



# LEARNING OPPORTUNITIES



EDMONTON  
**Regional Learning**  
CONSORTIUM

*Partners in adult learning for students' sake*

**[www.erlc.ca](http://www.erlc.ca)**

ANNUAL REPORT 2011 | 2012



**ERLC 2011-2012 Annual Report  
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## PART I: MESSAGE FROM BOARD CHAIRPERSON

November 2012

The Edmonton Regional Learning Consortium continues to be a professional development leader in Alberta, providing relevant, quality professional development to administrators, teachers, staff and parents in support of our:

- *Mission - Partners in Adult Learning for Students' Sake*
- *Vision - As an advocate for quality professional development and as a service provider, ERLC works with its partners to develop, implement and assess professional development programs and comprehensive plans that support adult learning for students' sake.*

The region can be proud of the model approaches to professional development that highlight innovations, focus on student centered teaching strategies, embed technology as an educational tool, strengthen promising practices, build leadership capacity, and facilitate the agenda of transformed education. ERLC also provides anytime-anywhere-any pace access to these PD offerings. ERLC understands the busyness of its stakeholder members, and is committed to providing many and varied technological formats through which members can access, apply and integrate this PD information and to creating networks and communities of practice platforms that enable members to collaborate. Our professional development has been provided by staff from our member jurisdictions as well as by national and international experts in a range of education and leadership-related disciplines. The breadth and depth of these presentations is a testament to the ERLC team and its jurisdiction members' commitment to bring the highest quality, current research-based expertise to their stakeholders.

Partnership is a key value for the ERLC Board. To that end, the Board is represented by the College of Alberta School Superintendents (CASS), Alberta Teachers' Association (ATA), Association of School Business Officials of Alberta (ASBOA), Alberta School Boards Association (ASBA), Faculty of Education, University of Alberta, Alberta Education (AB Ed), and Alberta Schools Councils' Association (ASCA). Each Board member brings a unique perspective to professional development, thus ensuring ERLC's offerings truly represent and meet the needs of the people we serve.

On behalf of the Board, I want to take this opportunity to thank and commend our Executive Director Val Olekshy for her outstanding collaborative work in leading ERLC. She collaborates effectively with ERLC's partner organizations to ensure the many voices of education are not only heard, but also represented at the Board table and beyond. Thank you as well to the ERLC team who ensure a high standard of planning and delivery of learning opportunities for our region.

Lastly, I offer my thanks to the education stakeholders who believe in the value of Consortium work. We are '*Partners in Adult Learning for Students' Sake*' and will continue to create the structure in which we can collaborate. We remain committed to being a highly responsive and responsible Consortium.

Yours truly,



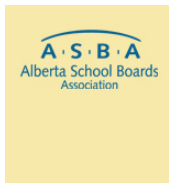
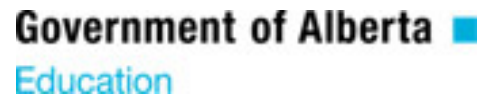
Michelle Brennick  
Board Chair 2011-2012  
CASS Representative

2011-2012

**Board Members:**

College of Alberta School Superintendents (Board Chair)  
Faculty of Education University of Alberta  
Association of School Business Officials of Alberta  
Alberta Teachers' Association- Staff Representative  
Alberta Teachers' Association – Teacher Representative  
Alberta Teachers' Association – Principal Representative  
Alberta Education  
Alberta School Councils' Association  
Alberta School Boards Association

Michelle Brennick  
Olenka Bilash  
Tracy Meunier  
Michael Podlosky  
Amy Sydlowski  
Christine Romanko  
Jim Rubuliak  
Tracy Kaley  
Rosaleen McEvoy



2011-2012 ERLC Board of Directors



## PART II: MESSAGE FROM EXECUTIVE DIRECTOR

In the 2011-2012 year, ERLC continued to provide service to the region based on core work of supporting implementation of curriculum, initiatives and special projects, most often as a result of grant dollars from Alberta Education. The “work” of consortium has **remained constant** and **changed drastically** over the past 15 years.

What has remained constant is the focus on supporting capacity of education stakeholders through the delivery of professional development. What has changed includes:

### Numbers

- 1999 129 professional development sessions with 2,000 participants
- 2012 670 learning opportunities serving 36,517 participants

### PD Design – Variety and Choice

- 1999 “Professional Development” - Workshops, action research, study groups, advisory group meetings, workshop series and conferences
- 2010 “Learning Opportunities” - Workshops, cohort groups, advisory committee meetings, series, conferences, webinars, webcasts, video conference, online archived materials, videos, websites, regional team, district days, PD leadership capacity, twitter, Today'sMeet back chat, wikis for sessions and reporting, ARPDC moodle, NING community of practice

### Resources

- 1999 \$150,000 Infrastructure, plus \$187,000 “service credits”, no additional grants
- 2010 \$188,000 Infrastructure, 1.3 million in ERLC and ARPDC grant funds to support implementation, approx 10 different grants, including more ARPDC grants with ERLC as project lead


### Satisfaction

- 1999 Survey data not collected, anecdotal comments gathered and indication of quality of service evident.
- 2010 Survey data consistently over 90% for all questions posed on both district survey and participants assessment of learning opportunities attended.

This data can and should be interpreted in a variety of ways to ensure that ERLC is providing the service you require - depending on your context. I believe the data demonstrates that we are: service oriented, we know our business and our service is becoming more accessible. We are continuing to learn how to distribute learning to meet the diverse needs of the region we serve, (e.g., using technology to deliver adult learning), with new approaches and strategies increasing.

Data, trends and service would not be possible without a team. The ERLC office team and implementation support coordinators continue to excel in all plans and logistics ensuring each session is planned and offered to the high standard expected by the region. Thanks for the commitment and dedication of all team members. We also have the pleasure of working with a wide range of consultants, facilitators, regional team members and district leaders - thanks for your commitment and contributions – you all make ERLC work.

Thank you to the ERLC Board for support and direction provided this past year. The commitment of Board members to a regional learning consortium model is evident as they lead and govern the consortium. On behalf of the ERLC, thank you for being a “*partner in adult learning for students’ sake*”



Val Olekshy  
Executive Director

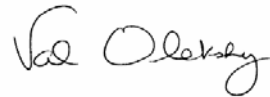
### PART III: ACCOUNTABILITY STATEMENT

The Edmonton Regional Learning Consortium Annual Report for the 2011-2012 school year was prepared under the direction of the Board of the Edmonton Regional Learning Consortium and in accordance with the reporting requirements provided by Alberta Education.

The results of this report are used, to the best of the ERLC's ability, to fulfill the mission, *Partners in Adult Learning for Students' Sake* and the Vision: *As an advocate for quality professional development and as a service provider, ERLC works with its partners to develop, implement and assess professional development (PD) programs and comprehensive plans that support adult learning for students' sake.*



Michelle Brennick  
Board Chair  
Zone 3 CASS Representative



Val Olekshy  
Executive Director

### PART IV: CONTEXTUAL INFORMATION

In the 2011-2012 school year the [Edmonton Regional Learning Consortium](#) operated with one Executive Director, two Implementation Support Coordinators, and five administrative support positions. The ERLC connected with 10 different [Advisory Committees](#) and contacts from the 18 districts to which service is predominately provided.

Aspen View Regional Division	Grande Yellowhead Public School Division
Black Gold Regional Division	Greater St. Albert Catholic Regional Division
Edmonton Catholic Schools	Living Waters Catholic Regional Division
Edmonton Public Schools	Northern Gateway Regional Division
Elk Island Catholic Separate Regional Division	Parkland School Division
Elk Island Public Schools	Pembina Hills Regional Division
Evergreen Catholic Separate Regional Division	St. Albert Public Schools
Fort McMurray Public Schools	St. Thomas Aquinas Roman Catholic Schools
Fort McMurray Catholic Schools	Sturgeon School Division

The region includes:

- Eighteen districts with diverse needs, including different jurisdictional and AISI priorities.
- A large geographic area (e.g. Fort McMurray, Jasper, Athabasca).
- District staff that must travel a distance to attend sessions in Edmonton, (e.g. 6 districts have schools that are located more than 3 – 5 hours from Edmonton).
- Districts that are increasingly using technology to access professional development (e.g. video conferencing, webinars).
- Approximately 12,000 teachers who are employed by districts in the ERLC region who teach over 210,000 students.
- Jurisdictions with limited access to substitute teachers (e.g. rural).
- Districts that have a significant percentage of new teachers including teachers from out of province who are not familiar with the Alberta Program of Studies (e.g. Fort McMurray, Northern Tier districts).

Ongoing consultation with our education stakeholders continues with numerous opportunities to work with Alberta Education in relation to “support for implementation” grants. The ERLC provided leadership for provincial coordination, monitoring and reporting of the provincial French language professional

development project, essential conditions pilot, inclusive education video development and community of practice, online PD resources including FNMI modules and literacy for all pilot.

**THANK YOU for the privilege of working with professional educators in both the Level 1 and 2 of the "Designing & Delivering Dynamic Workshops" program.**

**Your staff support and follow-through with each of these events was efficient and effective. Your commitment to helping educators advance their professional development, is highly regarded. It is a distinct pleasure to work with you and your staff. Congratulations on the exceptional work you do!!**

**Presenter**

#### **PART V: PRIORITY IMPROVEMENT AREAS for 2011-2012 and *Results Achieved (italics)***

- Exploring implementation strategies to support use of online learning.  
*District leaders shared the vision for use of online resources with some examples of use coming forward. ERLC offered presentations such as "what in the world is a webinar" with a focus on using the tool and accessing archived materials.*
- Designing learning opportunities in a variety of ways to provide choice for participant's engagement.  
*PD design is more diverse than ever before due to requests from the field (e.g., job embedded learning), use of technology to distribute learning and the imagination of all involved.*
- Support for the use of *A Guide to Support Implementation: Essential Conditions*, and exploring how we can support measuring impact of consortium role.  
*Use of essential conditions for provincial plans and in regional conversations. Year end consultation with the region identified indicators of how ERLC will be successful for their school authority.*
- Support for Professional Development Leadership Capacity (e.g. learning coaches, instructional coaches).  
*Focus on teacher leaders – with districts using a variety of terms to identify those that facilitate adult learning for others.*
- Connecting the Dots, e.g. collaborating to provide service in multiple ways with multiple partners – including both regional and provincial approaches in a more coordinated collaborative and comprehensive manner.  
*Continued conversations, meetings, review of 3 year education plans, Alberta education business plans, meetings with stakeholders, review of participant session feedback allows for opportunities to connect projects that will be most supportive of capacity building in any particular context. ERLC mission of "partners in adult learning for students' sake" is lived daily.*
- Providing service to parents and school administrative support members.  
*Continued gap in service in this area with limited requests for service.*



**Math Advisory Committee 2011-2012**  
Including access for attendance via video conference is represented  
by Fort McMurray district leaders on tv screen

[Advisory Committee page on ERLC Website](#)

## TRENDS 2011-2012

Through examination of stakeholders' annual education reports, the Alberta Education business plan, consultations and discussions with ERLC partners, district contacts and Advisory Committee members, the following trends have been identified. Based on review of ERLC data, trends and existing resources, **Priority Improvement Areas** for 2012-2013 will be developed.

### 1. **TREND:** Supporting job embedded learning

**Background:** The design of PD is evolving to include the development of online learning opportunities that can be accessed by school sites and individual teachers as required. The location of "one-stop shopping" for this information would be housed on the ARPDC website and would include extensive search capabilities that facilitate ease of educator use.

#### **Implications:**

- Learning about how to design online archived learning includes experiences with developing videos, archived webinar conversation guides and managing the production of these learning opportunities.
- Additional costs with production, management, and online posting is a budget reality of supporting job embedded learning.
- The need to further develop an implementation plan around use of online materials to support job embedded learning is required.
- This work requires provincial leadership, coordination and collaboration with multiple stakeholders.

### 2. **TREND:** Financial sustainability

**Background:** ERLC and the region have relied on approximately 10 years of grant funds to support implementation. The ability to provide cost-effective access to ERLC learning opportunities could be impeded if grant funds are reduced.

#### **Implications:**

- There will be a reduction in the style and variety of PD delivery therefore impeding educators' access to varied PD.
- There will be a reduction of access to consultants' services.
- Access to technology will be impeded (e.g. evergreen class set of laptops for participant sessions, team members computers overdue for replacement, presentation hardware requires evergreening).

### 3. **TREND:** Measuring the impact of professional development learning opportunities

**Background:** The ERLC continually strives to ensure that the services provided are making a difference to those who receive them. The question: "How do we know if professional development support enhances and contributes to improved practice and implementation?" will continue to guide a continuous improvement model for the ERLC. [A Guide to Support Implementation: Essential Conditions](#) has the potential to support the development of thoughtful and deliberate implementation plans and will be used in ERLC work with PD design.

#### **Implications:**

- It is difficult to extract ERLC learning opportunities as a single measure of impact, there are a variety of conditions that support implementation, professional development being one.
- Efforts to identify strategies to measure impact need to be explored provincially.

4. **TREND:** Growing expectation for more learning opportunities to be “distributed” using technology.

**Background:** Cost for distributing learning (e.g., webcast, video conference, webinar) is higher for consortium, but saves school authority costs (e.g., travel, time).

**Implications:**

- Cost effectiveness needs to be calculated in relation to the entire system to communicate value for distributing adult learning in this way.

5. **TREND:** Supporting instructional leaders/coaches, learning coaches attending ERLC learning opportunities and returning to their district to share with others

**Background:** PD design adapted for this group that needs to take back what they are learning and share with others. Need for creation of PD resources that can support work back in districts following the workshop will be important e.g., [www.eric.ca/resources](http://www.eric.ca/resources) and <http://www.inclusiveeducationpdresources.ca/>

**Implications:**

- Growing need for ongoing “communities of practice” and online PD resources (e.g. learning/instructional coaches).
- Identification of audience and their needs for learning opportunities.

**LOOKING FORWARD: PRIORITY IMPROVEMENT AREAS for 2012 – 2013**

- Strategies to support job embedded learning with “PD resources” (e.g., new ERLC team skills and processes, new communication approaches), and as a component of a comprehensive PD design to meet diverse needs of stakeholders.
- Support for use of a Guide to Support Implementation: Essential Conditions in identifying impact and supporting effective implementation planning and PD design.
- Connecting the dots, e.g., collaborating to provide service in multiple ways with multiple partners- including both regional and provincial approaches in a more coordinated, collaborative and comprehensive manner.
- Providing services to parents and school administrative support members including education assistants.





Inclusive Education Advisory Committee Meeting – September 2011  
11 ERLC districts represented

## PART VI: PARTICIPATION RATES 2011-2012

The ERLC is a leading professional development provider and enjoys the support of jurisdictions in the region in addressing emerging needs and providing learning opportunities accessible for all.

### Alberta Regional Professional Development Consortia (ARPDC)

In order to be consistent in determining participation rates among consortia, ARPDC has developed a PD counting model. The guidelines used by the 7 consortia are:

- Half day and full day sessions count as one day. (The time to organize a full day or half day session is the same.)
- Each day of a series counts as one day of PD. Participant numbers are counted for each day.
- Conference over multiple days: each day counts as a day of PD, regardless of the number of contracts and presenters.
- Conference with multiple sessions in one day still counts as one day.
- Webinars are conducted as “one day” due to the time to train facilitators, moderate sessions, develop conversation guides and post archives.

There is agreement that some ARPDC events are offered provincially but include the work and support of each region in advertising and promoting the session. Some areas of the province are more suitable to host provincial events. Tracking regional numbers that attend a provincial event in another region are included in ERLC numbers.

There were fewer ERLC learning opportunities offered during the 2011-2012 year, compared to 2010-2011, due to a variety of factors:

- Increase in the delivery of “technology mediated” learning opportunities. Learning opportunities offered via webcast or webinar provide a cost savings for those who participate (i.e. travel time, travel expenses, sub costs), but are an increased cost for ERLC. Working with facilitators who have not delivered via technology and moderating webinar sessions requires additional time and commitment on behalf of ERLC/ARPDC consultants. Additional time and coordination means less time devoted to organizing “in person” sessions.
- Although the number of sessions offered is lower than the previous year, participant rates increased.
- Since at least some teachers are finding it difficult to leave their classrooms for a wide variety of reasons, increased amounts of time are being put into the creation of PD resources like videos and learning guides which can be more easily accessed by teachers at their convenience resulting in fewer face to face learning opportunities.

*I like the electronic evaluation. Good idea! It gives me more time to be reflective. Thank you, as always! ERLC continues to amaze me with the quality and cost effectiveness of the sessions you offer.*

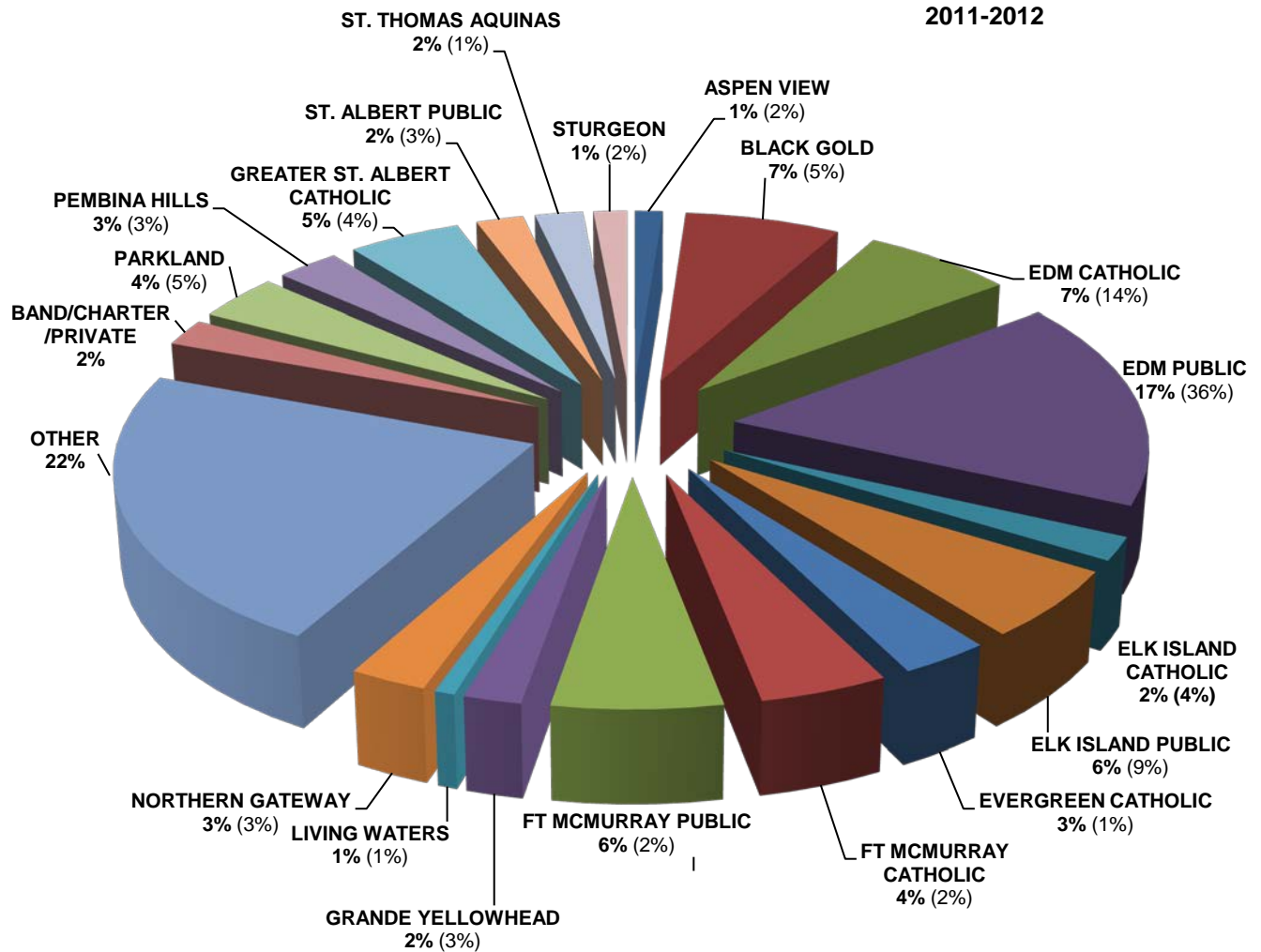
*Session Participant*

Regional Learning Opportunities	Number of Learning Opportunities	Number of Participants		
		Face to Face / In Person	Attending via Technology	Total Participants
<b>Learning Opportunities</b>				
Meetings / Advisory Groups	36	486	24	510
PD Learning Opportunities	433	11,315	1,553	12,868
<b>Subtotal</b>	<b>469</b>	<b>11,801</b>	<b>1,577</b>	<b>13,378</b>
<b>District Delivered Learning Opportunities</b>				
Delivered by Consortium Regional Teams	179	3,301		3,301
PD Leadership Capacity		18,803		18,803
<b>Subtotal</b>	<b>179</b>	<b>22,104</b>		<b>22,104</b>
<b>Collaborative Partnerships</b>				
Northern Tier Leadership	18	300	300	600
CASS & Alberta Ed Annual Conference	1	344		344
Alberta Conflict Transformations Society	2	68		68
Northwest Association of Teacher Educators	1	23		23
<b>Subtotal</b>	<b>22</b>	<b>735</b>	<b>300</b>	<b>1,035</b>
<b>TOTAL</b>	<b>670</b>	<b>34,640</b>	<b>1,877</b>	<b>36,517</b>

Technology Mediated Learning Opportunities				
	# of Learning Opportunities	# of Participants (unique users)	# of views or hits asynchronous	Total Participants
<b>Synchronous*</b> included in Learning Opportunities above				
Webinars	75	1,309		1,309
Video Conferences	48	54		36
Webcasts	2	603		603
<b>Asynchronous</b>				
Wikis (pages)	183	241	60,242	241
Learning Portal	4	526	39,860	526
Social Networking (NING)				
<ul style="list-style-type: none"> <li>• Community of Practice</li> <li>• Enhancing Inclusive Environments</li> </ul>	1	534		534
Videos/Discussion Guides	61	91,526	260,770	91,526
Webinars	75		1,882	
<b>Subtotal</b>	<b>449</b>	<b>94,793</b>	<b>362,754</b>	<b>94,775</b>

Yearly Comparison	06-07	07-08	08-09	09-10	10-11	11-12
Total Events	825	650	841	731	675	670
Total Participants	20,496	19,605	27,127	34,699	39,890	36,517

**ERLC  
PARTICIPANT NUMBERS BY DISTRICT  
2011-2012**



**Legend:** % attending ERLC workshops  
(% teachers in ERLC region)

Other Includes: Alberta Education, University of Alberta and other Alberta School Authorities

**Analysis:**

ERLC has had a very successful year in terms of the participation of adult learners. Many districts have determined how to best make use of the consortia model to support and complement their districts PD programming.

In October 2009 there were 3,877 visitors to our website ([www.erc.ca](http://www.erc.ca)).  
In October 2011, there were 10,757 visitors to the site.

## PART VII: ARPDC PROVINCIAL PD LEADERSHIP



Alberta **Regional** Consortia

### Coordinated, Collaborative, Comprehensive Provincial Professional Development Leadership

The Alberta Regional Professional Development Consortia (ARPDC) is the term regional consortia use to highlight collective provincial “adult learning for students’ sake” learning opportunities. The ARPDC is representative of the collective work of the regional Executive Directors and their teams, who report to their respective boards and provide service to school authorities in a region or for a group of school authorities assigned.

During 2011—2012, ARPDC took a leadership role in many provincial initiatives based on direction and grant deliverables provided by Alberta Education. ARPDC provides in-person, as well as synchronous and asynchronous, technology-mediated learning opportunities to support adult learning, relying on consultation from the region to ensure Professional Development program designs support participants and school authorities’ context. Programs are based on our knowledge and expertise of effective professional learning design and delivery, aligned with the Alberta Programs of study and are research sound. In 2011—2012, besides regional PD delivery and implementation support work, the following provincial activities occurred:

- Provincial pilot projects
- Provincial projects
- Provincial conferences
- Technology-mediated learning opportunities

The information that follows includes a reporting of the provincial work/input, output, lessons learned and implications for the future of PD design, delivery and implementation support in Alberta.

### Provincial Pilot Projects - ARPDC

Alberta Education initiates pilot projects to build teacher/district capacity or to evaluate the effectiveness of specific strategies or resources. During pilot projects, the lead regional consortium works collaboratively with Alberta Education and identified jurisdictions. Pilot project deliverables may include design and organization of meetings, professional learning opportunities, administering contracts and communities of practice for individuals participating in the project as well as disbursement of funds to support the pilot project work. All planning becomes a joint effort of Alberta Education and the lead consortium to support pilot participants/school authorities involvement. Some pilot projects used technology to distribute learning.

For 2011—2012, Pilot Projects included:

<p><b>Early Learning – Early Years Evaluation:</b></p> <p>2 learning opportunities  <b>50</b> participants in person  <b>1</b> wiki space created  <b>102</b> unique views /<b>246</b> hits</p>	<p><b>Early Learning – Positive Parenting Program:</b></p> <p>12 learning opportunities  <b>41</b> participants in person  <b>1</b> moodle course  <b>50</b> moodle users</p>
<p><b>Literacy Pilot with Pearson:</b></p> <p>5 school authorities involved;  <b>4</b> learning opportunities  <b>313</b> participants in person  <b>2</b> webinars  <b>120</b> participants in webinars</p>	<p><b>IEPT Pilot:</b></p> <p>Logistics arranged for learning opportunities across the province  <b>11</b> learning opportunities across the province  <b>417</b> participants in person  <b>5</b> webinars  <b>104</b> webinar participants</p>
<p><b>High School Flexibility:</b></p> <p>4 learning opportunities  <b>246</b> participants in person</p>	<p><b>Essential Conditions:</b></p> <p><b>10</b> school authorities piloted the use of the guide; data was collected and analyzed</p>
<p><b>Literacy for All – Meville to Weville:</b> <a href="http://abliteracyforall.wikispaces.com/">http://abliteracyforall.wikispaces.com/</a></p> <p>2 learning opportunities  <b>50</b> participants in person and online  <b>1</b> moodle course - <b>26</b> registered users  <b>3,625</b> Interactions to August 31, 2012  <b>25</b> webinars – <b>221</b> participants  <b>1</b> wiki space created – <b>2,367</b> unique visitors, <b>9,072</b> page views  <a href="#">Videos</a> created to share promising practices based on participants learning and sharing</p>	

**Lessons Learned Based on Facilitating Pilot Projects:**

- Learning stays with the group involved in the pilot.
- Within a pilot, participants can feel isolated.
- Pilot project design varies depending on grant resources and deliverables.

**Implications for Future Pilot Projects Design:**

- Exploration of ways to share the learning with a broader audience following the pilot.
- Consideration for all pilots to use technology to connect pilot participants and develop a community of practice between face-to-face opportunities.
- Consideration of analyzing/comparing pilot project models for use in future pilots.



## Provincial Projects - ARPDC

Alberta Education requests regional consortium to manage PD design for provincial projects. These projects vary in scope and requirements. Project deliverables can range from setting up a series of learning opportunities across the province, hiring and coordinating provincial team members, or the development of various PD delivery designs using technology. Some projects or grants have technical components like the production of video, development of a website, or the development and administration of a NING. Project/PD design delivery is to the benefit of all school authorities and regions in the province.

### **FNMI PD Project:**

**3** FNMI Provincial PD Facilitators hired for the purpose of researching, developing and delivering a variety of FNMI-focused PD throughout the province.  
**69** learning opportunities – **1,180** participants in person.  
**232** project meetings for program planning and development.

### **FNMI Family, Parent and Community Engagement:**

Regional learning opportunities presented by FNMI Branch, logistics arranged by each region;  
**24** learning opportunities in **24** locations with **469** participants in person.

**FNMI PD Modules:** PD modules developed for FNMI branch to support facilitation of sessions. Modules developed for traditional parenting and administrators' cultural awareness.

### **FNMI Collaborative Framework Digital Image:**

Collaborative framework digitized to create an interactive tool to coordinate the access of PD resource materials developed. Digital image developed for FNMI branch to use on their site.

### **Walking Together Digital Resource Project:**

**7** learning opportunities - **173** participants in person, **3-part** webinar series - **102** participants and approximately **40** "Walking Together" Provincial Facilitators trained.

### **Alberta Approach to Collaborative Practice:**

Workshop materials developed for "Train the Trainer" and shared at **10** learning opportunities in **9** sites across the province for **89** participants in person. Materials posted online for all to access at <http://www.inclusiveeducationpdresources.ca/collaborativepractices/> **1,041** page views / **230** unique users

### **Inclusive Education Community of Practice - NING:**

Online Community of Practice **534** members in **6** months.

**Inclusive Education Videos and Learning Guides:**

[Collaborating with Parents](#) (9 videos, tip sheets and learning guides) and [School Leadership and Inclusion](#) (in English and French, 6 videos, tip sheets and learning guides) <http://www.inclusiveeducationpdresources.ca/>

**Alberta PD Project:**

Organized by a collaborative community of professional learning providers;  
7 webinars offered - 65 webinar participants

**Career and Technology Studies (CTS):**

33 learning opportunities - 769 participants in person  
27 webinars - 255 cached views; 18 online participants  
66 Summer learning opportunities planned / 35 held - 215 participants  
161 cached webinars since 2009 – 4,315 cached views

**CTS Health:**

18 learning opportunities - 372 participants in person  
10 webinars - 30 cached views; 4 online participants

**Lessons Learned Based on Facilitating Provincial Projects:**

- A broad range of PD design and delivery being offered and developed.
- High cost of the development stage is making use of regional consortia infrastructure and not incorporated into project costs.
- Online materials viewed with great potential for job-embedded learning.

**Implications for Future Provincial Projects Design:**

- Continue the wide variety of new approaches to distribute learning. (i.e., video and learning guide creation, FNMI Provincial Facilitators providing service to school authorities and band schools, PD module development, Community of Practice on a NING, digital image creation)
- Budget for the resources required to design and record processes for new initiatives for replication by others. (e.g., knowledge management)
- Develop a communication plan to adequately provide awareness and understanding of use of new PD resources.

## Provincial Conferences - ARPDC

Alberta Education approaches regional consortium to design and deliver provincial conferences based on grant funds available to support implementation. Participants can choose to attend with conference registration costs ranging from no cost to a subsidized fee. Many provincial conferences incorporate technology to distribute the learning and provide accessibility for attendance.

<p><b>Learning Coaches Kaleidoscope Conference:</b> In-person conference with distribution through videoconference to <b>13</b> sites across the province with <b>123</b> participants in person and <b>134</b> participants via videoconference.</p>
<p><b>Early Learning Promising Practices:</b> <b>139</b> in person at host site and <b>218</b> via <b>8</b> different webcast sites across the province. Sessions archived for all to access via <a href="http://www.inclusiveeducationpdresources.ca/early-learning/early_learning_symposium2012.php">http://www.inclusiveeducationpdresources.ca/early-learning/early_learning_symposium2012.php</a> with <b>1,041</b> page views / <b>230</b> unique users from January 2012—August 2012</p>
<p><b>Rethinking High School Symposium (Online Conference):</b> <b>138</b> online participants - <b>395</b> cached views</p>
<p><b>Inclusive Education Community of Practice:</b> <b>193</b> participants in person with a Google site developed for use at the conference for reference/process purposes. <a href="https://sites.google.com/site/enhancinginclusiveenvironments/home/copinfo">https://sites.google.com/site/enhancinginclusiveenvironments/home/copinfo</a> <b>3,188</b> page views; <b>2,111</b> unique users from January—August 2012.</p>
<p><b>FNMI Learning Together for Success (2-Day Conference):</b> <b>620</b> participants in person</p>
<p><b>FNMI Literacy and Numeracy (2-Day Conference):</b> <b>636</b> participants in person; wiki developed for sharing at and following event <a href="http://erlc.wikispaces.com/FNMI+May+2012+Forum">http://erlc.wikispaces.com/FNMI+May+2012+Forum</a></p>
<p><b>ConnectED Canada Conference (3 days):</b> <b>525</b> participants in person</p>
<p><b>FSL in the 21 Century Conference (2 days):</b> <b>68</b> participants in person</p>
<p><b>High School Math Symposium (webcast):</b> <b>14</b> webcast sites across the province - <b>84</b> participants via webcast <b>162</b> participants in person <b>3</b> follow-up webinars - <b>57</b> webinar participants</p>

## Lessons Learned Based on Designing and Delivering Provincial Conferences:

- Time to plan and communicate adds to quality of event.
- Access increased when technology was used to distribute learning.
- Access to materials following the conference increased when technology was used to host materials online.

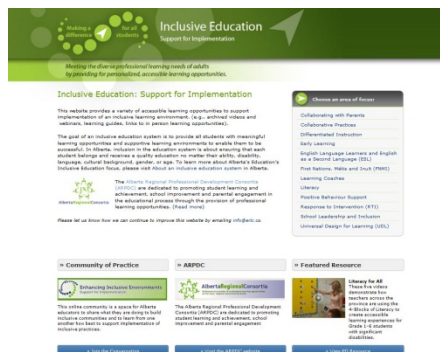
## Implications for Future Provincial Conferences:

- Consider setting dates for provincial conferences the year prior so school authorities can budget to attend.
- Consider access to attend via technology such as webcasting or videoconferencing.
- Consider follow-up online materials to be developed as part of a comprehensive PD plan to support job-embedded learning opportunities and individual learning.

## Technology-Mediated Learning Opportunities - ARPDC

2011-2012 saw an increase in accessibility of learning opportunities for Alberta educators as a result of technology tools that facilitate the distribution of learning. Synchronous learning opportunities provided in-person access via webinars, webcast, and videoconference. Asynchronous learning opportunities, that participants could access at their own time, pace and place, were provided via video, wiki spaces, learning portals and a Community of Practice. (NING)

ARPDC successfully merged the regional learning management systems to the new provincial Learning Portal: <http://learning.arpdc.ab.ca/>. A provincial Inclusive Education website provided access points for online learning and a location to host the videos and learning guides was developed. <http://www.inclusiveeducationpdresources.ca> Regional consortium also developed archived learning materials to support job-embedded learning opportunities as well as allowing for individual access to



learning. The joint licensing agreement for the online webinar platform Blackboard-Collaborate (Elluminate) was extended for two years. Social networking was introduced with the establishment of a provincial Community of Practice on NING. The initial steps were also taken to re-design and align the provincial ARPDC website and each of the regional sites with the primary intent being accessibility.

<b>Synchronous</b>		
<b>Webinars</b> 2011—2012	<b>285</b> webinars	<b>3,591</b> webinar participants <b>2,291</b> cached views – webinars
<b>2011—2012</b>	<b>98</b> meetings	<b>637</b> meeting participants <b>685</b> cached views - meetings
<b>Videoconferences</b> Learning Coaches Kaleidoscope,	<b>13</b> sites	<b>123</b> participants in person <b>134</b> participants at remote sites
<b>Webcasts</b> Early Learning and High School Math Institute	<b>2</b> host sites <b>25</b> remote sites	<b>217</b> participants at host sites <b>302</b> participants at remote sites
<b>Asynchronous - Online Resources</b>		
<b>Wikis</b> EYE Project, Math 20-1, Social Studies, Literacy for All, ERLC PD resources	<b>187</b> wikis	<b>20,954</b> unique users, <b>246</b> hits <b>39</b> pages on the wiki <b>92,741</b> page views
Learning Portal - 2011—2012	<b>153</b> courses	<b>1,375</b> unique users <b>1,153,409</b> page views
Online Community of Practice: Enhancing Inclusive Environments January-August 2012	Social Networking (NING)	<b>534</b> participants
Videos/Learning Guides Created 2011—2012		<b>49</b> videos <b>32</b> learning guides
Inclusive Education Website 2011—2012 <a href="http://www.inclusiveeducationpdresources.ca/">www.inclusiveeducationpdresources.ca/</a>		<b>7,126</b> unique users <b>21,001</b> page views
Archived Webinars September 2009—August 2011	<b>718</b> cached webinars <b>193</b> cached meetings	<b>20,210</b> cached webinar hits <b>1,450</b> cached meetings hits

### **Lessons Learned Based on Designing and Delivering Technology-Mediated Learning Opportunities:**

- Appreciated accessibility and the savings of time and costs when learning opportunities are provided using technology-mediated delivery.
- Creation of "black books" which contain organizational operations allows consortia to learn from one event to the next.
- Creation of learning guides, discussion guides and other documents to assist educators to use the resources for embedded or personalized PD.

### **Implications for Future Delivering Technology-Mediated Learning Opportunities:**

- Continue exploration of new and emerging technologies to deliver PD.
- Develop a communication plan to adequately provide awareness and understanding of use of PD resources.
- Evaluate usage and applicability of PD resources annually, to determine continuation or removal of the resource.

## Consortia Partnerships - ARPDC

ARPDC, through grants based on our goals and expectations from the ministry, collaborates and partners with other PD providers and provincial organizations. Over the past year, ARPDC has established or continued many partnerships with education stakeholders representing board membership: Alberta Education, CASS, ASBA, ASBOA, ASCA, Post-Secondary and ATA. Also, ARPDC has partnered with other organizations such as 2 Learn, Alberta PD, AAC, TC2, Galileo and Publishing Companies. These partnerships have resulted in a variety of learning opportunities such as: specific events and projects, resource development, innovative programming and logistical support.

### For 2011—2012 Fee for Service Partnerships included:

Event	Service Provided	# of Registrants
AISI (Out of province)	Registration	2 days – 3 participants in person
Alberta PD	PD Design, Registration, Delivery	4 webinars – 36 participants
ATA Specialist Councils HPEC, CTS, CARFAC, Calgary Regional Special Ed Council	Registration, Coordination, Delivery	6 events – 939 participants
Canadian Association of Immersion Teachers DELF Symposium, ACPI	PD Design, Registration, Delivery	1 event – 42 participants
CASS Events	Registration	9 events – 1,781 registrations
Charter Schools Provincial Conference	Registration/Event Management/Planning	2 events - 970 participants in person
Rural Education Sustainability Symposium	Webcast, Webinar Registration, Follow-up Survey	29 webcast/webinar sites
Action on Curriculum Symposium #3	Registration/Event Management/Hosting	2 events 700 participants in person
Northern Tier Leadership	Registration, Moderation, Facilitation, Hosting	12 events 300 participants in person 300 participants via webinar
Alta Conflict Transformations Society	Registration	2 events - 71 registrants
Northwest Association of Teacher Educators	PD Design, Registration Coordination, Hosting	23 registrants
Preparing for AISI Teacher Research	PD Design, Registration, Hosting	31 registrants

## Challenges, Celebrations & Trends in Professional Learning - ARPDC

In recent years, the Alberta Regional Professional Development Consortia (ARPDC) has experienced a myriad of changes and complexities as they respond to the goals, initiatives and areas of foci of the Alberta Education Business Plan and the identified professional learning needs of educators and jurisdictions throughout Alberta. The provincial education vision, and recent trends in education, provides a road map for consortia to be responsive and work in a collaborative, coordinated manner, continuing to design and deliver cost-efficient professional learning opportunities to Alberta educators.

We strive to support/prepare educators in Alberta by providing adult learning opportunities designed to support adult learning for students' sake. Consortia accept, and celebrate these changes and challenges and have responded by:

- Researching trends and current developments in the field of education, selecting best practices, and sharing this information with our stakeholders.
- Collecting and analyzing data, and utilizing the evidence to collaboratively plan programs responsive to the needs in each region, yet coordinating provincially, specifically when using technology.
- Organizing and supporting coaching cohorts to provide continuous, personalized support to educators as they enhance/refine their educational practice.
- Forming partnerships with a variety of PD providers, or brokering presentations on behalf of regional stakeholder groups.
- Hiring, training, and supervising staff involved in regional and provincial projects, such as the ARPDC FNMI PD Facilitator project.
- Leading/modeling and exploring new learning strategies, such as Communities of Practice. (online NING and face-to-face)

The ARPDC shares the vision of Alberta Education and our regional stakeholders to improve the learning of all teachers and other education stakeholders so they can best support student learning.



## PART VIII: ERLC GOAL RESULTS

### RATING POSSIBILITIES

Exceeded Expectations: Targets achieved at least 90 percent of the time

Met Expectations: Targets achieved between 80 – 89 percent of the time

Below Expectations : Targets achieved less than 80 percent of the time

Undecided and Not Applicable answers were calculated into the agree category of the survey results.

Alberta Education and education stakeholders determined a common reporting process (i.e. goals, outcomes, and measures) for consortia following the 2005 assessment of consortia. Consortia are to use district survey and participant survey data to determine effectiveness based on 6 common goals. The ERLC Board has determined rating expectations.



ERLC District Leaders June 2012 Consultation  
Reflecting on years practice, advising on PD design for 2012-2013  
[Information About ERLC](#)

**Goal 1** The Edmonton Regional Learning Consortium will:

**Facilitate professional development which supports the effective implementation of:**

1. **The Alberta Education Business Plan**
2. **Jurisdiction and school educational plans**
3. **Regional School Council priorities**

**Outcomes**

ERLC offerings align with needs identified through stakeholder planning documents and consultations

**Metrics**

- Survey of educational stakeholders (district contacts)
- Summary of session evaluations completed by PD participants

**Rating**

**Exceeded Expectations**, the overall achievement rating for this goal has exceeded expectations and the trend is consistent

**Results**

Performance Measure	Result 09-10	Result 10-11	Result 11-12	Target 12-13
Percentage of district contacts who agree that PD offerings align with needs identified in their plans	93%	100%	<b>100%</b>	100%
Percentage of district contacts that shared overall satisfaction with ERLC	100%	100%	<b>100%</b>	100%

**Progress and Accomplishments:**

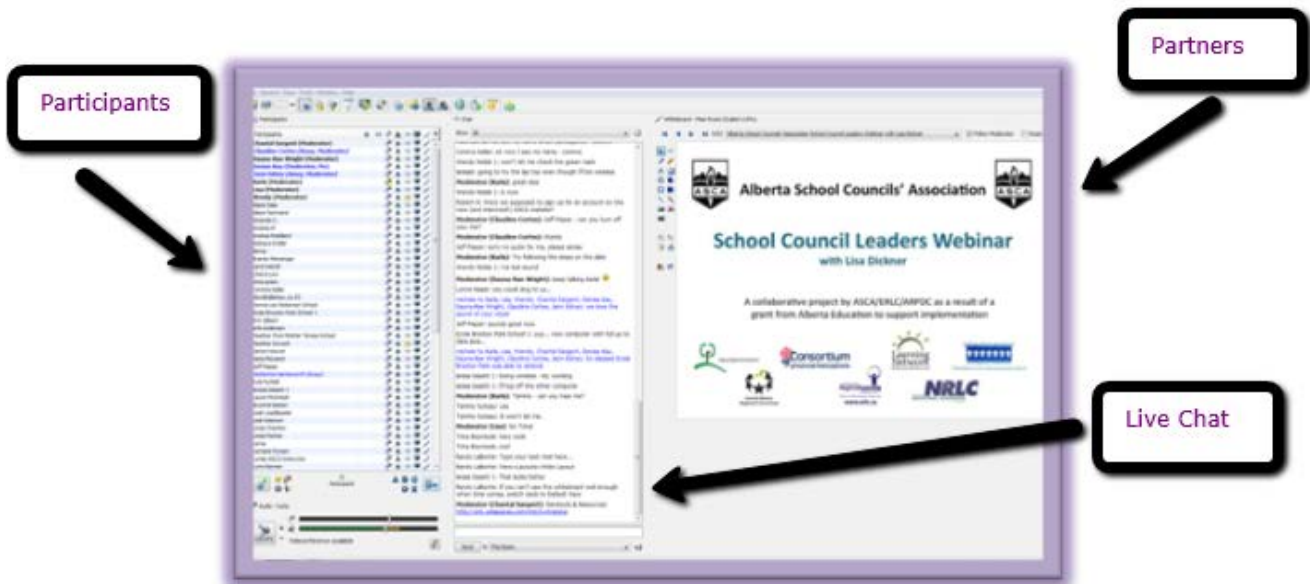
[Zone 3](#) district leaders meet to provide advice and direction to ERLC around PD design and focus. Direction is based on district teachers' identified needs, district goals, Alberta Education grant deliverables and knowledge of promising instructional and assessment practices for the Alberta context.

Districts' identified areas of focus for 2011-2012 and the opportunities included: Inclusive Education, Literacy, Leadership and Learning/Instructional Coaching, Quality Teaching (Innovative Instruction, Technology Integration, Project Based, Critical Thinking, Assessment), Mathematics and online PD resources. [Grants from Alberta Education](#) to support implementation will subsidize PD design and delivery. Programs shared at [ERLC Programs & Sessions](#) (see archived sessions for complete listing for 2011-2012).

*I posted comments on the Minister of Education's site that I had attended a fantastic session hosted by ERLC. The session gave me a much deeper understanding about the PAT's*

**ERLC Participant**





The Alberta School Councils Association partners with ERLC webinar delivery. Over 100 participants attended each webinar.

*With the capable assistance of the ERLC moderator, individuals and school council groups learned interactively in real time not only from the ASCA instructor but also from each other through the online chat feature. Partnering with ERLC not only made the on-line learning opportunity possible, it also meant ASCA was able to capture the session for those who weren't able to attend the live webinar.*

*Click on [www.albertaschoolcouncils.ca/events/event\\_details.asp?id=181407](http://www.albertaschoolcouncils.ca/events/event_details.asp?id=181407) to view the archived session.*

*Michele Mulder ASCA*



Math Demonstration Classes on Moodle are explained via video created and posted at: <http://learning.arpdc.ab.ca/>

## High School Mathematics Implementation & Distributed Learning

On January 26, 2012 the Alberta High School Mathematics Institute, *Seeing the World Mathematically*, was held across the province, supported by a grant from Alberta Education to the Alberta Regional PD Consortia (ARPDC). The Institute was webcast to over 300 participants from 18 sites across the province including Bonnyville, Brooks, Calgary, Dunmore, Edmonton, Edson, Ft. Macleod, Ft. McMurray, Ft. Vermillion, Grande Prairie, High Prairie, High River, Lac La Biche, Lethbridge, Peace River, Red Deer, and Rockyview. ERLC was the provincial lead for this Institute.

The webcast of this Math Institute was recorded and is available for viewing. Recordings of other Math Institutes, with downloadable discussion guides and problem sets can be found at [Math Professional Development Resources](#)

Other distributed learning opportunities include mathematics demonstration classes (490 participants), which can be accessed from the ARPDC Learning Portal (moodle) at <http://learning.arpdc.ab.ca/>. During 2011-2012, ERLC has hosted demonstration classes in Math 10C, 20-1 and 20-2. The discussion forums in the moodle classes have allowed teachers from across the province to share ideas and work collaboratively, and facilitated learning without teachers having to leave their school.

***“EXCELLENT JOB! Thanks for an interesting day! Location, food, registration and presenters were all top notch! Always a pleasant, informative experience! Appreciate coffee, snacks, and lunch on site—ease of parking, ease of registration, expertise of presenters. Most teachers I know want to do only ERLC PD because they are providing current, relevant PD on topics we are looking for. Thanks! I look forward to attending more ERLC PD this year.”***

***Session Participant***

***Our district believes that regional consortia like ERLC provide an opportunity for small rural boards to support division initiatives. The ATA and the ministry have initiatives and set directions; our district has identified its own local priorities and the ERLC provides vital support for the needed PD. As a small division, we would not be able to bring the required resources and/or PD support on our own. The regional model gives us a voice to get the PD and support we need.***

***ERLC District Contact***

**Goal 2** The Edmonton Regional Learning Consortium will:

**Facilitate professional development which supports the effective implementation of:**

1. **Curricula, including instruction**
2. **Assessment**
3. **Resources**
4. **Student learning outcomes**

**Outcomes**

ERLC facilitated PD supports, effective implementation of curricula (inclusive of assessment and instruction), and student learning outcomes

**Metrics**

- Survey of educational stakeholders
- Session evaluations
- Summary from Alberta Education designated leads

**Rating**

**Exceeded Expectations**, the overall achievement rating for this goal has exceeded expectations and the trend is consistent

**Results**

Performance Measure	Result 09-10	Result 10-11	Result 11-12	Target 12-13
Percentage of district contacts satisfied that ERLC-facilitated PD supports effective implementation of curricula.	93%	100%	<b>100%</b>	100%
Percentage of PD program participants satisfied that they are able to apply the information learned in their classroom	93%	94%	<b>94%</b>	100%

**Progress and Accomplishments**

ERLC and the [Alberta Regional Professional Development Consortia](#) have been exploring different approaches to “distributing” learning opportunities. Learning content may be distributed in various ways – such as video conferencing, webcasting, webinars and now video.

ERLC district contacts requested that we “connect the dots” amongst various initiatives that support building an inclusive environment focused on effective instruction assessment strategies to support all learners. As a result of various grants to support implementation from Alberta Education and a requirement to explore ways to distribute learning the [Inclusive Education – Support for Implementation](#) website was developed. The intent of this website is to provide a variety of accessible learning opportunities to support implementation of an inclusive learning environment. (e.g. Collaborating with Parents, Collaborative Practices, Differentiated Instruction, Early Learning, English Language Learners and English as a Second Language (ESL), First Nations, Métis and Inuit (FNMI), Learning Coaches, Literacy, Positive Behaviour Support, Response to Intervention (RTI), School Leadership and Inclusion, and Universal Design for Learning (UDL).



**Distributing Professional Learning –  
Accessing learning from any place, any time and at your own pace.**



**Inclusive Education: Support for Implementation: PD Resources**  
<http://www.inclusiveeducationpdresources.ca/>

**ARPDC Learning Portal (Moodle)**

<http://learning.arpdc.ab.ca/>

ERLC facilitated four courses last year:

- Literacy for All provincial pilot (ERLC seconded team members)
- Math 20-1, 20-2 and 20-C (i.e. 3 seconded high school math teachers .25 FTE each)



PD Resources provide online learning opportunities at

*Any time, any place, at any pace*

**Browse Resources by Focus**

- Assessment
- Beginner Teachers / New to Teaching in Alberta
- Career and Technology Studies
- Differentiated Instruction
- Early Learning
- English Language Learners
- Fine Arts
- FNMI (First Nations, Métis and Inuit)
- French
- Inclusive Education (Programming for Student Success)
- International Languages & Culture
- Leadership
- Literacy / English Language Arts
- Mathematics
- Parents
- Physical Education
- Science
- Social Studies
- Teacher / Education Assistants
- Technology Integration

**Webinar**  
**External Website**  
**Video**  
**PD Text Resource**

**Creating System-wide Support for Learning Coaches-Webinar Series**  
 with Joellen Killon  
 This is a three-part webinar series in which Joellen Killon explores the topics of Partnership Agreements - Coaches and Colleagues, Roles of Coaches in Supporting Teachers, and Strategies for Engaging Teachers - Coaches' Roles.

**School Leadership and Inclusion**  
 Understanding, Supporting and Collaborating with Parents  
 This PD resource includes videos, tip sheets and learning guides. These resources are intended to support administrators and school leaders with creating inclusive environments.  
 \* Conversation guide available

**Response to Intervention (RTI) in the Alberta Context**  
 Team Action Plan  
 This workbook, based on A Guide to Support Implementation: Essential Conditions is intended for district leadership teams to explore strategies to support implementation of RTI - focused on how RTI aligns with other district initiatives.

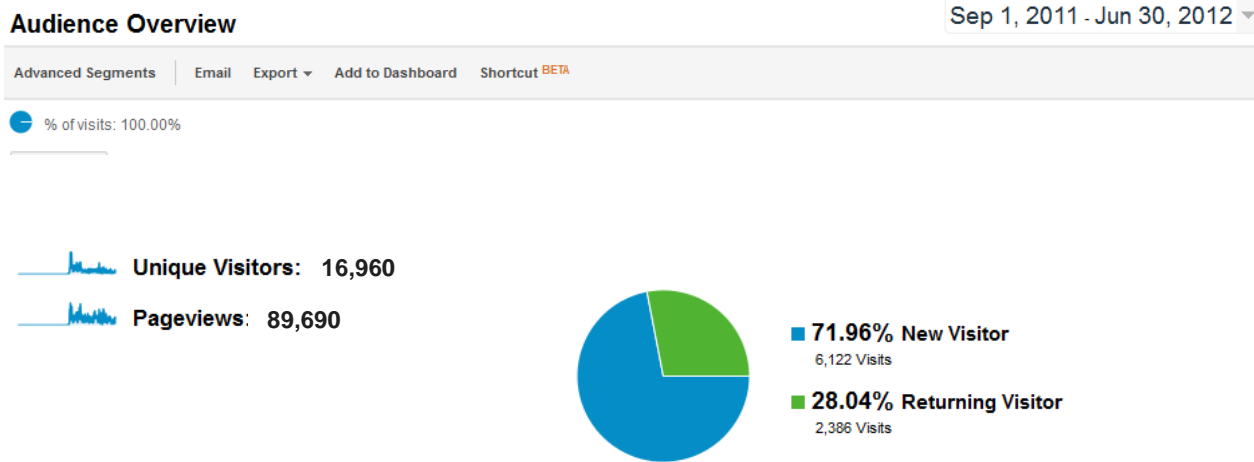
PD Resources on the ERLC website

<http://www.erc.ca/resources/>

[Professional Development Resources](#) are intended to support opportunities to “*continue the conversation*” and for job embedded access to sustained learning with respect to various selected learning opportunities. Most often PD resources are archived [webinars](#) with conversation guides ([sample conversation guide](#)) or professional development/workshop resources ([sample text PD resources](#)) intended for leaders to facilitate district/job embedded learning opportunities.

All materials on the site are aligned with Alberta program of studies, and were developed by Alberta educators based on grant dollars and are intended to [support implementation](#).

ERLC PD Resources: <http://www.erc.ca/resources>  
 PD Resources Access:



## Wiki Pages

Use of wiki spaces for; hosting of conference and workshop materials, posting of archived webinars with facilitator hand outs allows for pre-event review and learning and post-event access to support individuals or groups job embedded learning. In 2011-2012 ERLC created wiki pages for numerous projects such as planning for the Early Learning webcast. This wiki allowed for access by all regional sites across the province as well as the materials collected for reporting. In total, ERLC created 183 different wiki spaces and over 60,000 viewed the pages during the year.

The screenshot shows a wiki page for 'earlyyearsinclusion2012'. The page content is organized into several sections:

- Inclusion in the Early Years: Promising Practices Provincial Symposium**
- Symposium Resources**
  - [Contacts - Google doc](#)
  - [Schedule and Overview January 20 Final.pdf](#)
- Table Facilitators**
  - Facilitator Handbook - [Please print one per table Facilitator Guide - Final.docx](#)
  - Facilitator Handbook in French - [French - Jan 20 Early Learning symposium Facilitator Guide.pdf](#)
- Tech Leads**
  - [Tech Black Book](#)
  - [Powerpoint and Video References.pdf](#)
- Powerpoint Presentations:**
  - While waiting to start and during breaks [Welcome Slides- Inclusion in the Early Years 2012.ppt](#)
  - In case the Minister is late [Welcome - Raising Children.ppt](#)
  - [Bryan Kolb and Robbin Gibb - Brain Research Presentation.pptx](#)
  - [Barb Reid - Ab Educ Engaging parents for inclusion.ppt](#)
  - [Michelle MacKinnon - Presentation Movie.mov.wmv](#)
  - Michelle MacKinnon presentation slides [Early Learning Symposium3 Jan. 20. 2012.pptx](#)
  - [Corine Gannon - Early Learning Symposium Jan 20 2012 100v.pptx](#) and videos below:
    - Video on slide 3 - [Corine - 100 Voices - Chapter 2 - What Is 100 Voices.wmv](#)
    - Video on slide 23 - [Corine - 100 Voices - Chapter 5 - Multi-Disciplinary.wmv](#)
    - Video on slide 36 - [Corine - iPad Speech Language Clip.wmv](#)
    - Video on slide 46 - [Corine - 100 Voices - Chapter 8 - Final Thoughts.wmv](#)
  - [Lynn Hestbak Presentation - Inclusion in the Early Years.pptx](#)
  - Dianne McConnell video [Inspiring Education](#)
- Website Exploration Powerpoint Presentations:**
  - Inclusive Education [Inclusive Education Website.pptx](#) and Presentation Guide [IE Website overview for presenting October 2011.docx](#)
  - Galileo and Raising Children [Natalie - Galileo and Raising Children Online Resources- 2012.ppt](#) and Galileo Presentation Guide [Galileo - website user guide.pdf](#) and [Galileo - Quick Guide Early Learning site.pdf](#)
  - Related Videos: [Literacy at Home](#) and [Rough and Tumble Play](#)
- Consortium office (copying for participants)**
  - Booklet form, copy in 11x17 (ERLC will use blue paper) [Program Book - Inclusion in the Early Years 2012.docx](#)
  - Please print in colour if possible Team Action Plan - [Inclusion in the Early Years - Planner.doc](#)
  - Please print for French participants if required [French - Jan\\_20 Early learning symposium-participant workbook.pdf](#)

Three callout boxes with arrows pointing to specific links in the page:

- Top right box: "Facilitating online learning requires development of facilitator guides, technical black books, etc. as well as a 'Plan B'." (Points to Facilitator Guide links)
- Middle right box: "Wikis allow us to share presenter materials and other web links." (Points to Tech Black Book and Powerpoint and Video References.pdf)
- Bottom right box: "Wikispaces allow for more coordination for collaboration with other consortia." (Points to the French workbook link)

**Goal 3** The Edmonton Regional Learning Consortium will:

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

**Outcomes**

The ERLC coordination, brokering and referral services are responsive to stakeholder needs

**Metrics**

Survey of educational stakeholders contacts

**Rating** **Exceeded Expectations**, the overall achievement rating for this goal has exceeded expectations

**Results**

Performance Measure	Result 09-10	Result 10-11	Result 11-12	Target 12-13
Percentage of district contacts that agree that the coordinating, brokering and/or referral services were effective in helping them access PD resources	100%	90.9%	<b>100%</b>	100%

**Progress and Accomplishments**

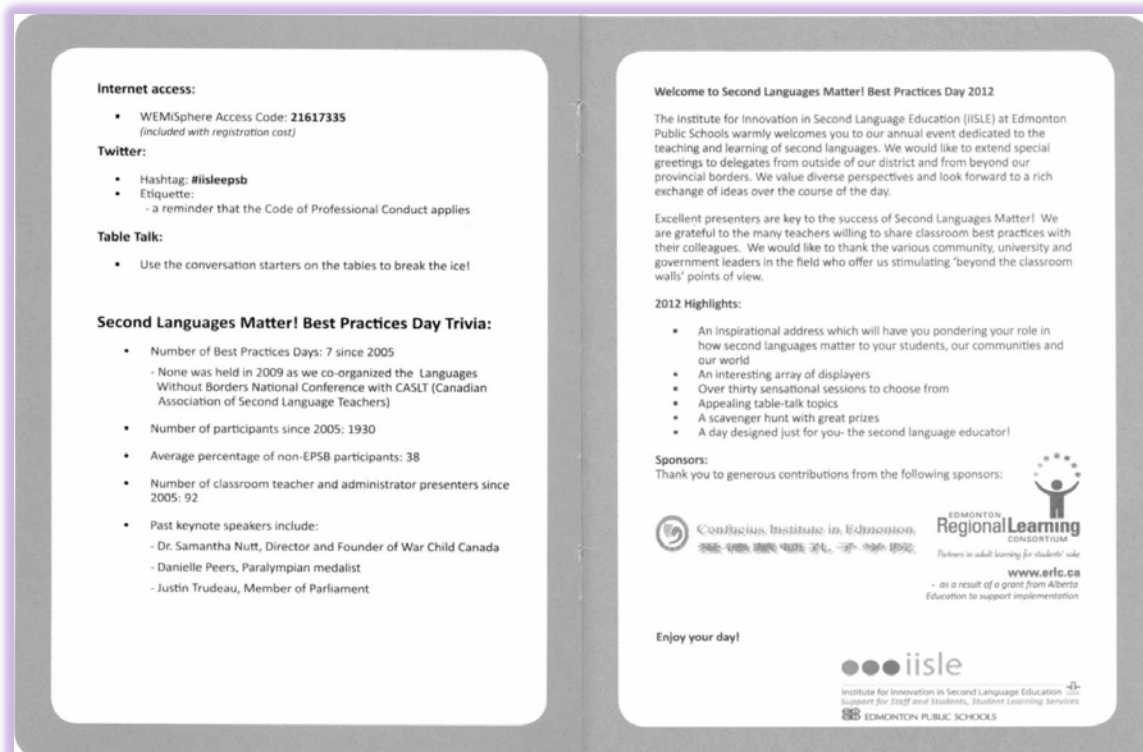
ERLC collaborated with PD providers, most often ATA Specialist Councils, to co-sponsor keynotes.



Dan Meyer presenting at MCATA in October 2011



ATA English as a Second Language Council Co-Directors (L to R) Jill Munro, Lynn Ferrugia, and Nancy Musica at the ESL Council Conference where ERLC co-sponsored keynote speaker Elizabeth Coelho on November 4, 5, 2011



Partnership with IISLE – Edmonton Public Schools in Support of Promising Practices Day February 2012

*“On behalf of NCTCA, I would like to let you know how much the partnership we have established with you in the past few years has been beneficial for our 7,000 teachers during our Convention the first week of February.”*

*President, North Central Teachers’ Convention Association*

*Thanks for sharing and working collaboratively with specialist councils/conferences – good connections to grant deliverables and Workforce Planning and Development Branch recommendations.*

*Jim Rubuliak*  
*Coordinator, Teacher Development*

**Goal 4** The Edmonton Regional Learning Consortium will:

**Deliver professional development based on the identification and emerging needs of educational stakeholders**

**Outcomes**

The ERLC programs met the identified and emerging needs of educational Stakeholders

**Metrics**

- Survey of educational stakeholders /workshop register
- Qualitative measures (descriptions and testimonials)

**Rating** **Exceeded Expectations**, the overall achievement rating for this goal is exceeded expectations.

**Results**

Performance Measure	Result 09-10	Result 10-11	Result 11-12	Target 12-13
Percentage of district contacts satisfied that the programs met their identified and emerging needs	100%	100%	<b>100%</b>	100%

**Progress and Accomplishments**

ERLC was responsive to school authority requests – e.g., request for UDL summer conference



UDL facilitators and presenters at August Summer Institute on **Universal Design for Learning** (UDL) organized and hosted by ERLC. Based on requests from region.

Visit the conference wiki at [Alberta UDL Summer Institute – Making Connections](http://alberta.udlsummerinstitute.com) to access presentations. ERLC developed an inclusive education pd resources website to host the repackaged UDL institute materials – including videos of the presentations. Access to UDL conference materials is available at: <http://erlc.wikispaces.com/UDL+Institute+Documents>.

**Goal 5** The Edmonton Regional Learning Consortium will:

**Promote and support the development of professional development leadership capacity**

**Outcomes**

The ERLC contributes to the development of PD leadership capacity

**Metrics**

- Survey of educational stakeholders
- Qualitative measures (descriptions and testimonials)

**Rating** **Exceeded Expectations**, the overall achievement rating for this goal exceeded expectations and the trend is consistent

**Results**

Performance Measure	Result 09-10	Result 10-11	Result 11-12	Target 12-13
Percentage of district contacts satisfied that the efforts of the ERLC contribute to development of professional development leadership capacity	93%	95%	<b>100%</b>	100%

**Progress and Accomplishments**

- The region has defined “professional development leadership capacity” as the support provided to teacher leaders (instructional coaches, learning coaches) who will teach others.
- PD Leadership Capacity is intended to support sustainable, job/district embedded, implementation by developing capacity of teacher/school/district leaders/coaches.
- Curriculum facilitators and teacher/school/district leaders learn about curriculum/initiative changes (e.g., by attending ERLC sessions) and then return to their districts to share with others.
- Created professional development materials to support increased PD leadership capacity. Please visit PD resources at <http://www.erc.ca/resources> to access online resources.

*All of our Learning Services facilitators participated in Laura Lipton’s Groups @ Work: Structures and Strategies for PL 2 session. Intentionally, we incorporated various structures and strategies from what we learned into every workshop, meeting, or opportunity to work with various groups within the division. Many of our administrators talk about how much they appreciate the processes that we used to engage them in conversation and to think through issues. They often take the same processes back to their schools to use with their staff.*

**District Contact**



ERLC has provided leadership to support teacher capacity for FNMI student success.

- Digital image creation of Collaborative Frameworks to host implementation PD Resources.
- Creation of PD Modules
- Traditional Parenting
- Administrator Cultural Awareness
- FNMI Literacy and Numeracy Conference

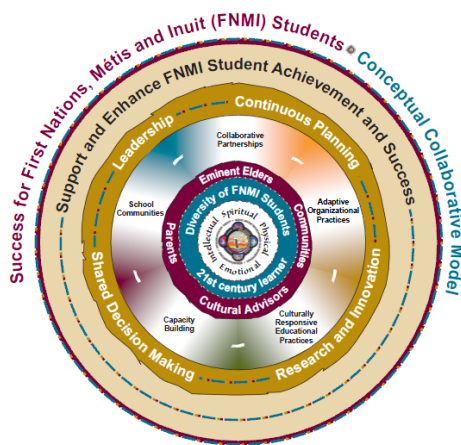
Wiki Link to FNMI May 2012 Forum:  
<http://erlc.wikispaces.com/FNMI+May+2012+Forum>



FNMI Session at the Marriott River Cree

*Our coaches used the opportunity of ERLC session and grant funding in support of pd leadership to bring teams of teachers to event. Teams represented several schools and the opportunity to attend together provided the occasion to dialog before, during, and after regarding implementation. The dialog and the relationships strengthened the learning community, even though the teachers came from different schools. They returned, share with their own staff, and continued to communicate with the others who attended the session with them.*

*District Contact*



Traditional Aboriginal Games session at ERLC Office presented by ARPDC FNMI Consultant Terry Lakey

**Goal 6** The Edmonton Regional Learning Consortium will:

**Provide stakeholders with access to professional development at a reasonable cost and good value for the grant dollars provided.**

**Outcomes**

The ERLC provides professional development at a reasonable cost. The ERLC offers professional development on an overall cost recovery basis

**Metrics**

- Survey of stakeholders' contacts
- Qualitative measures financial records

**Rating** **Exceeded Expectations**, the overall achievement rating for this goal exceeded expectations and the trend is consistent

**Results**

Performance Measure	Result 09-10	Result 10-11	Result 11-12	Target 12-13
Percentage of district contacts that were satisfied that ERLC provided services at a reasonable cost	100%	100%	<b>100%</b>	100%
Percentage of program participants that are satisfied ERLC services are provided at a reasonable rate	91%	95%	<b>98%</b>	100%
Percentage of district contacts that are satisfied that ERLC provides good value for the grant dollars with which they were provided to support implementation of curricula	100%	100%	<b>100%</b>	100%

**Progress and Accomplishments**

- Continued to provide requested and strategic service at a reasonable rate while giving good value to the stakeholders and participants.
- Increased its programs, specifically using on-site resources. This resulted in increased costs for technical support and staffing requirements for ERLC and reduced costs for school authorities to access learning. Financial management and cost recovery approaches will continue to be developed to offset cost of services.
- Delivered learning opportunities using technology (eg webinar and webcasts) requires greater preparation, organization, technical support and equipment testing on the part of organizers.

*Thank you for including the lunch as part of the day.....this helps keep everyone in the same place and provides additional time to collaborate.*

*Session Participant*



## How to Make the Best Use of ERLC – Cost effective delivery of Learning Opportunities



ATA Greater Black Gold Teachers Local No. 8 Institute Day



Fort McMurray 2012 Planning Team and Facilitators

As the ERLC mission is Partners in adult learning for students' sake, we strive to develop collaborative opportunities for the entire region. Three recent examples:

[ATA Greater Black Gold Teachers Local No. 8 Institute Day](#) is organized by volunteer teacher leaders from both Black Gold and St. Thomas Aquinas districts. This year we had the opportunity to partner with the ATA institute planning committee. As requested by the committee over 20 full day sessions were offered, most subsidized as a result of grants from Alberta Education to support implementation (see learning opportunity archives from November 2011 at:

<http://www.erc.ca/programs/archive.php?page=4&focus=&month=11&year=2011>

- Fort McMurray Public and Catholic school authorities host a [Joint Learning Day](#). As requested by the districts, ERLC has supported the organization of this event for the last 4 years. This year approximately 20 full day sessions were offered on January 27th for the 500 teachers from both districts. As well as resources that both districts contribute, all sessions are subsidized as a result of grant from Alberta Education to support implementation and are available to the entire ERLC region.
- [Career and Technology Studies: Success through Collaboration CTS/STC](#), models a collaborative venture initiated at an ERLC advisory committee meeting. Edmonton Public and Edmonton Catholic Schools initiated this day of learning and involved ERLC in supporting logistics and coordination. As a result of this partnership the entire region can access this learning opportunity.

# PART IX: FINANCIAL STATEMENTS

Government of Alberta Education		Regional Consortium Statement of Revenues and Expenses For the Year Ended August 31, 2012 (in dollars)		
CONSORTIUM NAME:		Edmonton Regional Learning		
	Budget 2011/2012	Actual 2011/2012	Actual 2010/2011	
<b>REVENUES</b>				
<b>Alberta Education:</b>				
Management & Infrastructure (Note 1)*	188,223	188,223	188,223	
Net Conditional Grant Revenues:			1,303,067	
Provincial Programs (Schedule 1)	504,560	699,130		
Regional Programs (Schedule 1)	920,680	978,300		
Fee For Service Contracts (Note 2)				
Other Alberta Education				
<b>Total Alberta Education</b>	<b>1,613,463</b>	<b>1,865,653</b>	<b>1,491,290</b>	
<b>Other Revenue:</b>				
Conditional Program Registration Fees:			295,127	
Provincial Programs (Schedule 1)	36,715	63,030		
Regional Programs (Schedule 1)	263,285	352,035		
Grants - Non government sources (Note 3)				
Cost Recovery Programs: (Note 5)			26,544	
Registration Fees (Schedule 4)		63,045		
Other fees (Schedule 4)		53,411		
Other (Note 4):				
Other Provincial and Federal Government			219,972	
Miscellaneous	10,000	21,054		
<b>TOTAL REVENUES</b>	<b>1,923,463</b>	<b>2,418,228</b>	<b>2,032,933</b>	
<b>EXPENSES</b>				
<b>Management &amp; Infrastructure (Note 6):</b>				
Salaries, Wages, Benefits, Contracts and other fixed overheads (Note 7)	415,500	238,446	189,709	
Board expenses (Note 8)	6,500	4,078	3,950	
Less: Program Cost Allocations (Note 9)				
Net Management & Infrastructure expenses (Note 9)				
<b>Program Delivery Costs (Note 10):</b>				
Conditional programs:			1,598,194	
Provincial Programs (Schedule 1)	489,684	762,160		
Regional Programs (Schedule 1)	928,680	1,330,335		
Cost Recovery Programs (Schedule 4)		43,660	229,508	
<b>Other:</b>				
Fee for Service Contracts				
Accounting and Audit Fees	4,000	7,977	3,911	
Legal Fees	2,500			
Operational Expense	56,400	117,278	110,438	
Program delivery costs:				
<b>TOTAL EXPENSES</b>	<b>1,903,264</b>	<b>2,503,934</b>	<b>2,135,710</b>	
<b>ANNUAL SURPLUS (DEFICIT)</b>	<b>20,199</b>	<b>(85,706)</b>	<b>(102,777)</b>	
<b>Accumulated Surplus at beginning of year</b>		<b>213,836</b>	<b>316,613</b>	
<b>Accumulated Surplus at end of year</b>	<b>20,199</b>	<b>128,130</b>	<b>213,836</b>	

\* See notes to Forms 1 and 2 on page 7 and 8.

PLEASE RETURN hard copies of completed statements and schedules and the certification to:

# PART IX: FINANCIAL STATEMENTS

Government of Alberta ■  
Education

Regional Consortium  
Statement of Financial Position  
As at August 31, 2012 (in dollars)

CONSORTIUM NAME: **Edmonton Regional Learning**

	August 31, 2012	August 31, 2011
<b>ASSETS</b>		
Cash in Bank and Temporary Investments	1,859,199	1,352,000
Accounts Receivable (Note 11):		
Province of Alberta	105,000	105,000
Alberta school jurisdictions		
Other	32,884	118
Prepaid Expenses (e.g. deposits for future programming)	17,044	5,862
Other assets		18,132
<b>TOTAL ASSETS</b>	<b>2,014,127</b>	<b>1,481,112</b>
<b>LIABILITIES</b>		
Accounts payable	261,188	36,247
Accrued liabilities (Note 12)		
Deferred Revenue:		
Conditional Grants:		
Provincial Programs (Schedule 3)	1,529,999	294,560
Regional Programs (Schedule 3)	40,000	920,680
Prepaid registration (Note 13)	54,810	15,789
Other:		
(Specify)		
(Specify)		
<b>Total Deferred Revenue</b>	<b>1,624,809</b>	<b>1,231,029</b>
<b>TOTAL LIABILITIES</b>	<b>1,885,997</b>	<b>1,267,276</b>
<b>ACCUMULATED SURPLUS</b>		
Unrestricted Funds (Note 14)	128,130	213,836
Operating Reserves (Note 15)		
Capital Reserves (Note 16)		
<b>TOTAL ACCUMULATED SURPLUS (Note 17)</b>	<b>128,130</b>	<b>213,836</b>
<b>TOTAL LIABILITIES AND ACCUMULATED SURPLUS</b>	<b>2,014,127</b>	<b>1,481,112</b>



PART IX: FINANCIAL STATEMENTS

Government of Alberta  
Education

Schedule 1 (Note 5, Note 10)  
Conditional Grant Program Costs and Net Grants Revenue  
For the Year Ended August 31, 2012 (in dollars)

CONSORTIUM NAME:		Edmonton Regional Learning		2011/2012	
Conditional Grant Programs:	Cost of Delivering Programs (Note 7)	Cost of Delivering Programs (Note 7)	Total Cost of Delivering Programs	Program Registration Fees	Net Conditional Grant Revenue
	Allocated (Note 18)	Incremental (Note 19)	=	=	=
<b>Provincial Programs</b>					
FNMI Collaborative Framework	33,000		33,000		33,000
FNMI Flash Object (LN)	30,000		30,000		30,000
FNMI Literacy and Numeracy	115,185		115,185	27,390	87,795
FNMI Walking Together	5,258		5,258	2,380	2,878
Communities of Practice	109,394		109,394	365	109,029
Early Learning	78,419		78,419	9,325	69,094
Essential Conditions	16,832		16,832	-	16,832
IEPT Extension	8,218		8,218	-	8,218
French Language Development ARPD	101,711		101,711	23,570	78,141
Literacy for All Weville to Weville	127,518		127,518	-	127,518
Learning Coaches	14,689		14,689	-	14,689
Inclusive Education	74,618		74,618	-	74,618
GTS video project (CARC)	47,318		47,318	-	47,318
<b>Total:</b>	<b>762,160</b>	<b>-</b>	<b>762,160</b>	<b>63,030</b>	<b>699,130</b>
<b>Regional Programs</b>					
Curriculum implementation support	1,193,084		1,193,084	352,035	841,049
ASI conference	137,251		137,251	-	137,251
<b>Total:</b>	<b>1,330,335</b>	<b>-</b>	<b>1,330,335</b>	<b>352,035</b>	<b>978,300</b>

Notes to Schedule 1:  
a. Registration Fees are to be applied to the costs of delivering conditional programs and must be net of registration refunds.



LEARNING OPPORTUNITIES

# PART IX: FINANCIAL STATEMENTS

Government of Alberta ■ Schedule 2  
 Education Conditional Grant Transfers - (Provincial) to Other Consortia: Note 9  
 For the Year Ended August 31, 2012 (in dollars)

CONSORTIUM NAME:	Edmonton Regional Learning	Amount Transferred 2011/2012	Note (b)
<b>Calgary Regional Consortium</b>			
French Language Year 3 Payment #1		(25,000)	
French language Year 3 Payment #2		(25,000)	
Communities of Practice		(15,000)	
<b>Program Total</b>	<b>Calgary Regional Consortium</b>	<b>(65,000)</b>	
<b>Central Alberta Regional Consortium</b>			
French Language Year 3 Payment #1		(12,500)	
French language Year 3 Payment #2		(12,500)	
CTS Video Project		(27,618)	
Communities of Practice		(15,000)	
<b>Program Total</b>	<b>Central Alberta Regional Consortium</b>	<b>(67,618)</b>	
<b>Consortium Provincial Francophone</b>			
Essential Conditions		(7,000)	
Inclusive Education		(5,000)	
Communities of Practice		(15,000)	
<b>Program Total</b>		<b>(27,000)</b>	
<b>Learning Network:</b>			
French Language year 3 payment #1		(5,000)	
French language year 3 payment #2		(3,400)	
<b>Program Total</b>	<b>Consortium Provincial Francophone</b>	<b>(8,400)</b>	
<b>Northwest Regional Learning Consortium</b>			
French Language Year 3 payment #1		(11,500)	
French language Year 3 payment #2		(11,500)	
Communities of Practice		(15,000)	
<b>Program Total</b>	<b>Northwest Regional Learning Consortium</b>	<b>(38,000)</b>	
<b>Southern Alberta Professional Development Consortium</b>			
French Language year 3 payment #1		(14,000)	
French Language year 3 payment #2		(14,000)	
Communities of Practice		(45,000)	
<b>Program Total</b>	<b>Southern Alberta Professional Development Consortium</b>	<b>(73,000)</b>	
		<b>(279,018)</b>	

**Notes to Schedule 2:**

- a. Excluding payments for cost recoveries. Include cost recoveries in *Program Delivery Costs* on page 1.
- b. Program Totals are reported in Schedule 3 and are deducted in arriving at *Deferred*

PART IX: FINANCIAL STATEMENTS

Schedule 3

Conditional Grant Program Deferred Revenue  
For the Year Ended August 31, 2012 (in dollars)

CONSORTIUM NAME:

Edmonton Regional Learning

2011/2012

	Deferred Revenue from Previous Year (Note (a))	ADD: Conditional funds invoiced to other Consortia	ADD: Current Year Receipts and Transfers-In (Note (b))	DEDUCT: Conditional Grant Transfers to Other Consortia (Schedule 2)	DEDUCT: Net Conditional Grant Revenue (Schedule 1 and Page 1)	Deferred Revenue: Conditional Grants (Note (d) Page 2)
<b>Conditional Grant Programs: Note (e)</b>						
<b>Provincial Programs</b>						
FNMI Collaborative Framework		30,000	33,000		33,000	
FNMI Flash Object (LN)			174,000		30,000	
FNMI Literacy and Numeracy		3,000	(122)		87,795	86,205
FMNI Walking Together					2,878	
Communities of Practice			260,000	105,000	109,029	45,971
Early Learning	69,093		1		69,094	
Essential Conditions	23,420		412	7,000	16,832	
IEPT extension			1,157,000		8,218	1,148,782
Inclusive Education	79,619		(1)	5,000	74,618	
French Language Development	19,876		210,000	134,400	78,141	17,335
Literacy for all Meville to Weville Learning Coaches	104,731		60,000		127,518	37,213
CTS video project (CARC)		5,000	176,500		14,689	166,811
		75,000	27,618	27,618	47,318	27,682
<b>Total:</b>	296,739	113,000	2,098,408	279,018	699,130	1,529,999
<b>Regional Programs</b>						
Curriculum Implementation Support	918,500		(37,451)		841,049	40,000
AIS conference			137,251		137,251	
<b>Total:</b>	918,500		99,800		978,300	40,000

Notes to Schedule 3:

- a. Total will agree to Page 2 Deferred Revenue: Conditional Grants for the previous year and the previous year's Deferred Revenue Schedule.
- b. Where necessary, the Alberta Education conditional grant manager should be contacted for approval to transfer deferred revenue from the original approved program to another program. The transfer in (and out-a negative number) should be recorded in this column on the appropriate program lines. Current year receipts include conditional program amounts transferred in from other Consortia.
- c. Net Conditional Grant Revenue will correspond to Schedule 1 and Page 1.
- d. Deferred revenue represents unexpended funds that will be expended on programs or transferred to other consortia next year.
- e. Conditional Grant Program names should match Schedule 1.



# PART IX: FINANCIAL STATEMENTS

Government of Alberta  
Education

## Certification of Regional Consortium Financial Statements For the Year Ended August 31, 2012

CONSORTIUM NAME:

Edmonton Regional Learning

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

*Michelle Bussanick*  
Chair of Consortium (Signature)  
*January 10, 2013*  
Date

*Jonathan Lake*  
Financial Officer (Signature)  
*January 7, 2013*  
Date

### NOTES TO FORMS 1, 2 AND SCHEDULES

- Note 1** Management and Infrastructure grant from Alberta Education (total amount received for the year).
- Note 2** Alberta Education pays consortia for services provided under certain contracts/agreements.
- Note 3** E.g. grants and subsidies from private partnerships (e.g. Shaw).
- Note 4** Funding from other provincial government departments or the Federal government; bank interest, conference and cost recovery program registration and other cost recovery revenue, and operational fees recovered from other consortia.
- Note 5** Cost Recovery Programs are Programs that are not supported through Conditional Grants. Such programs are funded through provincial or regional registration fees and other fees.
- Note 6** Costs of operating and maintaining the consortium office.
- Note 7** Including Office Staff (Executive Director, Executive Assistant and other office staff). Fixed overheads include office space, utilities, and office supplies. These are indirect costs that benefit all programs. Where Office Staff work on a particular program or, for example where leased space is used to deliver programs, these costs should be allocated to programs. Purchases for equipment used primarily for office overhead (e.g. photocopiers), some of which should be allocated to programs (See Note 18), should also be charged to management and infrastructure expense.
- Note 8** Including meeting fees, supplies, travel and subsistence and board development.
- Note 9** Program cost allocations are M&I (Head Office) expenses that have been charged to conditional grant or cost recovery programs because the program benefited directly from M&I employee time or other overheads. (Where M&I expenses benefit all or many programs equally (indirect benefit) these costs should not be allocated to programs). The entry to charge M&I expenses to programs is Dr. Program costs (by program); Cr. Program cost allocations. This method will leave all M&I expenses, whether allocated or not, on the Note 7 expense line. It is hoped that "Net Management & Infrastructure" expenses (i.e. net of program cost allocations) will be less than or approximately equal to the M & I grant from Education.
- Note 10** Program delivery costs include part-time staff and contracted coordinators or consultants (e.g. program host, presenters, registration staff), and other direct costs including materials, site, audio-visual, catering, leased space, equipment used primarily for conditional programs, etc. Equipment costs attributed to more than one program (e.g. video conferencing) should be allocated to programs proportionate to other program costs. These are direct costs that can be attributed to programs. These costs do not include amounts transferred to other consortia, but do include costs invoiced to other consortia.
- Note 11** Amounts owed to the consortium at the end of the year.
- Note 12** Unpaid balances pertaining to the year. E.g. Unpaid wages, vacation pay.
- Note 13** Pertaining to programming planned for subsequent year(s).
- Note 14** Unrestricted Funds represent the net assets (total assets minus total liabilities) less any operating or capital reserves for earmarked programming.
- Note 15** Funds earmarked for future operations or programming.
- Note 16** Capital Reserves represents the net assets restricted for future capital expenditures.
- Note 17** Total Accumulated Surplus is the total of operating and capital reserves and unrestricted funds.
- Note 18** Allocated costs are M&I costs that directly benefit a specific conditional grant or cost recovery program controlled by the consortium and that have been credited to Program Cost Allocations (see Note 9). Allocated costs are funded by registration fees, conditional grants, or other cost recovery fees.
- Note 19** Incremental costs are out-of-pocket expenses attributable to specific programs controlled by the consortium, also funded by registration fees, conditional grants or other cost recovery fees. They include costs incurred by participating consortia and reimbursed to them. These other consortia net their reimbursement against their initial expense, thereby zeroing out the expense. This eliminates the duplication of expenses. Where other consortia bill an administration fee in addition to their out-of-pocket costs, miscellaneous revenue should be credited with that portion of the reimbursement.

## PART IX: FINANCIAL STATEMENTS

**Note 19** Incremental costs are out-of-pocket expenses attributable to specific programs controlled by the consortium, also funded by registration fees, conditional grants or other cost recovery fees. They include costs incurred by participating consortia and reimbursed to them. These other consortia net their reimbursement against their initial expense, thereby zeroing out the expense. This eliminates the duplication of expenses. Where other consortia bill an administration fee in addition to their out-of-pocket costs, miscellaneous revenue should be credited with that portion of the reimbursement.



## APPENDIX A: 2011-2012 DISTRICT CONTACT SURVEY

ITEM	SA	A	U	D	SD	N/A
1. The Consortium was effective in helping us address professional development needs identified in our planning documents.	64.7% (11)	29.4% (5)	-	-	-	5.9% (1)
2. Professional development facilitated by the Consortium supported effective implementation of curricula.	76.5% (13)	23.5% (4)	-	-	-	-
3. The Consortium's coordinating, brokering and/or referral services were effective in helping us access professional development resources.	64.7% (11)	23.5% (4)	-	-	-	11.8% (2)
4. The Consortium was effective in helping us meet emerging professional development needs, outside of those identified in our planning documents.	58.8% (10)	29.4% (5)	-	-	-	11.8% (2)
5. The Consortium has contributed to the development of professional development leadership capacity within my organization through such regional opportunities as math curriculum facilitators/leaders and professional development leadership capacity support.	76.5% (13)	23.5% (4)	-	-	-	-
6. Consortium services are provided at a reasonable cost.	82.4% (14)	17.6% (3)	-	-	-	-
7. The Consortium provided good value for the grant dollars they were provided to support implementation of curricula.	82.4% (14)	11.8% (2)	5.9% (1)	-	-	-
8. Overall, I was satisfied with the services provided by the Consortium.	76.5% (13)	23.5% (4)	-	-	-	-
<b>Total Agree = 95.54%</b>	<b>72.81%</b>	<b>22.73%</b>	<b>5.9%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>9.87%</b>

17/18 Districts Responded

SA = Strongly Agree  
 A = Agree  
 U = Undecided  
 D = Disagree  
 SD = Strongly Disagree  
 N/A = Not Applicable



## APPENDIX A: 2011-2012 ERLC DISTRICT CONTACT SURVEY

### ERLC District Contact Survey Anecdotal Comments:

I cannot speak highly enough about the work that ERLC does to support our district. Under the leadership of Val Olekshy, the whole office works to serve us. They listen carefully to our input and try their utmost to bring us PD that is tailored to our needs. They will even bring PD to our districts, at our request. ERLC has the ability to bring in presenters that we, as individual districts, could never afford to do. The advisory committee meetings are invaluable for networking and sharing of ideas. For those of us who are the only curriculum coordinators in our districts, this is such a help in the work that we do. We have made good use of the curriculum facilitators as I am all curriculum, K - 12 and obviously do not have the expertise that these facilitators have. Thank you for the great work you continue to do.

The ERLC has become the lifeblood of our PD programs. Our schools absolutely depend on the services they provide, without them our initiatives would be at a standstill.

Without the ERLC our district would have far less opportunities for teacher professional learning. The team at ERLC makes it possible for us, in a community at a considerable distance from a major centre, to give our staff opportunities that the more urban districts are able to provide. The flexible approach to providing these learning opportunities reduces any disadvantage we may have from our geographical location.

Thank you for all that you do for professional learning. The quantity and quality of the opportunities available to staff has enabled jurisdictions to access excellent PD in a timely manner.

The consortium is a highly valued element of our jurisdiction's comprehensive professional development plan. It has been a critical part of our professional learning community.

The consortium works very hard to support many current initiatives and they are always willing to work collaboratively in whatever capacity. They are very flexible and are open to suggestions and new ideas.

The Consortia is the lynchpin in the Professional Development plan of smaller boards who are not able to have central services available to them due to economy of scale.

In a small district, having the ERLC support our initiatives is our PD lifeblood. We simply would not be able to continue with our projects without their support!

I appreciate all of the hard work all of you do for our teachers in our jurisdictions. You really are responsive to our needs and support our teachers well. Thank you to all of you for your hard work!

*ERLC has been a critical element in my success as an AISI assessment coach. For example, last year I attended 2 SMART board Math workshops with teachers from Division 1 & 2. The teachers who came with me (1 from each grade) each taught their grade group on the next school based PD day (approx. 4 teachers per grade). Simple, effective peer collaboration, and staff empowerment.*

*District Contact*

## APPENDIX B: ERLC ADVISORY COMMITTEE MEMBERS

Advisory committees provide collaborative opportunities for input and direction for ERLC professional development programs and plans and address consortia goals specific to implementation support, leadership capacity and addressing emerging needs

DISTRICT	DISTRICT CONTACT	ATA PD CHAIR	FNMI (ABORIGINAL)	CAREER AND TECHNOLOGY STUDIES	DISTRIBUTED LEARNING/ TECHNOLOGY INTEGRATION	ENGLISH LANGUAGE LEARNERS	FRENCH LANGUAGE	INTERNATIONAL LANGUAGES	KNOWLEDGE AND EMPLOYABILITY	LITERACY	MATH	SCIENCE	SOCIAL STUDIES	INCLUSIVE EDUCATION
Aspen View	Derm Madden	Linda Woychenko Brenda Kowalchuk		Joe Shelast Brian Rudyk	Donna Wesley	Brian Lemessurier	Joe MacIsaac Marsha Fernandez	Joe MacIsaac Marsha Fernandez	Brian Rudyk Joe Shelast	Sheena Ashton Linda Woychenko	Lance Gyle		Charles Beamish	Dermot Madden Ron Golonka
Black Gold	Neil Fenske Denise Harrison	Heather MacDonald		Terri Reid	Denise Harrison Terri Reid	Carolyn Reny Denise Harrison Neil Fenske	Chris Peacocke Barb Roy Michael Skoreyko	Chris Peacocke	Denise Harrison	Denise Harrison	Denise Harrison	Denise Harrison		Bernadette Hawkins Dianne Butler Carolyn Reny
Edmonton Catholic	Susan Chevalier	Marcel Evaristo	Marieka Cardinal	Robert Jong	Mike Carby	Paula Borges-Couture	Stella Beaudoin Denis Polvin		Dave Zaharko	Brandi Clark	Len Bonifacio Amy Swinkels	Duncan Buchanan	John Tidswell	Monica Mazur-Kostura Gina Daus Shannon McElroy
Edmonton Public	Corrie Ziegler	Jonathan Hemphill	Sharon Bourque Eileen Marthinsen	Gord Balbar	Sandy Forster Louise Osland Tara Copeman	Corrie Ziegler John Edey Tanni Parker	Valérie Leclair Michelle De Abreu Marie Commanche Shulko	Melody Kostliuk Janice Aubry	Jan Anderson	Brad Smilanich	Cathy Campbell Carla Kozak John Scammel	Jane Diner	David Evans Corrie Ziegler Louise Osland	Belina Pasula Deborah Brandell Heather Raymond Brad Smilanich
Elk Island Catholic	Maureen Duguay Robert Simonowits Debbie Quick	Nicole Labrecque	Debbie Quick	Debbie Quick Jeannine Bobrowsky Debbie Quick	Jeannine Bobrowsky Debbie Quick	Maureen Duguay	Debbie Quick Maureen Duguay	Debbie Quick	Debbie Quick	Debbie Quick	Debbie Quick	Maureen Duguay Debbie Quick	Maureen Duguay Gerald Knox	Robert Simonowits Debbie Quick
Elk Island Public	Faye McConnell Lillian Sabo	Tabatha Lyon	Lillian Sabo	Lillian Sabo	Les Sereida	Dianne Molzan Eileen Zimmerman	Sherri Johnston Faye McConnell	Sherri Johnston Faye McConnell	Bill Taylor	Shawna Jenkins	Debbie Duvall	Tracy Stock Faye McConnell	Suzan Berwald Faye McConnell	Carol Knott Dianne Molzan
Evergreen Catholic	Dave Dempsey Michael Paonessa	Pina Martinovich	Dave Dempsey Nicole Kearley	Derek Brown	Dave Dempsey Gary Michaud	Dave Dempsey	Dave Dempsey	Dave Dempsey	Dave Dempsey	Dave Dempsey	Dave Dempsey	Dave Dempsey	Dave Dempsey	Dave Dempsey
Ft. McMurray Catholic	Kathleen Murphy-House	Joanne Johnson	Charlie Weckend	Tim Kilburn Deborah Kitching	Tim Kilburn Deborah Kitching		Kathleen Murphy-House			Deborah Kitching Pat Nameth	Joel Canele	Deborah Kitching	Julie Williams	Monica Mankowski
Ft. McMurray Public	Crystal Mercredi	Deborah Nicholson	Dan Rizzuto	Crystal Mercredi	Crystal Mercredi Ali Syed	Crystal Mercredi Merrie-Rae Mitsopoulos	Crystal Mercredi	Crystal Mercredi	Crystal Mercredi	Crystal Mercredi	Myrna Matheson	Crystal Mercredi	Crystal Mercredi	Crystal Mercredi Merrie-Rae Mitsopoulos
Grande Yellowhead RD	Nancy Spencer-Poitras Sharon Styles	Janet Wilkinson	Sharon Styles Nancy Spencer-Poitras	Sharon Styles	Gord Booth	Sharon Styles	Sharon Styles	Sharon Styles	Sharon Styles	Sharon Styles	Sharon Styles	Sharon Styles	Sharon Styles	Jody Beck Sharon Styles
Greater St. Albert Catholic	David Quick	Carryl Bennett-Brown	Lydia Yeomans	David Quick	Ren Giesbrecht Dean McKinney Léo Beaudry	David Quick	David Quick	David Quick	David Quick Ulana Soletsky	David Quick	David Quick Ulana Soletsky	David Quick	David Quick	Tony McClellan Lydia Yeomans
Living Waters	Jo-Anne Lanctot Carol Lemay	Michelle Buchanan	Trevor Mitchell	Patrick Granger	Trevor Mitchell	Jo-Anne Lanctot		Jo-Anne Lanctot		Jo-Anne Lanctot	Jo-Anne Lanctot	Jo-Anne Lanctot	Jo-Anne Lanctot	Jo-Anne Lanctot
Northern Gateway	Roger Lacey		Bonnie Crane	John Lobo	John Lobo		Roger Lacey	Melanie Tait	John Lobo	John Lobo	Roger Lacey	Roger Lacey John Lobo	Roger Lacey	Sarah Healy
Parkland	Leah Andrews	Paul McCann		Leah Andrews Nicole Lakusta	Nicole Lakusta	Diane Lander	Diane Lander	Diane Lander	Leah Andrews	Leah Andrews Nicole Lakusta	Leah Andrews Nicole Lakusta	Diane Lander	Diane Lander	Leah Andrews Judi Holton
Pembina Hills	Mark Thiesen	Steven Kaplan	Darleen Olson	Susan Wegner	Jason Wiks Lorna Hiemstra		Karen Green Pierre Quimet	Karen Green	Susan Wegner	Lisa Albrecht	Raime Drake		Cindy Sanford	Mark Thiesen Rob McGarva
St. Albert Protestant	Lois Gluck	Abi Henneberry	Glenys Edwards	Lois Gluck	Sherri Fricker	Lois Gluck	Lois Gluck Marteen Lindstrom	Lois Gluck	Lois Gluck	Lois Gluck	Lois Gluck	Lois Gluck	Lois Gluck	Krimsen Summers-Fesyk
St. Thomas Aquinas	Pius MacLean	Heather MacDonald	Karen Ballhorn Paula Dubois	Lynn James		Pius MacLean	Nicole York		Pius MacLean	Pius MacLean	Pius MacLean	Pius MacLean	Michael Marien	Pius MacLean
Sturgeon	Amanda Dorosh Wolfgang Jeske	Amy Sydlowski Darryl Propp			Ken Stanski Amanda Dorosh	Wolfgang Jeske	Terry Barmby	Terry Barmby						Judy Maynard Val Mullen Mary McGregor
Other			Terry Lackey Terry Lynn Cook					Valeria Palladino Sigrid Olsen			Donna Chanasyk Pat Lore			Kathy Howery Barb Reid
315	26	19	20	21	28	21	27	18	17	20	24	18	20	36

# APPENDIX C: 2011-2012 ERLC CURRICULUM IMPLEMENTATION SUPPORT EXECUTIVE SUMMARY

## Background and Overview of 2011-2012 CIS Grant

Alberta Education has provided a grant of \$716K per year for three years from 2008-2011 to support implementation of new curriculum and initiatives in the Edmonton region. This grant was extended for one year in the 2011-12 school year with a grant of \$726 000.

The implementation plans for the 2011-12 CIS Grant addressed Alberta Education's implementation schedule as well as the needs identified by zone three (i.e., math, science, international languages, knowledge and employability, CTS, ESL/ELL, technology, literacy, FMNI, Action on Inclusion and PD leadership capacity).

The plans were developed by ERLC in collaboration and based on jurisdictional leaders, advisory committee members and participants input. The resulting plans complemented districts' efforts to support implementation.

The plan and report ([http://www.erc.ca/who/our\\_history.php](http://www.erc.ca/who/our_history.php)) detail the activities undertaken to develop implementation plans in each content area. The implementation plans for most content areas involved:

- **Gathering advice and direction from advisory committees and jurisdictional leaders:** This advice and direction was provided through discussion of program needs based on the expressed needs of teachers, through dialogue and collaboration amongst districts, through exploration of the intent of programs of studies, and through conversations about teacher practice specific to the program of studies.
- **Providing a variety of learning opportunities:** ERLC provided a variety of learning opportunities that engaged participants in facilitated discussions with experts across a range of topics. Learning opportunities were offered in various formats (e.g., face-to-face sessions, webinars, webcasts and videoconferences) on several dates to provide more options. Learning opportunities focused on curriculum changes as well as instructional and assessment strategies to support curriculum implementation.
- **Developing district curriculum facilitators and leadership capacity:** ERLC supported the development of district curriculum facilitation skills and professional development leadership skills through a variety of learning opportunities as well as districts request for PD leadership capacity support.
- **Providing technology-mediated professional learning and collaboration opportunities:** ERLC has made use of technologies such as video conferencing, webinars, webcasts and online archived materials to increase access to learning opportunities.
- **Providing PD resource development support:** ERLC developed a variety of PD support resources to support and sustain implementation. (e.g., Archived webinars with conversation guides, videos and podcasts). <http://www.erc.ca/resources/> and <http://www.inclusiveeducationpdresources.ca/>

ERLC provided these services and learning opportunities under the direction and leadership of an executive director, two implementation support coordinators, an office coordinator and program coordinators, as well as contracted services.

## Evidence of Essential Conditions for Implementation Support, Lessons Learned and Implications for Ongoing Work

The following table captures how ERLC is addressing the essential conditions for implementation support; the lessons that have been learned; and the implications for ERLC's ongoing work.

Evidence	Lessons Learned	Implications
<b>Shared Vision</b>		
ERLC's PD programs are founded on the rationale and philosophy of the programs of studies as well as on effective instructional and assessment practices to support implementation of the program intent. A shared vision for implementation support is developed with district leaders, many of whom attend the advisory committee meetings.	Collaborative development of a comprehensive implementation plan is time consuming and difficult to measure. It will be important to continue to facilitate the sharing of district plans, especially at advisory committee meetings. Ongoing conversations with 18 district leaders, over 100 advisory committee members and ATA PD chairs and contacts is essential.	Continue to collaborate as widely as possible in order to create and maintain a "dynamic" shared vision that is responsive to evolving needs.  Acceptable measures need to be identified related to how ERLC facilitates conversations among districts around a shared vision for implementation.  Effective collaboration takes time and resources.



## APPENDIX C: 2011-2012 ERLC CURRICULUM IMPLEMENTATION SUPPORT EXECUTIVE SUMMARY

Evidence	Lessons Learned	Implications
<b>Leadership</b>		
ERLC provides leadership specific to professional learning program planning, effective professional development models, facilitation of regional conversations and report writing.	<p>Identification of the role ERLC plays in providing leadership in supporting the region with a wide variety of learning opportunities, identification and addressing emerging needs should be identified.</p> <p>The ongoing development of leadership capacity in the region is a crucial sustainability issue.</p>	Acceptable measures need to be identified related to specific leadership capacity building activities provided by ERLC, as well as the leadership role ERLC plays in supporting implementation – specifically program planning.
<b>Evidence and Research</b>		
<p>ERLC's team ensure that session facilitators are knowledgeable about and integrate current research in the design of their sessions, as well as ensuring that content shared supports the Alberta program of study.</p> <p>ERLC staff remains current in the research around PD design.</p>	<p>Competing priorities need to be minimized by aligning implementation overlap. Sharing of research and evidence continues –most often at advisory committee meetings. Identifying "Evidence of implementation" in efforts to continue our collective learning about the best supports for implementation continues.</p>	<p>Continue the advisory committee format and explore ways to track data about needs across areas and identification of evidence of adult learning.</p> <p>Continue to access networks where research is available.</p>
<b>Resources</b>		
<p>ERLC ensures that grant monies are effectively and efficiently used to provide regional professional learning opportunities that meet the expressed needs of the region.</p> <p>In the previous year, 97.2% of participants in ERLC learning opportunities indicated that they had learned strategies/skills to support student learning and 94.1% indicated that they had increased their ability to implement curriculum/initiative in their schools or jurisdictions.</p>	<p>Choice and variety are key elements in providing learning opportunities that meet the diverse needs of teachers. Demand is growing for technology-mediated learning opportunities that allow participants to transcend barriers of time and/or distance.</p>	<p>Continue to increase choice by providing technology-mediated learning opportunities at-a-distance. Determine costs to maintain a variety of program delivery with limited grant dollars.</p>
<b>Teacher Professional Growth</b>		
<p>ERLC supports teacher professional growth by offering a variety of quality professional learning opportunities that meet teachers' needs and learning preferences.</p> <p>Participants consistently share that their professional practice is enhanced by attending ERLC sessions and that they are applying what they are learning in their classrooms.</p>	<p>The teacher workforce continues to evolve with new inductees, teachers new to a subject area or grade, and teachers new to the province or region. All teachers continually reflect on their practice and engage in ongoing professional learning. Program planning must address these needs.</p>	<p>Continue offering programs that can be sustained over time. E.g., archive webinars, videos, and digital PD resources.</p> <p>Continue to gather feedback on teacher needs &amp; demographics as these continue to change as expertise and knowledge of the curriculum grows and/or new teachers enter the workforce.</p> <p>Continue to incorporate assessment and inclusive education as a core component in learning opportunities.</p>

## APPENDIX C: 2011-2012 ERLC CURRICULUM IMPLEMENTATION SUPPORT EXECUTIVE SUMMARY

Evidence	Lessons Learned	Implications
<b>Community Engagement</b>		
In 2011-2012 ERLC collaborated with personnel responsible for teacher conventions, ATA specialist councils, the AAC, and those responsible for school council development as some examples.	The ERLC region is large and exploration of community supports and resources is an ongoing challenge as well as an opportunity.	ERLC needs to continue to explore how to engage more community members in meaningful "Support for implementation" conversations.
<b>Time</b>		
ERLC is striving to employ a more coordinated and collaborative approach to regional implementation planning to maximize the available time. Distributed and blended learning opportunities are among various strategies that make efficient use of time.	<p>Implementation takes time. As implementation continues teachers are coming forward with different questions and different needs than were expressed in pre-implementation or during the first year of implementation.</p> <p>As the end of grant funding to support implementation approaches questions of sustainability become increasing important.</p>	<p>Explore a variety of delivery models such as moodle, video development that maximize anytime, anywhere access and minimize time constraints.</p> <p>Ensure that the work is sustainable through development of PD Leadership Capacity, legacy resources such as materials developed by ERLC and other consortia, and recording and archiving of learning opportunities wherever possible.</p>

Clarification or additional information about ERLC services, please contact:

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This Annual Report can also be viewed on our website at: [http://erlc.ca/who/our\\_history.php](http://erlc.ca/who/our_history.php)

