0	6
J'ai pris connaissance de stratégies et développé des compétences qui vont appuyer l'apprentissage de l'élève	50.0%	33.3%	16.7%	0.0%	0.0%	100%
	3	2	1	0	0	6
J'ai pu réfléchir sur mes attitudes et mes croyances envers ce sujet	83.3%	16.7%	0.0%	0.0%	0.0%	100%
	5	1	0	0	0	6
J'ai l'intention d'appliquer mon enseignement ce que je viens d'apprendre	50.0%	33.3%	0.0%	0.0%	16.7%	100%
	3	2	0	0	1	6

L'objet du perfectionnement professionnel est d'améliorer l'apprentissage de l'élève. À la suite de cette formation, quel est le changement clé que vous apporterez à votre enseignement?

Count	Response
1	Enseignement spécifique de stratégies selon les besoins des élèves.

Count	Response
1	Essayer de trouver plus de personne qui aimerait collaborer
1	Utilisation de GB+
1	d'Évaluer la compréhension plus
1	utiliser la trousse GB+
1	De assister les profs à utiliser des meilleurs stratégies d'apprentissages dans leurs salle de classe

En termes de formations, qu'est-ce que le Consortium provincial francophone peut vous offrir afin d'améliorer encore plus votre apprentissage sur ce sujet?

Count	Response
1	Reading recovery
1	rien
1	Des ateliers sur quel stratégie fonctionne dans les diverses besoin d'une salle de classes et chaque élève

RÉFLEXION SUR LA TECHNOLOGIE - Lors de cette formation:

	4*	3*	2	1	SO	Total
La technologie utilisée était appropriée	66.7%	33.3%	0.0%	0.0%	0.0%	100%
	4	2	0	0	0	6
Le temps alloué à l'interaction et à la pratique était suffisant	66.7%	33.3%	0.0%	0.0%	0.0%	100%
	4	2	0	0	0	6
Je me sentais intégré(e) à la session même en participant à distance	33.3%	16.7%	0.0%	0.0%	50.0%	100%
	2	1	0	0	3	6
La technologie a fonctionné	66.7%	33.3%	0.0%	0.0%	0.0%	100%
	4	2	0	0	0	6

Suggestions pour améliorer l'utilisation de la technologie lors des formations:

Count	Response
1	non

RÉTROACTION POUR L'ANIMATEUR - Lors de cette formation, l'animateur:

	4*	3*	2	1	SO	Total
M'a donné l'occasion de m'impliquer activement dans cet apprentissage	66.7%	16.7%	16.7%	0.0%	0.0%	100%
	4	1	1	0	0	6
M'a donné des stratégies qui me permettront d'intégrer ces nouvelles pratiques dans mon contexte actuel	50.0%	50.0%	0.0%	0.0%	0.0%	100%
	3	3	0	0	0	6

Commentaires/ suggestions pour l'animateur:

Count	Response
1	Merci!
1	Une très bonne atelier et session. Formidable explication

RÉTROACTION POUR LES ORGANISATEURS:

	4*	3*	2	1	SO	Total
Le coût de cette session de formation est raisonnable :	83.3%	16.7%	0.0%	0.0%	0.0%	100%
	5	1	0	0	0	6

Commentaires et/ou suggestions pour le Consortium provincial francophone pour le perfectionnement professionnel (ex.: processus d'inscription, communication, etc.):

Count	Response
1	non

MON IMPRESSION GÉNÉRALE:

	4*	3*	2	1	Total
En général, je suis satisfait(e) de cette session	66.7%	33.3%	0.0%	0.0%	100%
	4	2	0	0	6

Pourquoi?

Count	Response
1	C'était exactement ce-que on avait besoin pour notre 'projet' d'école
1	Parce que je peux appliquer ce que j'ai fait
1	Parce que je peux appliquer ce que j'ai fait à la session

Autre commentaire général:

Count	Response
1	Ginette est très connaissant et des livres sont information bien.

Which School District or Jurisdiction do you represent?

Value	Count	Percent %
GPPSD	6	66.7%
PWSD	3	33.3%

I receive my PD services from the following ARPDC Consortia:

Value	Count	Percent %
NRLC	9	100%

I am a (please check all that apply or identify your primary role)

Value	Count	Percent %
Teacher	9	100%

If you answered "Teacher" to the above question, which grade(s) and/or subjects do you teach? If you answered "Other", please describe.

Count	Response
1	4-8 P.E, 7-8 science
1	7,8&9
1	Div 4 PE and Social
1	Elementary P.E. Specialist Gr.K-6
1	Grades 10-12 Physical Education
1	High School PE
1	Math 30 applied, PE 10, CAM 20
1	PE Senior High

The presenter provided opportunities for me to be actively involved in the learning

Value	Count	Percent %
Strongly Agree	8	88.9%
Agree	1	11.1%

The presenter provided strategies for integrating new practices into my current context

Value	Count	Percent %
Strongly Agree	7	77.8%
Agree	2	22.2%

Comments or suggestions for the Presenter:

Count	Response
1	Great material that I can use in my classes!
1	It was fun and will be useful as well-thank you!
1	Tracy was very attentive to the questions and needs of the participants, thank you
1	Would have liked to have seen more activities designed for Div III and IV. Everything was elementary or middle school.

As a result of this learning experience, I increased my knowledge of the topic.

Value	Count	Percent %
SA	4	44.4%
A	5	55.6%

As a result of this learning experience, I learned strategies/skills that will support student learning on this topic.

Value	Count	Percent %
SA	6	66.7%
A	2	22.2%
D	1	11.1%

As a result of this learning experience, I was able to reflect on my attitudes and beliefs about the topic.

Value	Count	Percent %
SA	6	66.7%
A	2	22.2%
D	1	11.1%

As a result of this learning experience, I plan to apply the information learned into my practice

Value	Count	Percent %
SA	5	55.6%
A	3	33.3%
D	1	11.1%

The purpose of professional development is to improve student learning. A key change that I will make in my practice as a result of today's session is

Count	Response
1	I can have more engaging activities!
1	New & creative lessons.
1	Review lesson planning and delivery of outcomes.
1	To continue to teach the fundamental movements within game context.
1	The best part of today's session was in the initial session on the game 'tchouc'. It was something I could definitely incorporate into my PE planning. The other sessions, (although the instructor was very good), were definitely directed to a lower level than I would have liked.
1	Try to introduce a wider variety of activities that all levels of physical ability can participate in
1	I will visit the Everactive website and utilize the handouts, warm-ups and games etc to increase variety and enjoyment for my students. I will also share this site with my colleagues who are classroom teachers teaching their own PE classes in other schools.

What I need to support my further learning on this topic

Count	Response
1	More ideas and activities
1	More sessions like the one we just had on Friday, and HPEC
1	More sessions.
1	PD funding to attend HPEC this year. I was not encouraged or allowed to attend last year.
1	The time each day to plan for continued improvements.
1	I find when things are taught, there is little to no consideration taken to the progression steps/ exercises one can use in order to teach a game, activity, etc. I would really like to see presenters provide a unit outline for each activity, along with progressive activities that lead up to the main activity.

During this learning experience, the time provided for interaction and processing of learning was worthwhile.

Value	Count	Percent %
Strongly Agree	6	66.7%
Agree	3	33.3%

Overall, I was satisfied with this professional development opportunity.

Value	Count	Percent %
Strongly Agree	6	66.7%
Agree	3	33.3%

Overall I was satisfied with this professional development opportunity because:

Count	Response
-------	----------

Count	Response
1	A great balance between hands on learning and seat work learning.
1	It introduced a new activity
1	It made me reflect on my teaching practices.
1	It was applicable to my professional growth plan.
1	It was relevant to my studies.
1	Learning 'Tchouc' was absolutely useful, the remainder of the day was so -so.
1	presenters were prepared and they enjoyed sharing their knowledge and experiences

Comments and or Suggestions for NRLC (e.g. registration process, communications, etc.)

Count	Response
1	Ever Active Schools has great instructors and programing.
1	Registration process was great
1	Very Good system.
1	<ol style="list-style-type: none"> 1. Presenters need to provide lesson plans/ unit plans for their activities when possible. 2. Presenters need to provide progression steps and lead up games in these lessons. 3. Lessons need to incorporate the program of Studies and the specific outcomes in the handouts. 4. Presenters need to look beyond basic elementary activities and provide some info for Div's III and IV

The session cost was reasonable:

Value	Count	Percent %
Strongly Agree	4	57.1%
Agree	3	42.9%

12 Responses of 39 Participants

Which School District or Jurisdiction do you represent?

Value	Count	Percent %
GPPSD	2	16.7%
PRSD	4	33.3%
PWSD	1	8.3%
Other	5	41.7%

If you answered "Other" to the above question, which jurisdiction or organization do you represent?

Count	Response
1	Early Childhood Education & Care owner of Family Day Home Agency
1	GPRC
1	Northwest Early Learning Support Network
1	Watch Me Grow Family Child Care
1	ymca

I receive my PD services from the following ARPDC Consortia:

Value	Count	Percent %
NRLC	12	100%

I am a (please check all that apply or identify your primary role)

Value	Count	Percent %
Teacher	5	41.7%
Administrator	1	8.3%
Support Staff	1	8.3%
Parent	1	8.3%
Other	4	33.3%

If you answered "Teacher" to the above question, which grade(s) and/or subjects do you teach? If you answered "Other", please describe.

Count	Response
1	1,2,3 LA, math, science
1	ECS Classroom Instructor
1	ECS and special education
1	Preschool - Language based special Ed program
1	Preschool special Ed
1	college students
1	consultant to elementary and kindergarten programs

The presenter provided opportunities for me to be actively involved in the learning

Value	Count	Percent %
Strongly Agree	6	50%
Agree	6	50%

The presenter provided strategies for integrating new practices into my current context

Value	Count	Percent %
Strongly Agree	3	25%
Agree	8	66.7%
Disagree	1	8.3%

Comments or suggestions for the Presenter:

Count**Response**

- 1 He had mentioned that he had a PBS program but did not say when it may be on
- 1 stories and examples were great
- 1 The morning was great too much time on self discussion in the pm, I was there for more depth info
- 1 I really liked the play history activity because it really was an activity which could help us change.

I found the discussion on Rough and Tumble play to be informative. Dr. Brown presented valuable insight into the role and value of this type of play. Dr. Brown's comments on the consequences of play deprivation were also interesting.

I was disappointed that Dr. Brown did not spend any time on the research related to how play shapes the brain. He commented very briefly about the role of play in the development of the cerebellum. According to your information sheet "A close look at the evolution, characteristics of play behaviours, and the growing data on the relationship of play to performance, emotional regulation and over-all wellbeing will be presented" I feel this aspect was not addressed in the depth that I expected from Dr. Brown.

- 1 I was also very disappointed that Dr. Brown did not discuss what play actually is. There were many programs represented that felt they operate a play based programme. It is my professional opinion that they do not. In order to be considered as play the activity has to be freely chosen. The individual must have significantly long periods of time to explore, experiment and discover knowledge and complete the activity to his satisfaction. There also has to be sufficient, age appropriate, open-ended materials to enable active participation. There needs to be a positive, supportive environment in which children feel free to problem solve, take risks, be original and make mistakes. The environment has to support the children's interests. Learning centers and experiences need to be built around the needs and interests of the children.

I am concerned that the attendees will continue to offer teacher-directed, inappropriate experiences for the young children in our communities. Brain research has clearly shown that this is detrimental to the development of the brain. Play needs to be supported.

As a result of this learning experience, I increased my knowledge of the topic.

Value	Count	Percent %
SA	5	41.7%
A	7	58.3%

As a result of this learning experience, I learned strategies/skills that will support student learning on this topic.

Value	Count	Percent %
SA	2	16.7%
A	10	83.3%

As a result of this learning experience, I was able to reflect on my attitudes and beliefs about the topic.

Value	Count	Percent %
SA	6	50%
A	6	50%

As a result of this learning experience, I plan to apply the information learned into my practice

Value	Count	Percent %
SA	6	50%
A	6	50%

The purpose of professional development is to improve student learning. A key change that I will make in my practice as a result of today's session is

Count	Response
1	I have been inspired to continue playing, and to play more than ever before.
1	Introduce rough and tumble play in gym time.
1	More information to my EA's and parents about the importance of play in students life
1	more opportunities for rough and tumble play
1	to be more lenient towards the rough and tumble play
1	Perhaps I will offer a session to parents whose children are enrolled in our demonstration preschool program on the importance of play.
1	inform the teachers that I work with about the information; look at specific examples to help teachers and Kindergarten instructors improve their practice
1	We are concerned more with teaching parents and policy makers that play is an essential part and connected to learning
1	Continue to increase the opportunities for many types of play in my room, be more intentful about student stages of play, and style. Combine play importance, Reggio principles and R &R strategies.

What I need to support my further learning on this topic

Count	Response
1	A joyful attitude.
1	Please bring in some in-services about working with severe special needs early learning students. No matter what anyone says, all in servicing for regular Ed kids does not always apply to my kids. What about the child with no language or play or social or behavior skills, plus the complexity of severe syndromes?
1	I would like to continue my learning on current brain research. I would gladly attend any further sessions with Play as the topic!
1	Strategies to help put on a mini workshop for the rest of the staff (K to 9) on the importance of play in ALL grades
1	I am a believer: what I would like are articles and information that I can pass out to parents and to Provincial Policy makers that will convince them to make it possible for play between multiple age groups and relax the requirements on play spaces.
1	I teach 2 courses on play and I am very familiar with Stuart Brown's work, the National Institute for Play and many other researchers and authors.

During this learning experience, the time provided for interaction and processing of learning was worthwhile.

Value	Count	Percent %
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Strongly Agree	5	41.7%
Agree	6	50%
Disagree	1	8.3%

Overall, I was satisfied with this professional development opportunity.

Value	Count	Percent %
Strongly Agree	6	50%
Agree	6	50%

Overall I was satisfied with this professional development opportunity because:

Count	Response
1	It demonstrated that I already had a great deal of knowledge regarding the topic.
1	It gave a different view of the importance of play from one that I already know
1	It is a very timely topic for my district and with the changes in Alberta Education.
1	It validated play opportunities that I am trying to incorporate into my ECS program.
1	The am was great and I appreciated the science background of play theory and value.
1	touched on basics of play
1	It reinforced an area of learning through play, which I have ventured into, but need more confirmation that I am going in the right direction.
1	Scientific information was explained in lay terms and backed up with excellent video clips for proof/explanation

Comments and or Suggestions for NRLC (e.g. registration process, communications, etc.)

Count	Response
1	Find a quieter and warmer room
1	Great! Keep up the great work!
1	Thanks so much for sending out reminder notices because I would have missed it, as it was booked back in May 2011.
1	The room was freezing! The food was great! I appreciated a hot lunch that didn't run out of food.
1	would like to see more attendance from elementary schools ie superintendents, and persons who set curriculum for all grades. would also be great to see parents at something like this

The session cost was reasonable:

Value	Count	Percent %
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Strongly Agree

3

25%

Agree

9

75%

Which School District or Jurisdiction do you represent?

Value	Count	Percent
Grande Prairie Public School District	4	57.1%
High Prairie School District 48	1	14.3%
Holy Family Catholic Regional Division	1	14.3%
Peace Wapiti School Division	1	14.3%

I receive my PD services from the following ARPDC Consortia:

Value	Count	Percent
Northwest Regional Learning Consortium	7	100.0%

I am a (please check all that apply or identify your primary role)

Value	Count	Percent
Teacher	7	100.0%

If you answered "Teacher" to the above question, which grade(s) and/or subjects do you teach? If you answered "Other", please describe.

Count	Response
2	Kindergarten
1	grade 1
2	kindergarten
1	kindergarten immersion/FSL
1	preschool

The presenter provided opportunities for me to be actively involved in the learning

Value	Count	Percent
Strongly Agree	7	100.0%

The presenter provided strategies for integrating new practices into my current context

Value	Count	Percent
Strongly Agree	7	100.0%

Comments or suggestions for the Presenter:

Count	Response
1	Next time really fight for the third day we could have all used it.
1	looking forward to the next sessions
1	Fantastic 2 days. Very applicable and valuable with ideas that could easily be implemented the next day.

During this learning experience, I increased my knowledge of the topic.

Value	Count	Percent
Strongly Agree	6	85.7%
Agree	1	14.3%

During this learning experience, I learned strategies/skills that will support student learning on this topic.

Value	Count	Percent
Strongly Agree	6	85.7%
Agree	1	14.3%

During this learning experience, I was able to reflect on my attitudes and beliefs about the topic.

Value	Count	Percent
Strongly Agree	7	100.0%

As a result of this learning experience, I plan to apply the information learned into my practice

Value	Count	Percent
Strongly Agree	7	100.0%

The purpose of professional development is to improve student learning. A key change that I will make in my practice as a result of today's session is

Count	Response
1	I will look at play in my room as having more purpose.
1	Planning really purposeful learning opportunities with real life connections for the children.
1	Using my centers as a chance to break down the final project into smaller pieces for practice.
1	involve students more in the decision-making and assessment processes
1	use rubrics with kids at activities for self-regulation/reflection
1	Incorporating a wider variety of play that better reflects the curriculum and that I am addressing what I expect and how I will evaluate the information.
1	resolve to make one change and that is to support language development in my classroom by concentrating on second language acquisition

What I need to support my further learning on this topic

Count	Response
1	A teacher's assistant in kindergarten
1	Continued reflection, ideas from others and an opportunity to implement my learning.
1	I have what I need, I just needed the confidence to do it
1	Money for supplies such as shelving and "play" items.
1	Practice and more info and comments based on my "practices"
1	discussions with colleagues and principal
1	time to make materials

Overall, I was satisfied with this professional development opportunity.

Value	Count	Percent
Strongly Agree	7	100.0%

Overall I was satisfied with this professional development opportunity because:

Count	Response
1	She is very knowledgeable, and gave awesome examples and strategies.
1	it reinforced my current beliefs about early ed and gave me useful things to implement
1	she presented us a new way of thinking about learning and the importance of play
1	It was realistic, valuable, easy, doable, child related, teacher friendly, and not just another busy useless initiative that actually takes us away from the children.
1	it affirmed that I am doing most things that are beneficial to the students; challenged me to get rid of fillers and to answer the question: what do i want my students to learn in centers
1	I think it really helped to clarify what play really is. It is not just free play, i think a lot of us were very frustrated with being told the students just need to play. Play is exploring and learning not just free.
1	Time was well organized, presenter was knowledgeable and I came away with learning that I can apply and will make me a better teacher.

Comments and or Suggestions for NRLC (e.g. registration process, communications, etc.)

Count	Response
1	*Registration took 4 attempts - painful and frustrating.
1	This really needed to be a 3 day session. I feel like we needed one more day to pull everything together we kind of just left it all.
1	This was a fantastic session. I think it would have been valuable to have had info sent to schools with attention to

Count**Response**

div. 1. There were only 3-4 people (I think!) teaching above kindergarten age but it would have been so valuable for grade 1,2,3, teachers. I am excited about next years sessions!

The session cost was reasonable:

Value	Count	Percent
Strongly Agree	6	85.7%
Agree	1	14.3%

Which School District or Jurisdiction do you represent?

Value	Count	Percent %
GPPSD	3	25%
GPDCS	1	8.3%
PWSD	8	66.7%
Statistics		
Total Responses		12

I receive my PD services from the following ARPDC Consortia:

Value	Count	Percent %
NRLC	12	100%
Statistics		
Total Responses		12

I am a (please check all that apply or identify your primary role)

Value	Count	Percent %
Teacher	10	83.3%
Administrator	1	8.3%
Other	1	8.3%
Statistics		
Total Responses		12

If you answered "Teacher" to the above question, which grade(s) and/or subjects do you teach? If you answered "Other", please describe.

Count	Response
1	6 and 7 ELA, Drama and Kindergarten Music
1	7, 8 English Language Arts
1	9-12
1	AISI Coordinator
1	Gr. 8 Health. LA, CTS, PE 1, PE 3
1	Gr.7-9 LA
1	Grade 8 SS
1	Grade 9 - 12, LA, Math, Computers
1	Junior high LA/SS
1	LA
1	LA 7, 8, 9; SS 7, 8, 9
1	junior high core subjects as well as some non-core

The presenter provided opportunities for me to be actively involved in the learning

Value	Count	Percent %
Strongly Agree	8	66.7%
Agree	3	25%
Disagree	1	8.3%
Statistics		
Total Responses		12

The presenter provided strategies for integrating new practices into my current context

Value	Count	Percent %
Strongly Agree	10	83.3%
Agree	2	16.7%
Statistics		
Total Responses		12

Comments or suggestions for the Presenter:

Count	Response
1	Excellent presentation; well paced, informative---engaging!
1	very good ideas, I would have liked to see some specific examples of how some of the strategies had been used.
1	I am a second year teacher and really felt like the resources we received were fantastic and will truly help me start

Count

Response

out my English year right!

As a result of this learning experience, I increased my knowledge of the topic.

Value	Count	Percent %
SA	9	75%
A	3	25%

Statistics

Total Responses 12

As a result of this learning experience, I learned strategies/skills that will support student learning on this topic.

Value	Count	Percent %
SA	9	75%
A	3	25%

Statistics

Total Responses 12

As a result of this learning experience, I was able to reflect on my attitudes and beliefs about the topic.

Value	Count	Percent %
SA	7	58.3%
A	5	41.7%

Statistics

Total Responses 12

As a result of this learning experience, I plan to apply the information learned into my practice

Value	Count	Percent %
SA	8	66.7%
A	4	33.3%

Statistics

Total Responses 12

The purpose of professional development is to improve student learning. A key change that I will make in my practice as a result of today's session is

Count	Response
1	Spend more time Before reading
1	Spend more time on the "Before Reading" experience
1	Use "I can" statements and do more pre-reading activities
1	Use more before and during reading strategies
1	more conscious about how specific parts of the plan fit into the curriculum
1	I will endeavor to allow students more time to acquire background knowledge via, reading, research and/or discussion before reading short stories. I will endeavor to use TAG teams for revising and editing of text I will endeavor to use more "I can" statements in my lesson planning!
1	Setting purpose is very important and plan to do this daily as part of my lesson. What is our purpose for doing this?

What I need to support my further learning on this topic

Count	Response
1	I would love to get ahold of "I Cans" for grade six
1	Next session
1	lesson plans
1	time to prepare
1	I would like to see a Year Plan written in "I Can" statements for a one or two term reporting period.

During this learning experience, the time provided for interaction and processing of learning was worthwhile.

Value	Count	Percent %
Strongly Agree	7	58.3%
Agree	5	41.7%
Statistics		
Total Responses		12

Overall, I was satisfied with this professional development opportunity.

Value	Count	Percent %
Strongly Agree	9	75%
Agree	3	25%
Statistics		
Total Responses		12

Overall I was satisfied with this professional development opportunity because:

Count	Response
1	I walked away with strategies that I could apply in all subject fields that I teach.
1	It provided me with new knowledge and ideas that I can use to help teachers in their classrooms.
1	She gave materials that I can use tomorrow.
1	She was a fountain of great practical ideas.
1	interesting info
1	I came away with things to use right away in my class. However, sometime to let it digest would of been nice. I find we have PD and then go back to our classes and are so busy that we don't get time to think about it and implement in our classes. However, this session was great for walking away stuff ready to use in my class.
1	It allowed me to see how other jh L.A. teachers would use the new information and gave specific ideas for before, during and after reading activities.
1	It helped me start my year off on the right foot, since it is my first time teaching LA 9 in over 10 years.
1	The information and resources that we walked away with are tools I can put into immediate practice!
1	1. It directly applies to Language Arts. 2. I was able to decide on a method of application of the curriculum; I had considered other choices and was undecided.
1	I appreciated the opportunity we had to discuss things with our colleagues at the session. It was valuable for us to be able to think of how we could put the ideas into practice.
1	The presenter was excellent and it was wonderful to hear from other teachers in a variety of districts and situations.

Comments and or Suggestions for NRLC (e.g. registration process, communications, etc.)

Count	Response
1	Our session had been moved and the only notification was on the board at the front of the school, would it have been possible to send out an e-mail?

The session cost was reasonable:

Value	Count	Percent %
Strongly Agree	9	75%
Agree	3	25%
Statistics		
Total Responses		12

NRLC Implementation Budget Grant Income & Expense Budget 2011-2012				
Curriculum Implementation Grant Budget ^(note 1)	330,000			
Other Grant Budget 2011-2012	63,000			
Other Grant Money Carry Forward 2010-2011	729,049			
	1,122,049			
	Carry Forward	2011-2012 Funding	Total Funding Available	2011-2012 Actual
Base Funding				
NRLC Base Funding for Operations/Logistics		50,000	50,000	50,000
Total Base Funding	0	50,000	50,000	50,000
Proportional Funding - Implementation Years				
Mathematics		155,377	155,377	155,377
Total Proportional Curriculum Funding	0	155,377	155,377	155,377
	Carry Forward	2011-2012 Funding	Total Funding Available	2011-2012 Actual
Proportional Funding - Strategic Priorities and Initiatives				
Literacy Supports		6,000	6,000	4,645
FNMI		13,000	13,000	18,410
K&E		1,500	1,500	
ESL/English Language Learners Languages ^(note 2)		1,000	1,000	3,726
Technology Integration		2,000	2,000	20,000
Other Priorities (<i>Fine Arts, Health & Wellness, PE</i>)		10,000	10,000	
Inclusive Education/Setting the Direction		25,000	25,000	36,115
HS Science		2,000	2,000	
PD Leadership/Admin		3,165	3,165	3,165
Total Proportional Strategic Priorities & Initiatives Funding	0	83,665	83,665	86,061
	Carry Forward	2011-2012 Funding	Total Funding Available	2011-2012 Actual
Zone One Proportional Funding – Implementation Strategic Priorities & Initiatives				
* French Language (<i>Other Consortia Support</i>)		23,000	23,000	21,508
* IE Learning Coaches (<i>Other Consortia Support</i>)		5,000	5,000	5,000
* FNMI FPC Engagement (<i>Other Consortia Support</i>)			0	37,780
* CTS (<i>Other Consortia Support 2012-14</i>)		10,000	10,000	13,009
Total Zone One Strategic Priorities & Initiatives Funding	0	38,000	38,000	38,000
	Carry Forward	2011-2012 Funding	Total Funding Available	2011-2012 Actual
Other: Grant Supports 2011-12 – Implementation Strategic Priorities & Initiatives				
Learning Together for Success (<i>Provincial Conference</i>)		30,000	30,000	86,997
Essential Conditions Field Testing	2,569	4,431	4,431	4,431
Alberta Approach to Collaborative Practices (<i>Provincial Work</i>)	48,195	48,195	48,195	40,761
Off-Campus Health & Safety (<i>Provincial Work</i>)	37,758	37,758	37,758	37,758
FNMI Provincial PD Project (<i>Provincial Work</i>)	639,508	1,189,508	1,189,508	513,920
Curriculum Coordinators Grant	1,019	1,019	1,019	1,019
Total Other Grant Supports Priorities & Initiatives Funding	729,049	1,310,911	1,310,911	684,886
Totals	729,049	1,637,953	1,637,953	1,014,324

^(note 1) Total Funds available reflect pre-spent dollars for current year activity (40,958)

* Note: These *maximum* sources of funds are accessed based on invoicing after programs are complete, or as a proportionate amount.

^(note 2) Funds expended via French Language Grant (ERLC)



Geri Lorway
NRLC Math Coordinator/Consultant

Math Implementation Report: 2011-2012

Successes, Challenges, Lessons Learned in the Field

Summary Page NRLC Math Implementation Report: 2011-2012

Successes, Challenges, Lessons Learned in the Field

The following pages offer evidence to support these Key Successes and the Challenges that accompany them:

Need Identified	Success	Challenge	Action
Support for Senior High Implementation	Senior High Coach/Facilitator Senior High Institute Rubric Writing Workshops Evidence: Page 2	Time, Sparsely, Density: too few teachers, too far away. NRLC Senior High Lead was seconded away. Response to June Survey indicates use PD days for support. Focus on collaboration and assessment.	The response to June survey makes clear time is precious. (Survey attached as appendix) Contract Senior High Lead to continue Assessment Project, schedule PD Days where possible.
Build Teacher Leadership Capacity	Elementary and Junior High Cohorts Members of the Cohorts have assumed leadership roles throughout their Districts and beyond. Evidence: Pages 2 to 4 Video: Teacher Leadership www.youtube.com/watch?v=8jQaicvzt2I Video: A Teacher Shares Her Classroom: Grade 9 www.youtube.com/watch?v=c20s9qO_uGo	Conflicting priorities, as teachers are recognized as leaders demands on their time restrict their ability to participate in math. Availability of venues within Districts for teachers to lead.	Create opportunities for teacher leaders to network and lead: June 10,11 Showcase, PD Days, Workshops, McATA, Conventions Explore Elluminate and Summer Programs
Build Teacher Instructional Capacity Unrelenting focus on Curriculum and Instruction. Conceptual Understanding Process Skills, Relational Thinking	Evidence of process skills and 21st century competencies is evident in teacher samples Evidence: Pages 2 to 4 Video One:Teacher Planning Successes www.youtube.com/watch?v=uUMw5agMCvY	Make connections to reduce feelings of overload. Showcase and warehouse vivid examples of approaches that draw connections between: Mathematics Curriculum 21st Century Competencies, Inclusive Education, Differentiation, Assessment for Learning	Continue to keep unrelenting focus on curriculum: Speakers, facilitators, all presentations have common core: Revised Curriculums, 2007 Framework for Student Learning
Evidence of Impact on Student Achievement	Evidence offered from SON School on Grade 6 PAT results. Evidence: Page 4 Observational Data offered by teachers Voices of Students at Work Video	Student Achievement data falls with in the school and school District domain. Factors that affect achievement are complex and highly inter-related. PD is that impacts teacher performance and belief is one factor.	Teachers and schools within the umbrella of the cohorts are engaging in building rubrics to monitor and evaluate student engagement, perseverance, process skills. NRLC is collaborating with partners to generate and gather <u>evidence of achievement through student voice.</u>

Appendix Attached: June Survey to Identify Needs of Senior High Math Teachers for Implementation Support: 2012-2013

NRLC Math Implementation 2011-2012

SUCCESSES
CHALLENGES
LESSONS LEARNED
IN THE FIELD

SUCCESS: Spencer Pinnock, was seconded to provide support as a Math Lead for Senior High 0.25. Below are samples of some of the materials Spencer developed and shared with colleagues.

*Worked with my students to create a rubric for the curve sketching unit in math 31. We used this to mark each other's work during the learning stages. We then used to mark the end of unit **GROUP TEST**. Students agreed it was a fair process. They found it placed the focus on process and understanding. They liked that a partner could help them find "stupid" mistakes.*

This experience led me to think that if we had criteria set out ahead of time for all our outcomes, then students could be active partners in assessment. We might not even need exams?

Spencer built visual prompts to demonstrate techniques for engaging Senior High students....



This photo features students participating in a real world context. The teacher goal is to lift the mathematics off the textbook page and into everyday, familiar experiences. In this situation, students were challenged to apply mathematical understandings to prove the ball will or will not make the hoop.

CHALLENGE: The 0.25 time had to be scheduled as a daily commitment. This arrangement greatly reduced the flexibility and efficacy of the Lead Teacher.

LESSON LEARNED: A 0.25 position did not provide enough time for one person, in one year, to focus on both building networks between teachers in the field and building resources.

Spencer completed an Assessment project that received high praise from teachers in the field:

Building Outcomes Based Rubrics to Assess Student Achievement: During this 2 day workshop, teachers collaborated to create rubrics that describe specifically what a student must be able to do in order to demonstrate proficiency or excellence with each outcome for 10C. They are written so that a student can read the rubric, view his or her work, explain the mark to a parent and describe what they need to do in order to improve that mark. Summative Assessment questions accompany each outcome.

A Sample from the Rubrics created specific to 10-C

Outcome 6: Relate linear relations to their graphs expressed in:
slope-intercept form ($y = mx + b$) slope-point form ($y - y_1 = m(x - x_1)$)
general form ($Ax + By + C = 0$)

Proficiency	Criteria
4	Graph a linear relation in all three forms (with minor errors), and explain more than one strategy used to create the graph Able to rewrite a linear relation in either slope-intercept or general form
3	Graph a linear relation in all three forms (with minor errors), and explain the strategy used to create the graph Able to rewrite a linear relation in either slope-intercept or general form
2	Graph a linear relation in all three forms (with minor errors) Able to rewrite a linear relation in either slope-intercept or general form
1	Cannot graph a linear relation in all three forms or explain strategies used to create the graph Unable to rewrite a linear relation in either slope-intercept or general form

This was the most useful PD I have ever engaged in. It really forced me to look hard and long at my expectations in the course and I realized they have not been high enough... I have to be far more careful how I choose assignments and what I expect students to demonstrate. We had some deep discussions around how robust our current assessments are, and lots of talk about what it takes to get 50% now that we really look at the curriculum.

I had the "aha" part way through the day. I see why students are struggling in Grade 12... I am not teaching with rigor in Grade 10. I need to aim all students for excellence. This is tough to admit but wow did it open my eyes.... I need to teach for students to demonstrate understanding, not just churn out answers. Jr/Sr High Teacher, PWSO

Summative Assessment Items Aligned to Rubric: Question 1

Match each linear relation to its graph.

Equation 1:
 $2x - y + 5 = 0$

Graph A

Equation 2:
 $y = -2x + 1$

Graph B

Equation 3:
 $y = 1 - x$

Graph C

Equation 4:
 $2y - x = 6$

Graph D

CHALLENGE: Teachers have requested that Spencer repeat this workshop for 20-1, 20-2, 30-1, 30-2 courses. NRLC is willing to set those sessions up, will teachers come? In responding to the question of when are you most likely to participate in pd events, more than 3/4 of the respondents indicated District PD days and Teacher Convention. Unfortunately these are not held on days common across all NRLC jurisdictions.

LESSONS LEARNED: From our experiences to date with Senior High teachers, they are most likely to choose to participate in professional development opportunities based on the positive testimonials of colleagues and when they receive regular, personally addressed updates and reminders on dates and times.

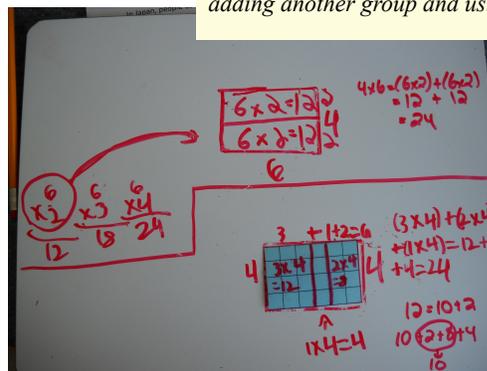
SUCCESS Planning for Instruction and Assessment is Changing

Effective professional development experiences support teacher leadership. Teachers become supporters of other teachers, agents of change and promoters of reform. (Mundry, 2005).

NRLC Strategies and Initiatives for nurturing and sustaining teacher leadership capacity include continued support for Elementary and Junior High Leadership Cohorts. No less than 10 teachers from these cohorts assumed formal leadership positions within their Districts for 2012-2013. Attached are samples of the work the Cohorts are engaged in.

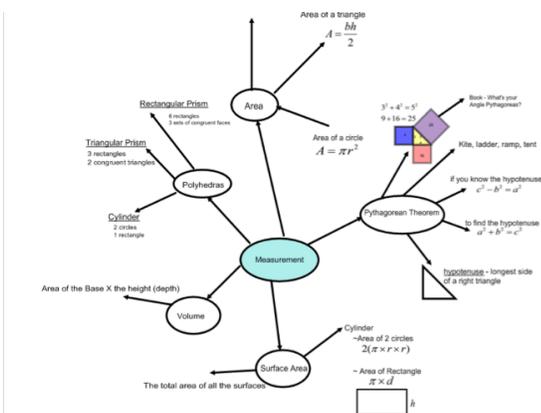
Teachers Share Demonstrations of Student Understanding

He was saying he was starting from a fact he knew then writing each additional multiplication fact until he reached the one he needed. This was strictly adding another group and using counting each time.



I worked with him on linking the fact that he knew into the array and building from there. Talking it out forced him to think, not just count. The image attached was not completed independently. He needs to continue to BUILD and EXPLAIN before he represents.

Planning for Teaching and Learning includes student voice. This network of concepts was built with a Grade 8 class and used to chart their learning around measurement. Students then used it to self evaluate.



CHALLENGES:

While we can offer evidence of teacher growth and change, it is important to note that the examples highlighted in this document and the artifacts that accompany it come from teachers who have actively engaged in, at minimum, 10 curriculum focused inquiries or workshops over at least 3 years.

Our Challenge is to keep up this level of support if the goal is to allow every teacher to actualize this curriculum at every grade level.

LESSONS LEARNED:

Those who study curriculum change warn us, this is a complex, long term venture, a shared responsibility that must be supported by a systemic process that adapts and adjusts in response to the evolving complexity. "Teachers and others know enough not to take change seriously unless local administrators demonstrate through continuing actions that they should." (Fullan, 1994)

Administrators, at all levels, must actively demonstrate enduring support for process coaching, expert consultation, vivid demonstrations of alternative practices, inquiry groups, and the continuing cost of resources needed to actualize the innovation within every classroom, over years, not months. They must develop and maintain an information system that provides feedback and regular updates as to how the implementation is progressing and they must demonstrate active knowledge and understanding of the expected change and the processes required to actualize that change within every classroom. The role of the principal is highly evident in the data we have gathered. The most positive growth for teachers and students comes from schools where the principal is an active agent in the change.

The role NRLC can play is in continuing to provide access to quality curriculum compatible resources, process coaching, expert consulting, vivid demonstrations of alternative practices and opportunities for inquiry groups to grow and thrive.

Year Planning Grade Five

Dispositions	Curiosity	Risk Taking	Positive Attitude	Perseverance	Contributor	Confidence
LOOK → THINK → ACT: Build → Diagram → Explain → Represent → Compare → Self-Assess and Synthesize						
Metacognition	Explain Thinking		Contrast Thinking to Others		Adjust, Adapt, Refine Thinking	Apply Strategy
	Shift Strategy or Approach		Justify Solution		Question Self	Challenge Self
Visualization	Communication	Connections	Reasoning	Mental Math/Estimation	Problem Solving	Technology
21 st Century Competencies	Critical Thinking	Creativity	Innovation	Communication	Collaboration	Leadership
PROBLEM SOLVING						
	September	October	November	December	January	February
Openers	Quick Draw Finger Facts	Balances Dot collections	Arrays (Distribution)	Two Ways Math Games- Raging Rectangles, Quip,	Math Squares	Problem Solving
Objectives	Apply mental mathematics strategies and number properties, such as:			Demonstrate an understanding of fractions by using concrete, pictorial and symbolic representations to:		Describe and provide examples of edges and faces of 3-D objects, and sides of 2-D shapes that are:

Integrated Planning: This section of a teacher's year plan makes evident that the 21st century competencies and process skills are critical components of her instructional planning.

SUCCESS Evidence of Impact on Student Learning

Spirit of the North, High Level, Anne Roberts, Principal: Our entire staff, including support staff, have had continuing opportunities to engage in study, reflection and coaching thanks to the support offered through NRLC. We believe that support to have played a critical part in the gains we saw with PATs for Grade 6 this year.

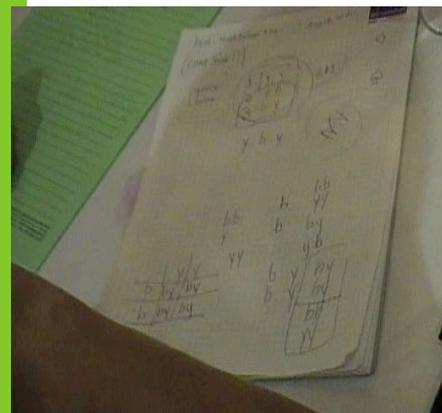
Grade 6	Acceptable Standard	Excellence
2010-2011	71.6 %	10.4 %
2011-2012	85.20%	14.80%

CHALLENGE: As is evidenced by all the current literature on change, curriculum implementation is a systemic complex process. The professional development supports that NRLC can provide to a team, school or District represents one node in a intersecting network of factors.

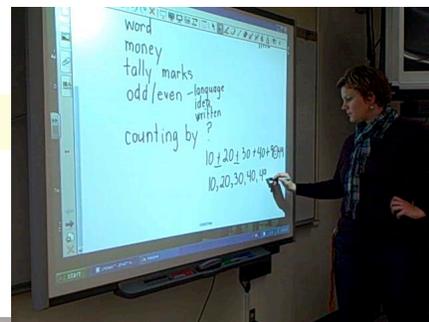
SUCCESS Unrelenting Focus on Curriculum

Our Math Support Lead, sat in on the Senior High Institute last week. I had the chance several times to sit with her during the day. It was amazing. If that day doesn't start to move some people in the right direction, then nothing will. Kudos for such a well orchestrated and professionally appropriate day, message and speaker. There was a clear fit to the intent of this curriculum and to facing the challenges that it brings to dealing with instruction and assessment in the classroom. I would add that your brief introduction and final statements were excellent as you reminded the group that this is not a me alone in my classroom change, but that we must and are all at every grade level working together to make this curriculum a reality. (I enclose a copy of my work, I am still trying to figure out the gorillas?)

Jessie Shirley, Assistant Superintendent, Grande Prairie Catholic Schools



Sorting, categorizing and re-sorting outcomes keeps the focus on curriculum



And Its Impact on Teachers as Leaders

When I started my position as AISI Math Coordinator for Division 1&2 at PWSD, the first person I went to for guidance was Geri Lorway, NRLC math consultant. The NRLC model for supporting Districts allowed me access to her coaching and expertise. NRLC was able to design and facilitate workshop opportunities that matched my needs with the project, as those needs arose.

Her first and most important advice: learn my curriculum. The model Geri shared for sorting and categorizing outcomes has had a huge impact on the way I work with teachers. I use it in all my presentations and coaching sessions. Geri's enthusiasm and passion are backed by research and an incredible web of contacts that she has around the globe. Her recommendations on speakers, topics and activities focus consistently on Alberta Curriculum and putting students first. Through Geri, I met and worked with Dr. Grayson Wheatley, who graciously provided me coaching and support with building a set of problems to use for gathering evidence on my project. Over the course of our 3 year working relationship we have moved from mentorship to peer coaching. Geri and I have presented together at AISI and McATA. . <http://education.alberta.ca/teachers/aisi/videos/conference-showcase.aspx>

Some of the work we created together that has been used by other school divisions and I respond on a regular basis to requests for "my" expertise from teachers around the province, not just my Division. I cannot give enough credit to NRLC for providing me access to an expert like Geri. I have become a teacher leader, have been asked to present at events like McATA and this year assumed a new role as a coach for a 21st Century Learning Project in my division.

Corry Stark, AISI Lead, 21st Century Project Coach, PWSD.



CHALLENGE Maintain the balance of funding, support and responsibility across a time frame that will allow the time this work requires to reach every teacher in every school. Requests for support at all grade levels continue unabated. This curriculum is still in the adoption stage.





Geri Lorway
NRLC Math Coordinator/Consultant

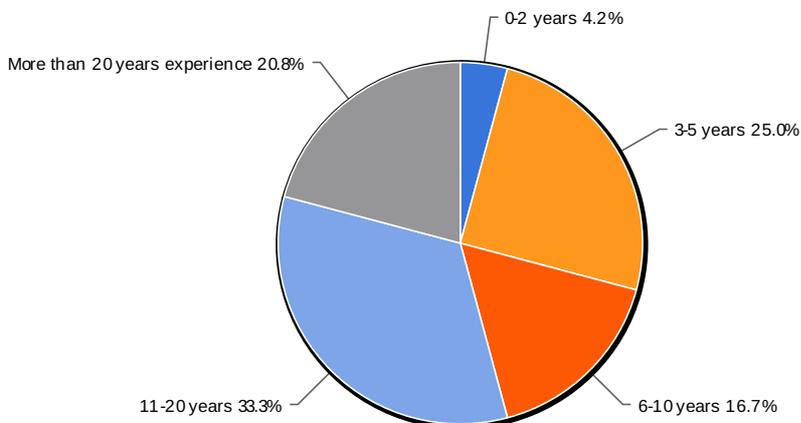
Appendix:

June Survey Result

Summary Report - Jul 5, 2012

Survey: NRLC High School Math Needs Assessment 2012-2013

Indicate your years of teaching and/or administration experience.

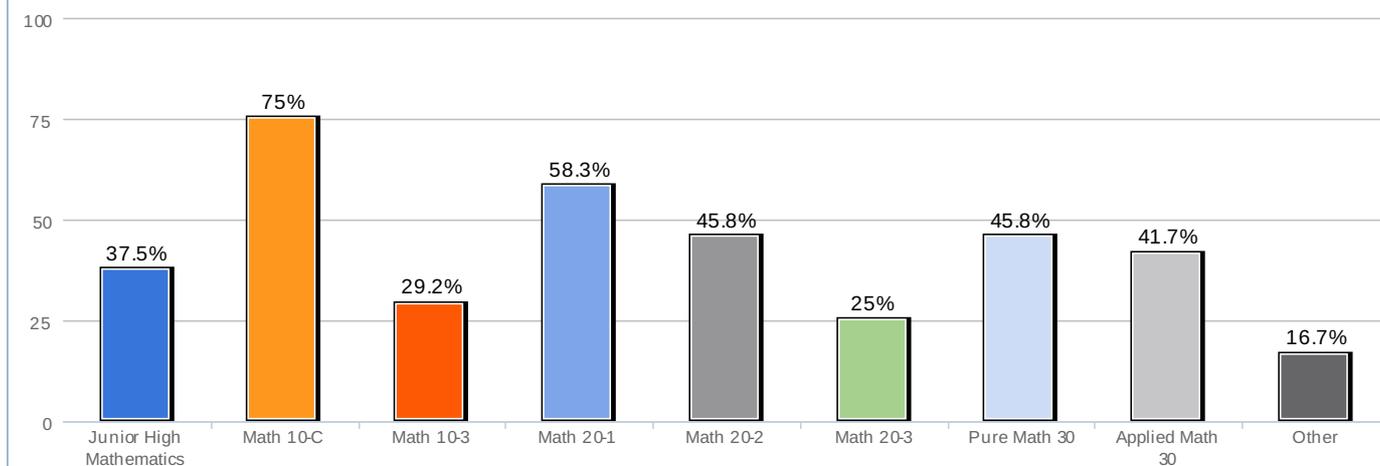


1. Indicate your years of teaching and/or administration experience.

Value	Count	Percent
0-2 years	1	4.2%
3-5 years	6	25%
6-10 years	4	16.7%
11-20 years	8	33.3%
More than 20 years experience	5	20.8%
Other	0	0%

Statistics	
Total Responses	24
Sum	130.0
Avg.	7.2
StdDev	3.55
Max	11.0

Indicate the course(s) that you teach. Please choose all those that are applicable.



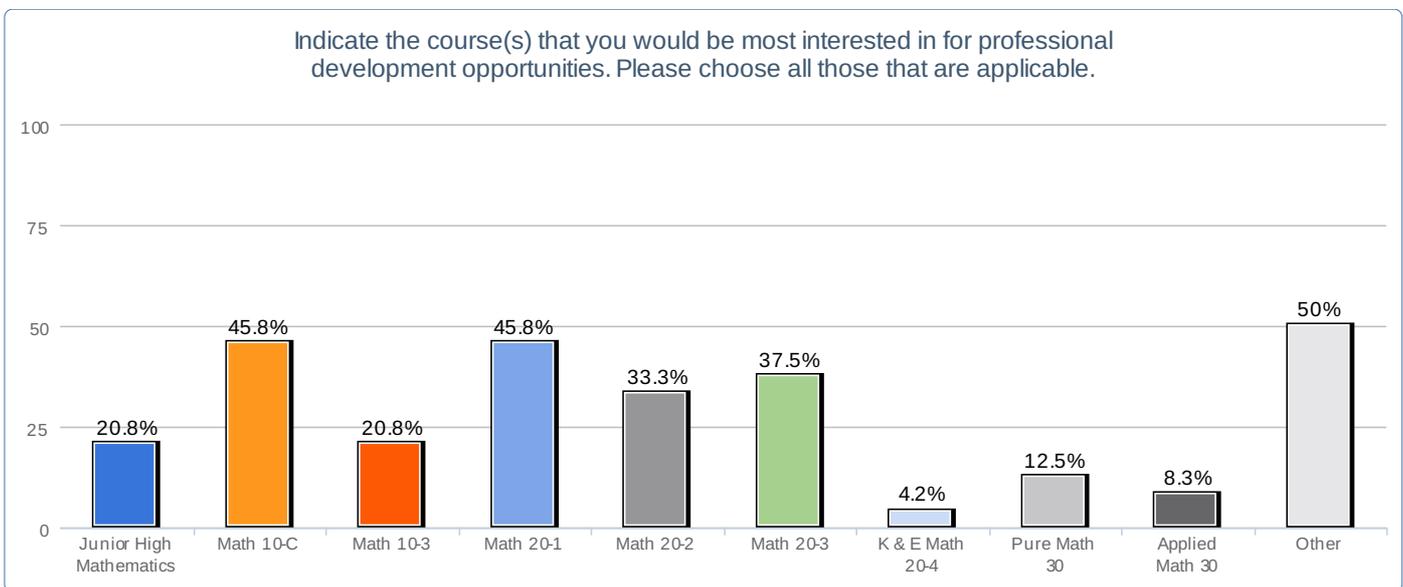
2. Indicate the course(s) that you teach. Please choose all those that are applicable.

Value	Count	Percent
Junior High Mathematics	9	37.5%
Math 10-C	18	75%
Math 10-3	7	29.2%

Statistics	
Total Responses	24

K & E Math 10-4	0	0%
Math 20-1	14	58.3%
Math 20-2	11	45.8%
Math 20-3	6	25%
K & E Math 20-4	0	0%
Pure Math 30	11	45.8%
Applied Math 30	10	41.7%
Other	4	16.7%

Open-Text Response Breakdown for "Other"		Count
CTS (FAB and CON), sciences		1
IB Math and Math 31		1
Math 31		1
Math coordinator		1



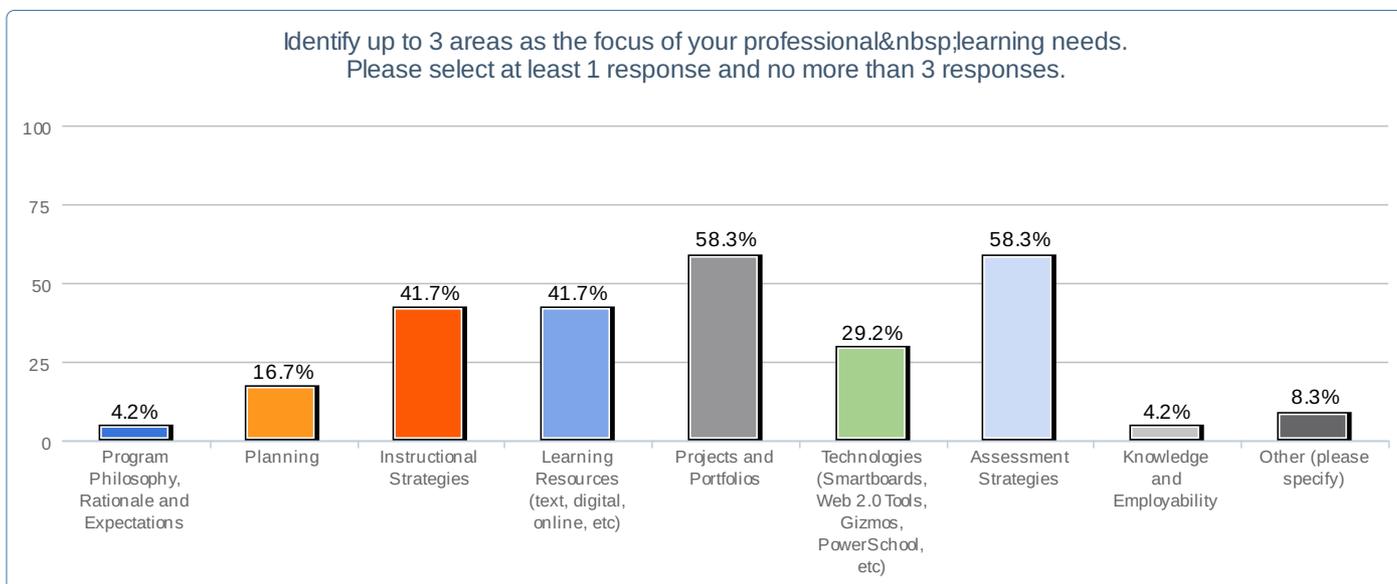
3. Indicate the course(s) that you would be most interested in for professional development opportunities. Please choose all those that are applicable.

Value	Count	Percent
Junior High Mathematics	5	20.8%
Math 10-C	11	45.8%
Math 10-3	5	20.8%
K & E Math 10-4	0	0%
Math 20-1	11	45.8%
Math 20-2	8	33.3%
Math 20-3	9	37.5%
K & E Math 20-4	1	4.2%
Pure Math 30	3	12.5%
Applied Math 30	2	8.3%
Other	12	50%

Statistics	
Total Responses	24
Sum	90.0
Avg.	30.0
Max	30.0

Open-Text Response Breakdown for "Other"		Count
30-1 and 30-2		1
30-2		1
30-2 and 30-2		1

CON/FAB, Math 30-1	1
Math 30-1	2
Math 30-1 and Math 30-2	2
Math 30-1/30-2	1
Math 30-2	1
drama	1
math 30-2, or 30-1	1



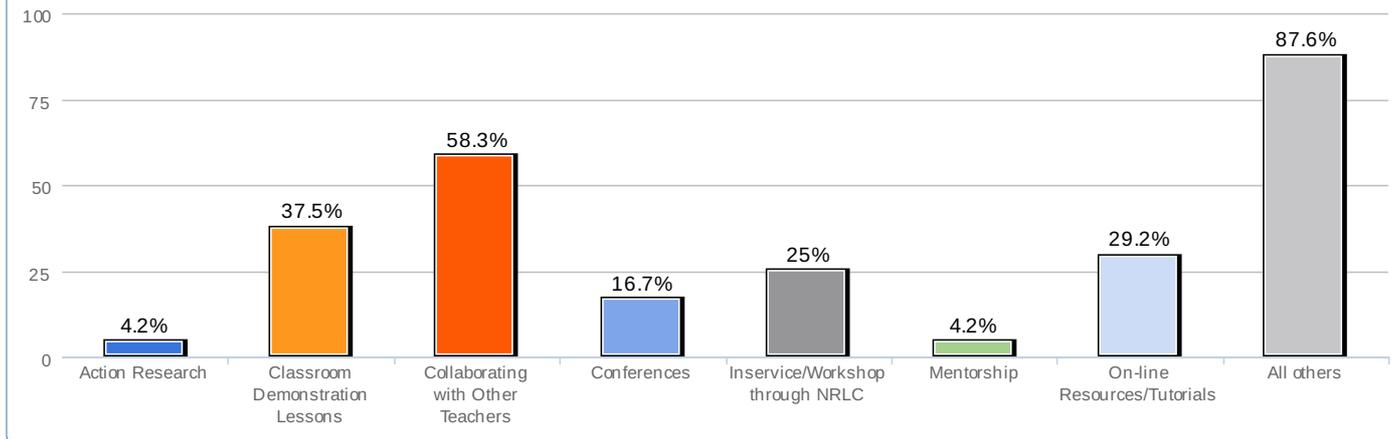
4. Identify up to 3 areas as the focus of your professional learning needs. Please select at least 1 response and no more than 3 responses.

Value	Count	Percent
Program Philosophy, Rationale and Expectations	1	4.2%
Planning	4	16.7%
Instructional Strategies	10	41.7%
Learning Resources (text, digital, online, etc)	10	41.7%
Projects and Portfolios	14	58.3%
Technologies (Smartboards, Web 2.0 Tools, Gizmos, PowerSchool, etc)	7	29.2%
Assessment Strategies	14	58.3%
Knowledge and Employability	1	4.2%
Other (please specify)	2	8.3%

Statistics	
Total Responses	24

Open-Text Response Breakdown for "Other (please specify)"	Count
Course design for online or blended courses	1
TI calculators	1

Indicate the types of professional development activities in which you would like to participate. Please select at least 1 response and no more than 3 responses.



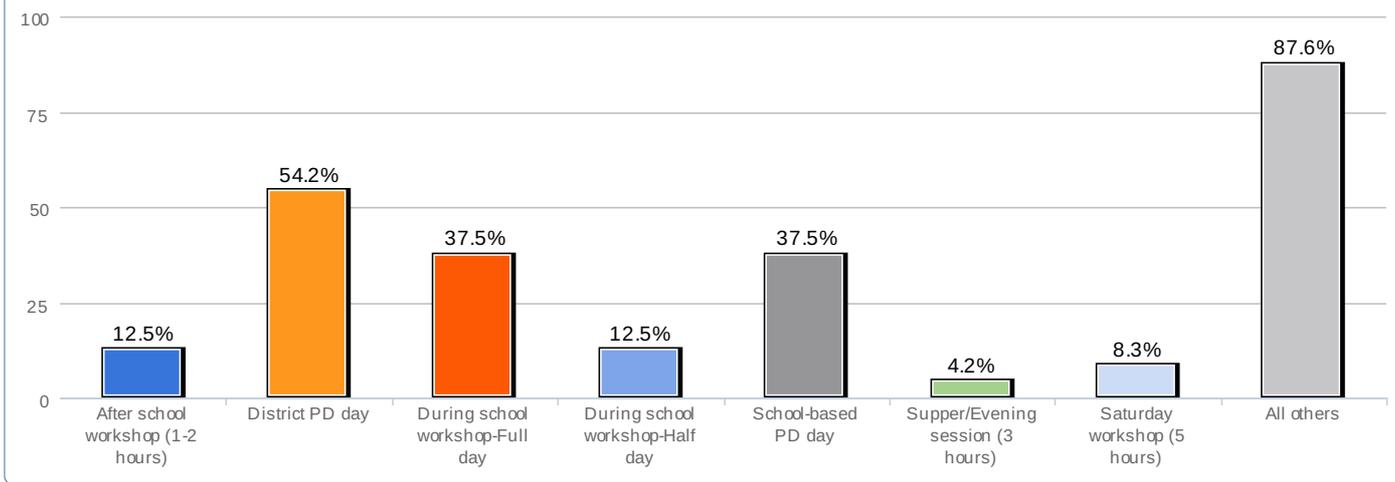
5. Indicate the types of professional development activities in which you would like to participate. Please select at least 1 response and no more than 3 responses.

Value	Count	Percent
Action Research	1	4.2%
Classroom Demonstration Lessons	9	37.5%
Collaborating with Other Teachers	14	58.3%
Conferences	4	16.7%
Inservice/Workshop through NRLC	6	25%
Mentorship	1	4.2%
On-line Resources/Tutorials	7	29.2%
On-line Webinars	5	20.8%
On-line Symposium with session choice	2	8.3%
Organized Book Study	1	4.2%
Professional Learning Community (On-going team Learning)	7	29.2%
Professional Reading	1	4.2%
Study and/or Discussion Group	3	12.5%
Video Conference	0	0%
Working with a Peer Coach	1	4.2%
Other (please specify)	1	4.2%

Statistics	
Total Responses	24

Open-Text Response Breakdown for "Other (please specify)"	Count
working with ms coy and the online moodle provincial math group that we are not a part of	1

Indicate the best times for you to attend professional development activities.
Please select at least 1 response and no more than 3 responses.



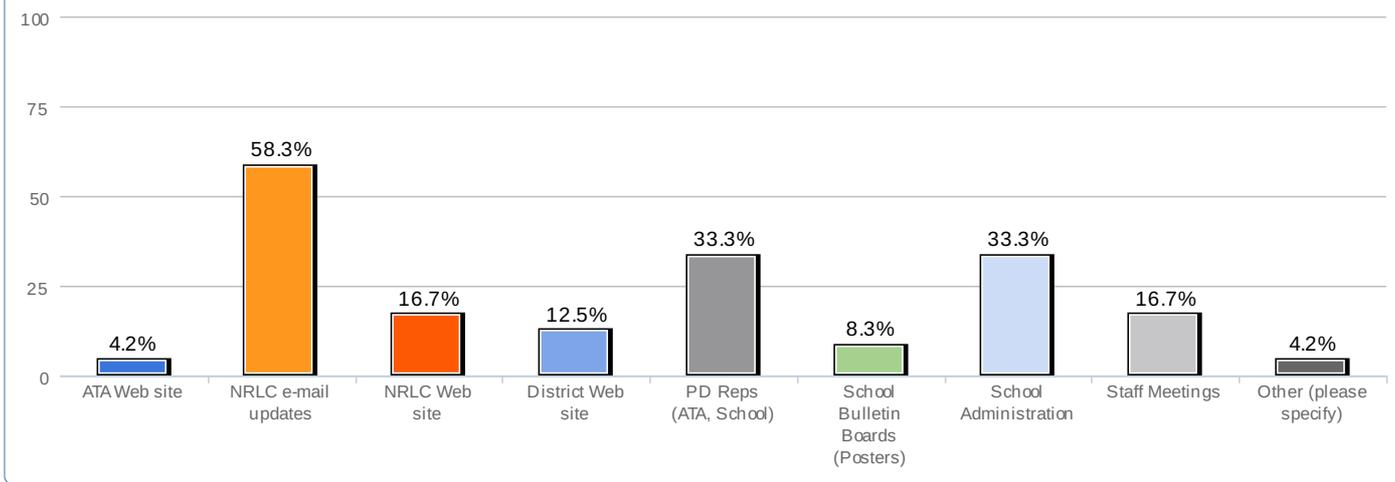
6. Indicate the best times for you to attend professional development activities. Please select at least 1 response and no more than 3 responses.

Value	Count	Percent
60-90 Minute Presentations	0	0%
After school workshop (1-2 hours)	3	12.5%
District PD day	13	54.2%
During school workshop-Full day	9	37.5%
During school workshop-Half day	3	12.5%
School-based PD day	9	37.5%
Supper/Evening session (3 hours)	1	4.2%
Saturday workshop (3 hours)	0	0%
Saturday workshop (5 hours)	2	8.3%
Teachers' Convention	13	54.2%
Weekend workshop (2 days)	1	4.2%
Multiple Series over time (3-5 workshops)	5	20.8%
Summer Institute (2-3 days)	1	4.2%
Summer workshop (1 day)	0	0%
Other	1	4.2%

Statistics	
Total Responses	24

Open-Text Response Breakdown for "Other"	Count
exam break	1

How would you like to receive information about possible PD opportunities?
Please select at least 1 response and no more than 3 responses.



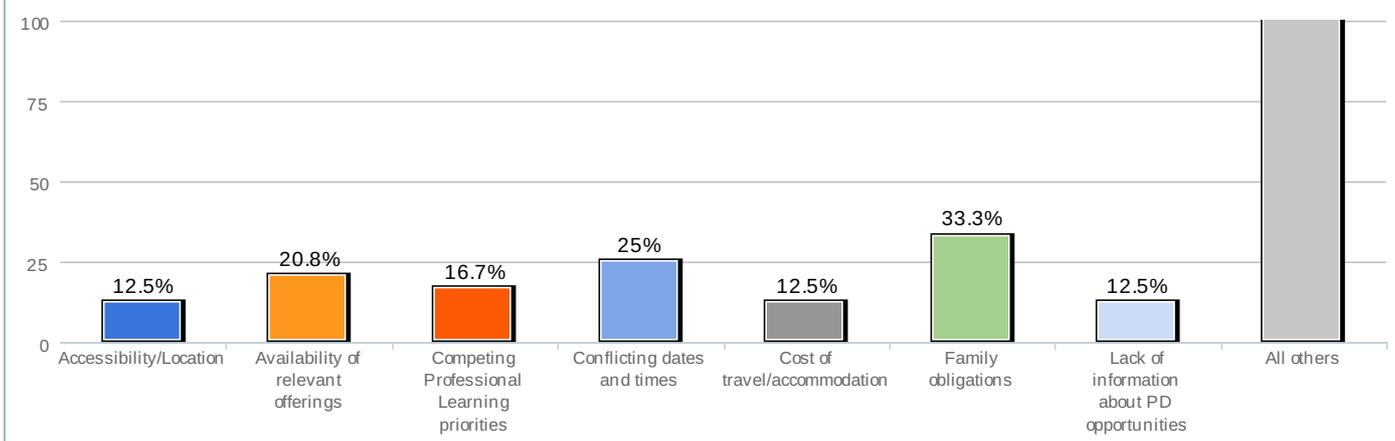
7. How would you like to receive information about possible PD opportunities? Please select at least 1 response and no more than 3 responses.

Value	Count	Percent
ATA Web site	1	4.2%
NRLC e-mail updates	14	58.3%
NRLC brochures (mailed to schools)	0	0%
NRLC Web site	4	16.7%
District Web site	3	12.5%
PD Reps (ATA, School)	8	33.3%
School Bulletin Boards (Posters)	2	8.3%
School Administration	8	33.3%
Staff Meetings	4	16.7%
Other (please specify)	1	4.2%

Statistics	
Total Responses	24

Open-Text Response Breakdown for "Other (please specify)"	Count
e-mail	1

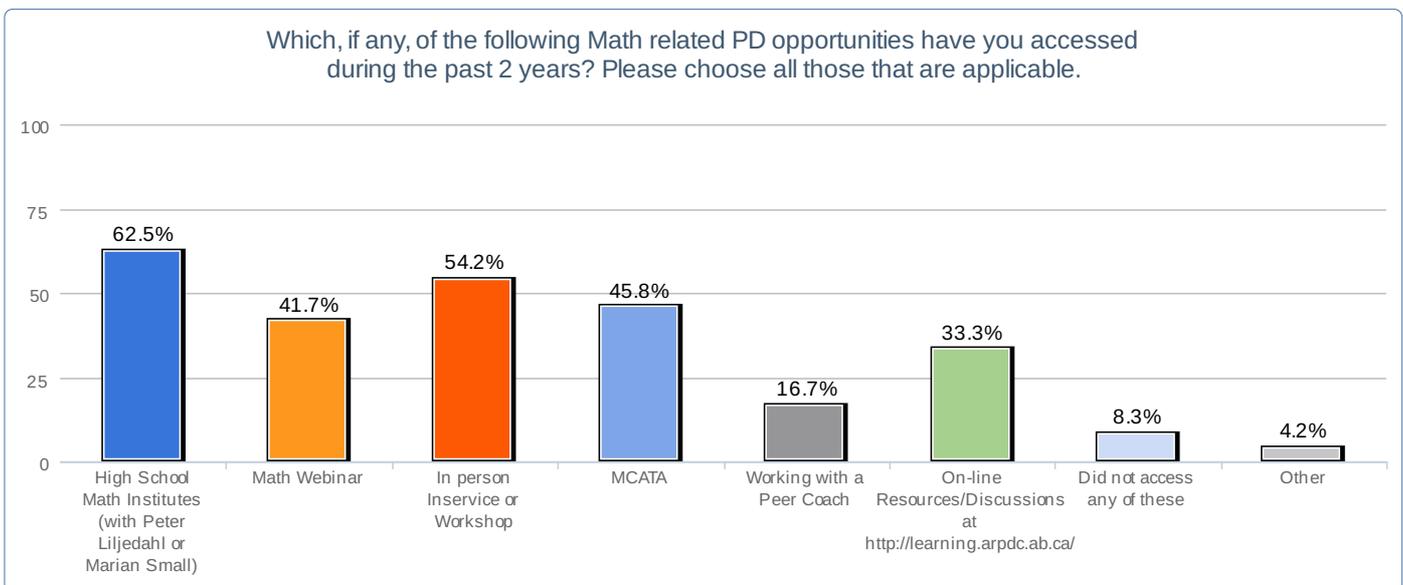
What, if anything, do you feel limits your participation in professional learning activities? Please select all those that are appropriate.



8. What, if anything, do you feel limits your participation in professional learning activities? Please select all those that are appropriate.

Value	Count	Percent
Accessibility/Location	3	12.5%
Availability of relevant offerings	5	20.8%
Competing Professional Learning priorities	4	16.7%
Conflicting dates and times	6	25%
Cost of registration	0	0%
Cost of travel/accommodation	3	12.5%
Family obligations	8	33.3%
Lack of information about PD opportunities	3	12.5%
Lack of interest	2	8.3%
Lack of school-based funding	1	4.2%
Substitute availability	5	20.8%
Substitute teacher costs	3	12.5%
Times that sessions are offered	5	20.8%
Time away from students	17	70.8%
Too much of a time commitment	3	12.5%
No barriers to attendance/participation	0	0%
Other (please specify)	0	0%

Statistics	
Total Responses	24



9. Which, if any, of the following Math related PD opportunities have you accessed during the past 2 years? Please choose all those that are applicable.

Value	Count	Percent
High School Math Institutes (with Peter Liljedahl or Marian Small)	15	62.5%
Math Webinar	10	41.7%
In person Inservice or Workshop	13	54.2%
MCATA	11	45.8%
Working with a Peer Coach	4	16.7%
On-line Resources/Discussions at http://learning.arpdc.ab.ca/	8	33.3%
Did not access any of these	2	8.3%
Other	1	4.2%

Statistics	
Total Responses	24

Open-Text Response Breakdown for "Other"	Count
Masters Program	1

10. Identify other Professional Learning needs that you have now or anticipate in the future.

Count	Response
1	CTS (CON and FAB), perhaps academic counselling
1	Would like to look at various assessment strategies - what might it look like to have an assessment (task or interview) at the beginning of a unit, and then use those results to see what the student needs to focus on (and what they already know) - help to individualize the course for the student. Would need some useful rubrics to help assess during the teacher/student interview. Might also be interested in math portfolios that shows student understanding deepening.
1	I would like to know what other teachers are thinking about organizing their 30-2 class and how they are incorporating the project. I would also like some support for the -3 stream. I feel like there are very limited opportunities for PD specific to these courses. Specifically I am interested in suggestions on how to keep students motivated and ways to make the class interesting and exciting for students who are reluctant learners in mathematics. Making links to applications outside the classroom is another priority for these classes and how to specifically address the literacy difficulties that I encounter in this class.
1	I would like anything that would help me with different ways to present topics - other than teacher-directed.
1	I'd like to continue to work on the new assessment techniques that Spencer Pinnock introduced in May in Peace River.

11. General comments: Please include any other comments you would like to make about your professional learning needs related to implementing the new Mathematics Program of Studies.

Count	Response
1	I would like to see more workshops for 20-1, 20-2 and 30-1, 30-2 that are similar to what was done for the implementation of 10C.
1	Now that I have the basics set up for my math10-3 and 20-3 course, I believe I am ready to look at those courses more closely and see what I can do to help deepen understanding and bring in the intent of the curriculum in a meaningful way (in small steps that are achievable and not too overwhelming of a time commitment)
1	Sometimes PD for new courses is at least as effective after I have taught the course once as when it first comes out. That way I can actually implement the ideas instead of trying to "survive". Peace Wapiti has enough PD that it is hard to get to the NRLC sessions. Having sessions on days other than the Division Wide PD days would help in this regard.
1	There is a provincial math group that is on moodle and they have created math projects for high school math. Our math teachers are not a part of this group and i think ms. coy should come down for a day to show us and add us to the group. The sooner she can come down the better. Also we need time to finish our division final exams. Slave Lake has to be a part of this because we are a small group
1	I am finding it hard to have students wanting to participating in activites and projects. They are wanting assignments and worksheets because they know they don't have to think on their own. Need more ideas to get them motivated to take their learning in their own hands with projects.

