

Mathematics Advisory Committee Summary – Meeting of Sept. 18, 2008

18 were in attendance representing 14 districts: Sturgeon, St. Albert Protestant, Greater St. Albert Protestant, Elk Island Public, Elk Island Catholic, Living Waters, Grand Yellow head, Aspenview, St. Thomas Aquinas, Edmonton Public, Evergreen, Parkland, via VC Fort McMurray Public, and Fort McMurray Catholic. Also in attendance were Val Olekshy, ERLC Executive Director & Harry Wagner, Consultant/Coordinator.

Purpose of the meeting: To review and reflect on the status of our current mathematics implementation plan and to seek input and approval for the 2008-2009 regional plan to best support ongoing implementation of mathematics.

Comprehensive Professional Development Planning

“Connecting the Dots” was introduced as a theme for the year. Connecting the dots is based on the *Guide to Comprehensive PD Planning*. Examples of ways we can collaborate and “connect the dots” were discussed with particular emphasis on creating a plan to support implementation including strategies and measures.

Mathematics 2007-2008 Celebration

In the districts and region, what can be celebrated regarding mathematics implementation in this early phase?

- Examples of collaboration with ERLC and publishers
- Flexibility of grant resources best supports local context
- Accommodation by ERLC to plan based on regional needs, (e.g., hosting ERLC sessions in districts)

Mathematics Plan for 2008-2009

- As a result of funds from Alberta education to support implementation, and advice from the advisory committee meeting, the math plan has been developed.
- Total budget will include resources (human and financial) from the distributed learning grant. Total as of today, for planning purposes, will be approximately \$405,000.00

Priority 1 – please revisit www.erc.ca to see new and existing ERLC math learning opportunities. There are many sessions planned for the year including several renowned speakers such as Anne Davies, Larry Buschman, Marcia Tate, Mignon Wood, Trevor Brown, Craig Featherstone, Marian Small, and Bill McBride.

- Assessment was identified as a key area of need. The grant to the AAC to support math assessment capacity was discussed and noted as a potential area of great support. It was noted that examples of assessments developed during the summer were already available on the AAC website found at www.aac.ab.ca. There is still a need for assessment practical examples of “how it looks in the classroom.
- Alberta Education math workshops are being added to and being updated. In particular:
 - Assessment and numeracy workshops presented to elementary curriculum facilitators in May are being updated. Numeracy will be available in fall and assessment when copyright issues are dealt with.
 - A parent workshop and materials will be available in the fall but a PowerPoint can be provided by Debbie Duvall now if needed.
 - A guide for administrators is also under development.

- Some PD materials are available for FI teachers – these will be copied and shared with each district.
- Noted: Ensure that sessions meet the range of all levels of understanding
- Noted: Make use of publisher’s resources.

Priority 2 – The ERLC Regional Team – Based on advice and feedback from the advisory committee a regional team has been put together to support mathematics implementation in the region. It will function in much the same way as the social studies regional team has. Each district will have access to three days of consulting time from the team. If districts work together those days can be pooled; e.g. two districts working together would have access to 6 days of time in total.

Team members were introduced:

- Ulana Soletsky, Great St. Albert Catholic.
- Edmonton Public – Debbie Windwick-Petkau in attendance but team also includes Carla Kozak, Greg McNulty, and a consultant currently being hired.

Priority 3 – District Curriculum Facilitator Support - \$5000.00 per district

- Districts shared that the flexibility allows for contextual parameters in ways each district supports “PD leadership capacity”. (e.g., curriculum facilitator support, consultant support)
- Check your districts quantitative data that supports how you have used funds to support PD leadership capacity

Priority 4 – PD Leadership Capacity

- Received direction on Fogerty (November 13th and February 24th **focus** on facilitation skills) and Killion (October 20th – focus on resistance to change).
- Advice to access Jim Knight (spring – instructional coaching). All will focus on the skills curriculum facilitators can develop to support adult conversations. Region shared that many of the curriculum facilitators share learning at “PLC” and ERLC sessions should reinforce skills and ideas to support facilitators to share in a PLC format.

Priority 5 – Distributed Learning

Information about the grant received to support distributed learning was shared.

The advisory committee was asked to consider the suggestions that have been made over the past few months and identify priority areas to support mathematics implementation.

Choices considered were ranked in the following order:

1. Model lessons – recorded and “packaged” with discussion/reflection questions.
2. SMART board sessions
3. Videoconferencing of PD sessions
4. St. Mary’s project (linked to SMART board sessions)
5. Webcasts/Webinars of PD sessions.
6. Podcasts of front matter, etc.
7. Recording of selected ERLC sessions.

Priority 6 – PD Resource Development

- A DRAFT of parent newsletters was shared and suggestions were made. The newsletters will be revised and made available to the region on the near future.
- SAPDC is developed an administrator’s toolkit for mathematics much like what was developed in social studies.

The advisory committee indicated their approval of the plan and a signature sheet was provided which will be included in the hard copy of the plan submitted to Alberta Education.

Regional Sharing

Districts shared the work they are doing to support math implementation

- “Positives”
 - math curriculum facilitators – collaboration is evident
 - Communications with parents – a plan exists in some districts to thoughtfully target messages and learning for parents about the new program (Ulana will share the GSACRD plan to support parent learning)
 - Change of school calendar (e.g. division days/division initiatives) to allow for learning without sub costs.
 - Access “Consultant time” to support district pd needs
 - Working to develop PLC across the division – specifically when there is only one grade 3 teacher in a school

- “Challenges”
 - Areas we need to support – curriculum facilitator work back in their schools (e.g., AISI leaders have time in school to share – curriculum facilitators do not have time to share back at a school)
 - PD Resources that curriculum facilitators can use in their context (e.g., if I have a one hour time slot on a staff meeting what should I do?)
 - New teachers/turn over – (need to repeat some of the sessions)

*As a result of identified needs, priorities and suggestions, ERLC will:

- Distribute the FI PD resources to all ERLC districts as requested.
- Ensure that as many SMART board sessions as possible are planned in order to meet teacher need.
- Pursue the development of recording model lessons.
- Work with the newly formed mathematics regional team to develop a structure that is as responsive as possible.
- Follow up with districts regarding curriculum facilitator’s role and district planning.
- Continue to work with districts to make PD Leadership support as flexible as possible. Tracking forms are provided to record numbers who have benefitted and must be submitted along with an invoice. PD leadership capacity dollars not used in the last school year can be “deferred” up to December 2008.

Next meeting:

- 1. January 22 – 9 a.m.**
- 2. April 16 (need to reschedule because it is part of Spring Break for Ft. McMurray.**

Mathematics Advisory Committee Summary – Meeting of January 22, 2009

15 were in attendance representing 11 districts: St. Albert Protestant, Greater St. Albert Catholic, Sturgeon, Living Waters, Grande Yellowhead, Elk Island Public, Northern Gateway, Edmonton Public, and via VC Fort McMurray Public, Fort McMurray Catholic, and Aspenview. Also in attendance were Val Olekshy, ERLC Executive Director and Harry Wagner, Coordinator/Consultant.

Purpose of the meeting: To review what's working well and what should be enhanced to most effectively support mathematics implementation in the region.

Overview of learning opportunities provided this fall:

Did they meet your district needs?

- The focus has been on K-9 and on Alberta Education modules especially problem-solving and personal strategies. A little disappointing was that 3 out of 4 French immersion sessions were cancelled!
- The majority of sessions were for K-6 and a greater emphasis may be needed to support junior high/middle school teachers.
- All three publishers are sponsoring sessions. These are not book selling sessions but are intended to support big ideas and planning; e.g. Marian Small – Nelson, Trevor Brown – Pearson, & Chris Zarski – McGraw.

Any additions/suggestions for this spring and next year as we begin planning?

- Work with groups like MERFIP to publicize French Immersion sessions.
- Assessment is an ongoing issue. What are the implications of assessment for the teachers in the new curriculum? While this should be integrated into all sessions, teachers do want to see the word assessment in the title of the session so they can be assured it will be addressed. How do we report this with our new way of assessing? There is a mismatch between the assessment and report card formats. How do we put it on paper?
- Develop curriculum maps, student maps for a unit. This would help teachers, parents and kids. This would be especially useful for teachers who have already gone through the curriculum once.
- Sessions on “what next”. We have begun the implementation last year, now what? E.g. now that students can subitize, what do we now? How to extend it? Anything that has a practical emphasis will work well for teachers. So teachers don't rely on worksheets.
- Timelines – how long to spend on units with the new way of teaching – manipulative-type lessons are time-consuming but the learning is increased, but how do we determine how much time to spend on each unit? “Year in a Day” type sessions that focus on planning and how to lay out the year would be helpful. Pearson – the year at a glance in the resource really helpful for teachers – timelines
- Grade 7 in Grande Yellowhead - Putting together units with the resource that teachers are using – eg. Chris Zarski has helped teachers with the Pearson resource; several sessions and continuity. Teachers working together with her and developing units and eventually will make a common final exam. It might be useful to connect series/sessions to resources.
- Explore after school sessions using technologies like VC and webinars. Make sure that it's relatively easy for teachers to access.

- Later grades need to be aware of what earlier grades are receiving. Math 10 teachers will need support in how to implement a common grade 10 curriculum.
- Parents session – need for ERLC sessions? Parent workshop has been developed by Alberta Ed. and distributed to advisory committee members along with parent newsletters.
- Continue to offer to provide teachers' convention sessions (GETCA booked), and work with specialist councils.

Needs and Priorities for 2009-2010:

A historical scan was done reviewing what has happened in the region over the past few years to support mathematics implementation. The committee noted likes, dislikes and implications:

What Happened

	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
Grant \$ Received	48,093 (Elementary) 30,430 (Junior High)		225,000	431,000 (60% of 716,000)	431,000 0 (60% of 716,000 0)	431,000 (60% of 716,000)		
Mandatory*				K, 1, 4, 7	2, 5, 8	3, 6, 10	11	12
Sessions Offered	14 ERLC sessions + 23 district days	26 ERLC sessions	58 ERLC sessions	76 ERLC sessions				
Additional Info	MA AC formed: common needs, impl. ideas, understanding of diff & sim., input into ERLC, Junior High		MA Coordinator on board, PD Leadership Capacity (learning opps, funding to support them), summer workshops, development of PD resources, more sharing & broader conversations	Math Regional Team formed EPS & GSACRD 18 districts + 3 days				

*Optional of all in previous year

What's Significant?

☺ Liked:

- Formation of regional team
- Flexibility is key – i.e. the ability to shape what is required both at ERLC & in districts
- \$ to support PD Leadership
- Team being available to come out to more remote districts
- Parent newsletter
- ERLC coordination

☹ Disliked:

- Low FI reg.

Lessons Learned

“So What?” & “What’s next?”

- Specific grade level sessions
- Plan this year for next year to ensure days get into calendar.
- Push envelope of DL - VC
- Start addressing gr. 10 common 10-What will it mean & what is coming to you – 7-9
- Support administrators
 - o Placement of students, rigid adherence to % recommendations
- Address – how do we know implementation is happening?
- High school need to know what has happened 7-9
- Sessions – need to be relevant
- Parent session?
- Conferences – more ATA

Mathematics Regional Team

What has worked well so far?

PLUS	MINUS	IMPLICATIONS
<ul style="list-style-type: none"> • Some districts are able to coordinate their 3 days of support/dates with others and can maximize or even double their support • A huge variety of sessions that are offered and personalized at the district level • Flexibility to meet our needs and honour what we want 	<ul style="list-style-type: none"> • Multitude of things happening at one time – competing priorities. • Written implementation plans are not always available. • ERLC districts represent a huge geographic area. • Scheduling needs may mean a lack of consistency with presenters in a given district. 	<ul style="list-style-type: none"> • Be specific with your goals and needs for the district needs • Get dates early for planning • There are VC opportunities for connecting and/or follow-up • Need to have someone on the other end to help facilitate the VC conference

What are the top three priorities from the Menu of Learning Opportunities?

The Menu notes that the regional team is available for the following: Workshops -- What’s New in Math & What Does it Look Like in My Classroom? What are the Planning Guides & How Can I Use Them? Using Resources Effectively, Teaching Through Problem Solving, Using Technology in the New Mathematics Program, and Administrators & the New Mathematics Curriculum; Supports -- Supporting District Representatives, Supporting District Lead Teachers, and Supporting Cohort Groups. Members of the advisory committee were asked to rank the top three choices based on the needs of their districts. The following were identified as most important and are roughly ranked from greater to lesser importance:

- Teaching Through Problem Solving -- #1 x 3 (Identified as #1 or most important three times), #3 x 1 (identified as third most important once).
- What are the planning guides and how can I use them? -- #1 x 2 (grade level specific), #2 x 2
- Using technology in the new mathematics program -- #1 x 1, #2 x 1, #3 x 1
- Administrators and the new mathematics curriculum -- #2 x 2
- Supporting district lead teachers -- #3 x 3

- Using resources effectively -- #2 x 1, #3 x 1

Comments, suggestions and Ideas for math regional team:

- What's new is also very important.
- Grade specific with time to process and network.
- Grade specific sessions, support in schools.
- Support grade level teams at the school site – team teaching/coaching.

PD Leadership Capacity

\$5 000 to support development of PD leadership capacity is available to each district. Tracking forms and invoices should be submitted by the beginning of June.

Suggestion that whoever is brought in as a speaker, efforts should be made to ensure they align with the Alberta context.

Distributed Learning Approaches

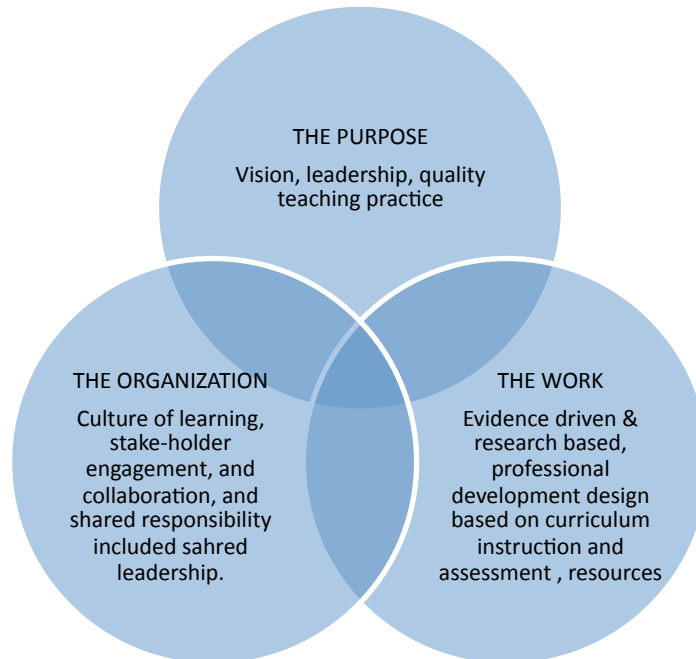
- Current initiatives include mainly learning opportunities in the use of SMART boards in mathematics. A request to change the name from SMART Board sessions to IWB Sessions – Many districts use Promethean – good pedagogy is good pedagogy no matter the specific product
- Any requests for document cameras?
- ERLC is working with CRC and LN to try to develop and pilot some webinars on numeracy and algebraic thinking.

Summer workshops

- July 8 to 10 – Summer Institute put on by Alberta Education
- ERLC -- week of August 17th; social, math and interactive whiteboard sessions in early planning phase.
 - **NOTE: At present we are beginning to put together a program. All sessions would take place on August 18, 19 and 20. Some possible topics include:**
 - **The Revised K-9 Alberta Program of Studies for Mathematics: Making Changes**
 - **Planning for Math 2 using the Planning Guides**
 - **Planning for Math 5 using the Planning Guides**
 - **Planning for Math 8 using the Planning Guides**

PD Matters

- “How do we know if professional development supports enhanced and contributed to improved practice and student learning?”



-DRAFT diagram created by Cathy Campbell EPSB from ERLC poster

Could we set up a tool that would measure the success in each of these three areas? Indicators of successful implementation – record, take pictures, etc. What resources would you use to “measure” implementation? We need to put together a more formal way to prove this. Use the Guide to Comprehensive PD Planning as a source of good questions. There was support for the list of "essential conditions" and reflections that this work could/would be used to support district strategies for supporting implementation. There was also support for the development of tools (e.g., poster, toolkit) to share the wide variety of conditions to support implementation.

Val noted a useful resource:

Transforming Classroom Practice from ISTE – Highlights research about effective PD as well as ways of “knowing” about effect of PD. Chapter 12 highlights a model for implementation. A suggested book on curriculum implementation:

Transforming Classroom Practice

Professional Development Strategies in Educational Technology

Edited by: Arlene Borthwick and Melissa Pierson

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District/Organization Sharing

There was brief sharing from districts about what is happening to support mathematics implementation. The AAC grant and plan to develop capacity especially in the area of mathematics was noted for follow up and further discussion.

*As a result of identified needs, priorities and suggestions, ERLC will:

- Plan more mathematics learning opportunities with math regional team based on feedback of topics and priorities for the January to June period. Begin planning for 2009-2010.
- Develop more learning opportunities and resources to support implementation at the secondary level.
- Continue to develop opportunities for distributed learning though such things as videoconferencing, webinars, etc.
- Develop an outline of summer workshops to be shared at next advisory committee meeting.
- Follow up with districts regarding speakers/learning opportunities to support PD leadership capacity.
- Continue to work with districts to make PD Leadership support as flexible as possible. Tracking forms are provided to record numbers who have benefitted and must be submitted along with an invoice by June.

Next meeting:

April 27th, 9 a.m. to noon. Note that this represents a change from the April 16th meeting scheduled last year.

Mathematics Advisory Committee Summary – Meeting of April 27, 2009

16 were in attendance representing 12 districts: Northern Gateway, Sturgeon, Grand Yellowhead, Elk Island Public, Edmonton Public, Greater St. Albert Catholic, Parkland, Black Gold, St. Albert Protestant. Via videoconferencing: Aspen View, Living Waters and Ft. McMurray Public. Also in attendance were Donna Chanasyk representing MCATA & Robert Hogg of the AAC, as well as Val Olekshy, ERLC Executive Director and Harry Wagner, Coordinator/Consultant.

Purpose of the meeting: To review implementation this year and to begin to create a plan to support implementation of the new mathematics curriculum in the ERLC region for the 2009-2010 school year. This plan will focus on how to sustain and further develop K, 1, 4 & 7, support grades 2, 5 & 8 and prepare for grades 3, 6, 9 and 10.

District/Organization Sharing

- What is happening in your district and what would you accept as evidence that implementation is occurring?

EIPS:

Teachers and administrators are happy and show a positive response to math online guide. District policy on an outcomes based report card for K-6 helps with implementation as teachers are reading outcomes for another purpose. Because K-6 have to read curriculum they are addressing program better.

BG:

Administrators are talking “math” with teachers. Support for implementation is being offered through a combination of workshops, and follow-up support. Part of the challenge is in not knowing how to measure progress in implementation although resources provide one insight. If they are relying on just one resource they are not necessarily getting implementation.

GYRD:

Junior High teachers spent 5 days working together during the course of the year and want to continue next year. Teachers saw the need to work together to create some resources they could use especially exams. A “culture of learning” was really fostered in group working together, creating things together, and developing more knowledge together.

NG:

NG is videotaping classrooms to show that math is happening. Evidence of implementation is varied in different grades. Are establishing focus groups for three years with high school students. What change in math are you seeing? Asking, what is math and why is it fun”?

EPS:

Edmonton Public has started a “Math for all “(M4A) PD series that will provide support to schools for three years with a focus on years of implementation in each year. There are 118 schools represented in the M4A program. The program consists of district sessions, consultants supporting coaches, coaches provided time at school as well as consultants providing support for coaches. Coaches are doing things like speaking at staff meetings, offering demo lessons, and organizing manipulatives. “I know implementation is occurring”... due to the number of school’s involved, contribution to the EPS share site, and feedback form outlining “new

learning's today". PD sessions are looking at front matter, teaching through problem solving, and using the planning guide from Alberta Education

GSACRD:

The district has a district math facilitator who has been in 14/17 schools this year. Schools are asking for assistance. Overview of what is happening: time in schools coaching, going into classrooms, doing demo lessons. Teachers that are inviting into classrooms are already implementing pretty well. What about other classrooms? Implementation seems to be happening more slowly as grades go higher.

Parkland:

The district asked the question "What is math" of a sample of grade 4 students and will follow up in three years to see if the answers change. PSD is making use of ERLC regional leads. District is gathering feedback in the form of anecdotal evidence from teachers: What are you doing differently in the classroom in implementing the new math curriculum? - e.g. "I don't even need a resource".

Sturgeon:

K-6 implementation is happening. All teachers participated in the elementary workshops that were developed by Alberta Education and follow up is offered. How do you know that implementation is happening? When they come together as grade level sessions they know what they want to talk about, sharing practices that work in classrooms, building common assessments, question about how to ensure what they learn at one school is the same as another school. District is hosting grade level meetings that support a "Culture of learning.

Fort McMurray Public:

The district is being asked to plan whole staff sessions to ensure that education assistants are aware, and that other teachers know what the changes are. I know implementation is occurring because of questions that are being asked in classrooms.

Aspen View:

AV is hosting grade level meetings, and sharing of ideas on a share site. The talk of math departments has changed to a focus on student learning especially at K-3 level.

St. Albert Protestant:

For elementary teachers SAP has established a lead teacher model for each school, and is already doing a lot of this "type of math" so there has not been that much of a change. Teachers seem enthusiastic, and the new approach is helping their struggling students. K-3 teachers are really enthusiastic; junior high audience may need more time to embrace changes.

Living Waters:

Distance is an issue; developing common exams sessions provides a good opportunity for dialogue amongst colleagues. A question was brought forward about sharing of exams developed in ERLC sessions across the region. This has not been previously done because of the belief in the importance of the process of development as opposed to just product. The AC noted that it would be valuable to share any materials that are developed. Primary teachers are also concerned about assessment. As math contact/district lead there is feedback from school contacts and requests for a "sharing site" on website,

ATA specialist council – MCATA representative

Belief in a shared responsibility re support for implementation. MCATA hosts an annual math conference and two symposiums. Math council conference is in October. How could follow up from conference work with support from ERLC (e.g. Similar to Best of the Fringe?).

The TERM group has been meeting since 1996 and continues to meet several times a year. The focus of the TERM group is on high school implementation support – time continues as an issue.

PD for teachers new to the province, etc. needs to be considered. Repeat of learning opportunities?

It would be handy if teachers had one calendar with all events listing PD opportunities from various groups.

ERLC Learning Opportunities:

- Summer workshops – noted Alberta Ed. symposium July 8-10 and ERLC summer session from Aug. 18-20 listed at www.erc.ca. Also that Marcia Tate is presenting – Math Worksheets Don't Grow Dendrites, Oct. 8.
- Pearson – Breakthrough Mathematics. Should ERLC offer? Use of PD leadership dollars?
 - We need to ensure our relationship is “equal” among all publishers.
 - Direction to ERLC is to explore more about this program and whether Pearson will allow trainers to offer sessions in the region through ERLC (*follow up indicates that this is not a possibility*). There was a question about whether or not it is appropriate for ERLC to offer such a series or training. It was noted that sessions should focus on learning and not books or the resource.
 - ERLC region has decided to use grant dollars with a “regional team” as well as providing support for “PD leadership Capacity” (sub dollars to attend ERLC sessions and return to district to share what has been learned)
- A summary sheet of feedback from session participants was shared and reviewed. Are the topics and themes listed in line with what should be offered as a variety of learning opportunities for teachers in the ERLC region? Some priority areas identified were technology sessions for math especially for high school teachers, learning more about how to use manipulatives in secondary math and purposeful work on assessment in math and working in collaboration with the AAC.

ERLC Plan to Support District Plan for Implementation

- A proposed plan was shared and initial general approval was given.
- District Days – A reminder to book district days early in planning for next year. If days are open after the end of March they will be opened to other districts in the ERLC for their use.
- PD leadership capacity dollars -- should be claimed by mid-June and will not carry over to next year. \$6500 will be available for development of leadership capacity in mathematics next year.

- District implementation plans for mathematics are important to have and share to ensure work of regional team especially is aligned.
- Webinar – ERLC has planned some initial webinars to support math implementation. These sessions are initial attempts and will be recorded and archived.
- Feedback and advice to the proposed plan:
 - Share common exams developed via ERLC with the region
 - Provide some specific grade level sessions
 - We have a variety of share sites in districts. What might be available to the region?
 - Explore - “Calendar” of events and learning opportunities for all PD providers. What might be possible in working with MCATA and others re developing a comprehensive PD plan for the region?
 - Supporting new teachers/teachers from out of province/teachers changing grade levels – recurring supports (plans/programs not just happening once – sustainably to support teachers)
 - Host consultation with high school teachers/department heads – via TERM or other?
 - Given district days – what should the regional team offer via ERLC?

*As a result of identified needs, priorities and suggestions, ERLC will:

- Share exams developed for the new grade 7 & 8 program with the ERLC region.
- Present an updated plan to support implementation for 2009-2010 at next meeting.
- For the September advisory committee meeting, provide an overview of learning opportunities available to support implementation in the ERLC region that include grade level sessions and sessions on manipulatives.
- Develop learning opportunities and resources to support implementation at the secondary level especially for Combined 10.
- Consider how to consult with high school teachers/department heads re needs for high school implementation.
- Continue to develop opportunities for distributed learning though such things as videoconferencing, webinars, etc.

Next meeting:

Sept. 17th, 9 a.m. to noon. Remaining meeting dates to be selected at the time. Note social studies advisory committee meeting starting at 1 p.m.