



Partners in adult learning for students' sake

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Edmonton Regional Learning Consortium Curriculum Implementation Report Grant 2008-0653 2010-2011 (Year 3 of 3)

**Submitted to Alberta Education
By
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On behalf of the districts in the
Edmonton Regional Learning Consortium
October 2011**

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

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*Additional data is available at www.eric.ca, please visit for a more comprehensive story about how the region has asked ERLC to support implementation.

Edmonton Regional Learning Consortium (ERLC) Curriculum Implementation Support (CIS) Grant 2010-2011 Executive Summary

Background and Overview of 2010-2011 CIS Grant

Alberta Education 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. ERLC administers this Curriculum Implementation Support (CIS) grant.

The implementation plans for the 2010-2011 CIS Grant addressed Alberta Education's implementation schedule as well as the needs identified by Zone 3 (i.e., math, science, second language, knowledge and employability, ESL/ELL, safety, literacy, FMNI, wellness, ICT, high school completion, and PD leadership capacity).

The plans were developed by ERLC in collaboration and based on jurisdictional leaders, advisory committee members and participant's input. The resulting plans complemented districts' efforts to support implementation. The attached report details 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 clients with 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 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:** With the addition of a videoconference suite in January of 2008, ERLC hosted several advisory committee meetings and offered professional learning opportunities at a distance, allowing participation from remote sites without the need to travel. The additions of webinars and webcasts have further increased access to professional learning.
- **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).

ERLC provided these services and learning opportunities under the direction and leadership of an Executive Director, 2 Implementation Support Coordinators, Office Coordinator and contracted support services. ERLC Program Coordinators were responsible to successfully plan each learning opportunity.

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
Shared Vision		
<p>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.</p>	<p>Collaborative development of a comprehensive implementation plans 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.</p>	<p>Continue to collaborate as widely as possible in order to create and maintain a "dynamic" shared vision that is responsive to evolving needs.</p> <p>Acceptable measures need to be identified related to how ERLC facilitates conversations among districts around a shared vision for implementation.</p> <p>Effective collaboration takes time and resources.</p>
Leadership		
<p>ERLC provides leadership specific to professional learning program planning, effective professional development models, facilitation of regional conversations and report writing.</p>	<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>	<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.</p>
Evidence and Research		
<p>ERLC's Executive Director and Implementation Support Coordinators ensure that session facilitators are knowledgeable about and integrate current research in the design of their sessions.</p>	<p>Competing priorities need to be minimized by aligning implementation overlap.</p>	<p>Continue the advisory committee format and explore ways to track data about needs across areas. Continue to access networks where research is available.</p>
Resources		
<p>ERLC ensures that grant monies are effectively and efficiently used to provide regional professional learning</p>	<p>Choice and variety are key elements in providing learning opportunities that meet the needs of teachers. Demand is growing</p>	<p>Continue to increase choice by providing more technology-mediated learning opportunities at-a-distance.</p>

Evidence	Lessons Learned	Implications
<p>opportunities that meet the expressed needs of the region.</p> <p>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>for technology-mediated learning opportunities that allow participants to transcend barriers of time and/or distance.</p>	<p>Determine costs to maintain a variety of program delivery approaches with limited grant dollars.</p>
<p>Teacher Professional Growth</p>		
<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 clients' needs.</p> <p>Areas to continue to focus on include:</p> <ul style="list-style-type: none"> • Elementary teachers are not usually content specialists and need ongoing support in mathematics content and pedagogy. • Effective student learning assessment continues to be an area of need. • High school teachers are cautious about leaving their classes. • Support for French Immersion teachers continues to be challenging. • Integration of technology – the use of technology in 	<p>Continue offering programs that can be sustained over time. E.g., archive webinars, podcasts, and digital PD resources.</p> <p>Continue to gather feedback on teacher needs & 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 as a core component in learning opportunities.</p> <p>Continue to look for ways to support high school teachers</p> <p>Continue to scan the needs of French immersion teachers and the best way to provide programs to meet their needs.</p>

Evidence	Lessons Learned	Implications
	the classroom is constantly evolving and teachers need support in making effective use of the technology.	
Community Engagement		
In 2010-2011 ERLC collaborated with personnel responsible for teacher conventions, math specialist councils, CTS consultants from Edmonton Public & Catholic, the Edmonton Science Outreach Network, the AAC, and those responsible for school council development to deliver “open” sessions.	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.
Time		
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.	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. As the end of grant funding to support implementation approaches questions of sustainability become increasing important.	Explore a variety of delivery models such as moodle that maximize anytime, anywhere access and minimize time constraints. 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.

Regional Characteristics

The ERLC facilitates learning opportunities for [eighteen school districts](#) as well as charter, private and band schools in the region. The 18 districts in the ERLC region that had opportunities to be involved with conversation about a regional plan to support implementation and that may have sent representatives to advisory committee meetings and/or, June planning meeting for district contacts or the curriculum coordinator meeting(s) are identified visually below.

The region includes:

- A large number of districts (18) 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 include schools more than 3 – 5 hours away from Edmonton).
- Districts that are increasingly using technology to access professional development (e.g. video conferencing).
- Jurisdictions with limited access to supply 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 district).



Reporting on Results
Grant Deliverables and ERLC Planned Actions 2010 - 2011

Grant Deliverables

1. Annual base funding in the amount of \$75,000 will be provided to assist with operational and equity issues. This is targeted for such items as administrative support, coordination, research, staffing, and sustainable human resources funds for teleconferencing and videoconferencing.

Connecting the Dots

ERLC Goals

Goal 3: Coordinate, broker, and act as a referral centre to assist stakeholders' access to available professional development resources.

Outcomes

ERLC coordination services are responsive to stakeholder needs.

Actions

ERLC will allocate funds to hire additional team members (e.g., program coordinators, contractors) to support the region and the work identified in the project plan as well as offset office infrastructure.

Performance Measure	Target	Result 08-09	Result 09-10	Result 10-11
Audited Financials completed	Agent Board Audit	December 09 Annual Report	Appendix A	December 2010 Annual Report
Sample comments from program participants that indicated satisfaction with ERLC services	Sample of Comments Received	Appendix B	Appendix B	Appendix B-1
Number of Learning Opportunities offered	675	809	683	675
Variety of delivery approaches for Learning opportunities offered increased as evident in the workshop register	Videoconferencing (VC), podcasting, archived videos	VC (18 sessions, 12 meetings = 30 total) Webinar = 1	VC (31 sessions, 24 meetings = 55 total) Webinar = 18	VC (16 sessions, 33 meetings = 49 total) Webinar = 97
Percentage of stakeholders accessing these services that are satisfied.	95%	95%	96.5%	96%
Percentage of Alberta Education contacts that are satisfied.	95%	84%	To come from Alberta Education	To come from Alberta Education

General Deliverables

2. Annual proportional funding in the amount of \$641,000.00 is provided to the consortium for implementation of new and revised programs of study according to the Implementation Schedule, strategic priorities outlined in the Alberta Education Annual Business Plan, and other priority programs in their respective zones / areas. During the 2010-2011 Consortia year, professional development and support activities will be provided for subjects and grade levels to be implemented.

Key Deliverables for each of the ARPD are as follows: (see a, b & c)

Connecting the Dots

ERLC Goals

Goal 1

Facilitate professional development, which supports the effective implementation of: The Alberta Education Business Plan, Jurisdiction and school educational plans; and Edmonton Regional School Council priorities

Goal 2

Facilitate professional development, which supports the effective implementation of: Curricula, including instruction, Assessment, Resources and Student learning outcomes

Outcomes

ERLC offerings align with needs identified through stakeholder (Alberta Education) documents.

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

Actions

Programs planned based on implementation schedule, Alberta education business plan, jurisdiction plans and district contacts/advisory committee member’s advice and direction.

Performance Measure	Target	Result 08-09	Result 09-10	Result 10-11
Percentage of district contacts who agree that PD offerings align with needs identified in their plans.	95%	100%	93%	100%
Percentage of district contacts who shared overall satisfaction with ERLC	95%	95%	100%	100%
Percentage of program participants that indicated satisfaction that the sessions provided content and activities which matched the intended outcomes.	98%	99%	95%	96%
Percentage of district contacts that share ERLC facilitated PD supports effective implementation of curricula.	95%	94.5%	93%	100%
Percentage of PD program participants satisfied that they are able to apply the information learned in their classroom	95%	98%	93%	94%
Number of Participants attending	22,000	21,126	33,548	36,370

Data collected from Google Analytics and our own custom-designed ERLC Reporting Tool showed some interesting trends over the last year in regards to the use of our website and the impact of our efforts to employ technology-mediated strategies to distribute learning in our region. The number of absolute unique visitors (as opposed to “hits”, the number of which are roughly double the amount of unique visitors)


- increased 155% from 15, 679 in the 2009-2010 year to 40, 025 in the 2010-2011 year,
- and roughly 50% of those were new visits, a 10% increase in growth.

Trend data also shows us that when we host a technology-mediated conference intentionally designed to distribute/support the learning, we experience a huge spike in usage. An example of this is the 2011 Alberta UDL Summer Institute, where ERLC provided a wiki in support of the learning of conference attendees, which was built collaboratively with conference speakers/presenters as the conference unfolded.

[ERLC Wikispaces](#) – Home Page

- [Wiki Home](#)
- [Projects](#)
- [Join this Wiki](#)
- [Recent Changes](#)
- [Manage Wiki](#)
-
- [Home](#)
- [Assessment](#)
- [Beginning Teachers/New to AB](#)
- [Career & Technology Studies](#)
- [Differentiated Instruction](#)
- [Early Learning](#)
- [English Language Learners](#)
- [Fine Arts](#)
- [FNMI \(First Nations, Métis & Inuit\)](#)
- [French](#)
- [Inclusive Education \(Programming for Student Success\)](#)
- [International Languages and Culture](#)
- [Leadership](#)
- [Literacy/English Language Arts](#)
- [Mathematics](#)

Professional Development Resources - Learning Opportunities Online



The Edmonton Regional Learning Consortium (ERLC) uses this *wiki** in a multipurpose fashion across various distributed professional learning projects to archive webinars and other PD resources for our regional and provincial stakeholders. Please access the navigation menu on the left-hand side of this page to find the topics that most interest you.

**A wiki is a collaborative website oriented to providing knowledge in some domain. Wikis offer the opportunity to share knowledge and information, and provide a community for collaborative documentation.*

This wiki includes PD resources such as archived webinars, handouts and articles provided by facilitators. The intent of the wiki is to:

- provide PD leaders (lead teachers, curriculum facilitators, instructional coaches) with materials they may use for planning adult learning opportunities in a job embedded (school, PLC, district) context.
- a secondary intent is to provide individual self-motivated learners the opportunity for self-paced follow-up learning

Professional Development leaders* (any adult planning a learning opportunity for other adults/colleagues) may plan to use the content on the wiki in the following way:

Staff Meetings - webinar archives or other PD resources could be reviewed in whole or in part by staff in whole group or grade level/subject specific meetings; discussions could be facilitated around contextualizing to meet local needs

PLCs - these PD resources could be an impetus for focused conversation around implementation support for a local school initiative and/or support for implementation of a curriculum area, policy or initiative

Cohort Groups/Network Groups - administrators/teacher leaders in cohort groups will find the use of the PD resources helpful to guide and support further study, learning and application

Any Time, Any Place, Any Pace - individuals can pick and choose the topics/webinars/PD resources that are most applicable to their own professional learning needs and access them from work or home at a time that is convenient for them.

Alberta UDL Summer 2011 Institute: Making Connections

Universal Design for Learning (UDL) is an educational approach that aims to increase access to learning for all students by reducing curricular barriers. UDL describes three main principles to guide the selection and development of learning environments, resources and activities that support individual learning differences:

- *multiple means of representation, to give learners various ways of acquiring information and knowledge*
- *multiple means of expression, to provide learners alternatives for demonstrating what they know*
- *multiple means of engagement, to tap into learners' interests, challenge them appropriately and motivate them to learn. (Making A Difference Alberta Education)*

UDL is an approach to curricular design and educational practice that leverages technology in shaping inclusive 21st century educational environments as proposed in Action for Inclusion. This three day institute will provide a unique and exciting opportunity for Alberta educators to learn about UDL from its founder, Dr. David Rose and his colleague, Grace Meo. The institute is modeled upon the UDL Institute at Harvard University, which Dr. Rose has been leading for the past several years. It will focus on providing practical connections between the principles of UDL and current Alberta initiatives and practices.

Each day Dr. Rose with Grace Meo will discuss one of the three UDL principles providing applications to practice. Alberta Education staff and Alberta educators will share information and experiences related to the Alberta curriculum and educational context. Poster sessions will showcase work being done in Alberta schools and by students at the University of Alberta in the area of UDL implementation. Participants will be encouraged to make connections to current initiatives and practices and build their next steps plan. This learning opportunity is subsidized as a result of a grant from Alberta Education to support implementation and co-sponsored by the University of Alberta, Faculty of Education.

[About David & Grace](#)

Alberta UDL Summer Institute Program [UDL Summer Institute Program FINAL.pdf](#)

ERLC Welcome [Welcome to the Alberta UDL Summer Institute.pdf](#)

[UDL Institute Documents](#)

Alberta Stories of UDL in Action: Session descriptions and presenter bios [Alberta Stories of UDL in Action.docx](#)

[Day 1 Multiple Means of Engagement](#)

[Day 2 Multiple Means of Representation](#)

[Day 3 Multiple Means of Expression](#)

[Group Sharing & Reflections](#)

[UDL Readings and Resources](#)

[Alberta Education Resources](#)

Follow us on Twitter using the #ABUDL2011 hashtag

[Alberta UDL Summer 2011 Institute: Making Connections](#)

Alberta UDL Summer 2011 Institute: Making Connections



Overview of the 3-day conference at a glance



Inclusive Education website sharing



Conference participants intensely listening to presentations using Elluminate/Blackboard Collaborate to interact with the presenters



David Rose and Grace Meo (CAST) with conference facilitators

Our own ERLC Reporting Tool was designed to provide us more detailed information on the monthly web statistics, i.e. to further break down the information we can glean from Google Analytics and our web registration program. From here, we create status reports which give us a high level view of how many sessions were provided for each focus, showing that we have completed 675 sessions in the past year, 160 of which addressed mathematics and 116 focused on technology integration. All of the focus areas are then broken out to review individual session information and number of participants. We can also see which were the most viewed [PD Resources](#), which sessions were recently added, which types of sessions were offered (e.g. in person vs distributed learning via VC, webinars etc.) Last year, ERLC offered 355 sessions in person, 97 sessions via webinar, 3 via webcast, 16 via VC, and hosted 33 meetings, 9 evening sessions and 8 Saturday sessions. We also collect detailed data on participation per focus area that includes numbers of people, and mode of attendance (in person or distributed means) as illustrated below.

<i>Focus</i>	Attendance (In Person)	Attendance (Virtual) *	Total Attendance
Advisory Committees / Curriculum Coordinator Meetings (33 sessions)	406	37	443
Assessment (5 sessions)	165	27	291
Beginner Teachers / New to Teaching in Alberta (1 session)	44	0	44
Career and Technology Studies (19 sessions)	471	39	510
Collaborative Partnerships (9 sessions)	696	1	974
Differentiated Instruction (5 sessions)	192	0	192
English Language Learners (1 session)	11	0	11
Fine Arts (2 sessions)	53	0	53
FNMI (First Nations, Métis and Inuit) (20 sessions)	312	69	381
French (24 sessions)	423	8	531
Inclusive Education (Programming for Student Success) (16 sessions)	830	256	1955
International Languages & Culture (15 sessions)	433	7	440
Knowledge & Employability (2 sessions)	54	0	54
Leadership (15 sessions)	620	140	1135
Literacy / English Language Arts (23 sessions)	624	4	700
Mathematics (77 sessions)	1304	352	2148
Other (2 sessions)	42	5	47
Parents (4 sessions)	32	4	36
Physical Education (1 sessions)	10	0	10

Science (11 sessions)	264	2	266
Social Studies (12 sessions)	199	2	201
Teacher / Education Assistants (0 sessions)	0	0	0
Technology Integration (68 sessions)	761	149	1247
PD Leadership (18 days)	26042	0	26042
District Days (42 days)	1631	0	1956

Total: 35,619 1,102 39,667

* **Note:** Virtual sessions include: *Videoconferences* *Webcasts* and *Webinars*.

This web-based reporting tool has only been in use for the past year so we do not as yet have any longitudinal data to share, however, anecdotally we can confirm that ERLC continues to look at current and emerging technologies for potential to distribute learning. One example of this is that we are moving to provide all of our video type [PD Resources](#) in both flash (.flv) file format and mp4 format to accommodate multiple platforms including iPads and mobile devices.

General Deliverables

a. Each consortium, in consideration of the ARPDC goals, will work collaboratively with regional advisory committees (comprised of representatives from school authorities) and with one another to develop implementation plans, strategies and opportunities to meet provincial and locally identified needs in congruence with provincial direction.

Connecting the Dots

ERLC Goals

Mission:

“Partners in Adult Learning for Students’ Sake”

Outcomes

ERLC will model a responsive service oriented approach through collaborative practices

Actions

Each School jurisdiction was invited to send a representative to a planning meeting in June 2011. Initial conversations about the 2010-2011 plan began in March 2010 at a meeting following the CASS Curriculum Symposium. The group provided advice and direction to the building of the regional implementation plan; and will provide ongoing feedback about the plan, communicate the intent of the plan, gather evidence of success within their organizational network, identify future regional needs based on district needs and collaborate together to share lessons learned.

ERLC facilitates 8 – 10 different advisory committee meetings that meet between 2-3 times a year. The fall 2010 meetings provided advice and direction for program planning.

Executive Directors work collaboratively and meet formally between 4 – 6 times per year. Informal meetings, including emails, phone conversations and webinars are very frequent!

Performance Measure	Target	Result 08-09	Result 09-10	Result 10-11
Percentage of district contacts who agree that PD offerings align with needs identified in their plans.	95%	100%	93%	100%
List of advisory committee meetings and participants (workshop register, meeting summaries)	# of meetings and participants	See 08-09 Report	Appendix C-1, H, I, J, K, L, M, N, Q, R	Appendix C-1, H-1, H-4, H-6, I-1, J-1, K-1, K-2, L-2, M-1, N-1, O-1, O-2, O-3, P-1

General Deliverables

b, c & e. *Each consortium will prepare a professional plan to support implementation for the 2010-2011 school year. This work plan will be inclusive of the following implementation subjects (English, French and other) listed in the Alberta Education Implementation Schedule: Mathematics, Knowledge and Employability, Languages Initiative, High School Sciences, ESL, Literacy, FNMI, Wellness, High School Completion, Distributed Professional Learning, Programming for Student Success. The 2010-2011 work plan will be submitted to Alberta Education by October 31, 2010.*

Connecting the Dots

ERLC Goals

Goal 2

Facilitate professional development, which supports the effective implementation of:

- Curricula, including instruction
- Assessment
- Resources
- Student learning outcomes

Outcomes

ERLC offerings align with needs identified through stakeholder (Alberta Education) and jurisdiction documents.

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

Performance Measure	Target	Result 08-09	Result 09-10	Result 10-11
Percentage of district contacts that indicate ERLC facilitated PD supports effective implementation of curricula.	95%	94.5%	93%	100%
Percentage of PD program participants satisfied that they are able to apply the information learned in their classroom	95%	98%	93%	94%
Percentage of program participants that shared overall satisfaction with ERLC.	95%	98%	94%	96%
Percentage of district contacts that were satisfied that ERLC provided services at a reasonable cost.	100%	100%	100%	100%
Percentage of program participants that are satisfied ERLC services are provided at a reasonable rate	95%	99%	91%	95%
Percentage of district contacts that are satisfied that ERLC provides good value for the grant dollars which they were provided with to support implementation of curricula.	95%	94%	100%	100%

Action – ERLC Curriculum Implementation Support Work Plan(s) – Results

MATHEMATICS

Designated Funds

\$596,650.00

ERLC plan to support implementation based on regional needs and grant deliverables

- Collaboration with ARPDC partners & Environmental Scan
- Session feedback and ongoing needs assessment
- ERLC board
- ATA Specialist Council – MCATA participation on mathematics advisory committee.
- Consultation with TERM group
- Consultation with key Alberta Education Lead Managers.
- Collaboration and consultation with ERLC Math Advisory Committee

Practice/Goals

- Alberta Education grant deliverables
- Key program elements of the Mathematics Program of Studies
- Link back to ongoing needs assessments through advisory committee, participants and partners
- Regional Goals specific to work of ERLC
- ERLC Math Coordinator and ERLC Regional Math Team

Identify Possible Strategies Fall 2010 Advisory Committee Direction

- Review learning opportunities for the year to ensure that all areas have sufficient support and that identified priority areas are properly addressed.
- Post all PD support material to the ERLC website as soon as possible.
- Arrange for Cathy Fosnot to return to the ERLC region (*note Feb. 22-25).
- Communicate information about the senior high math institute in January as soon as possible.
- Refer to appendices H-1, H-4 and H-6

Action Plan and Measures

- Develop and deliver programs during 2010-2011 that are responsive and flexible and that offer a variety of approaches and opportunities which would include provision for such activities as capacity building, familiarity with the program of studies, etc.
- Use program feedback form as primary measure
- Sessions are attended
- Ongoing consultation with Advisory Committee.

Implement Action Plan

- Budget of \$596,650.00 as well as infrastructure support provided from the grant.
- Pd leadership capacity support provided to the region.
- Programs feedback.

Summative Evaluation

- ERLC Board, District Contact, and Mathematics Advisory Committee feedback.
- Summary report to Alberta Education.



ERLC Math Regional Team 2010-2011

Harry Wagner, Pat Lore, Cathy Campbell, John Scammell, Carla Kozak & Carrie Erdmann

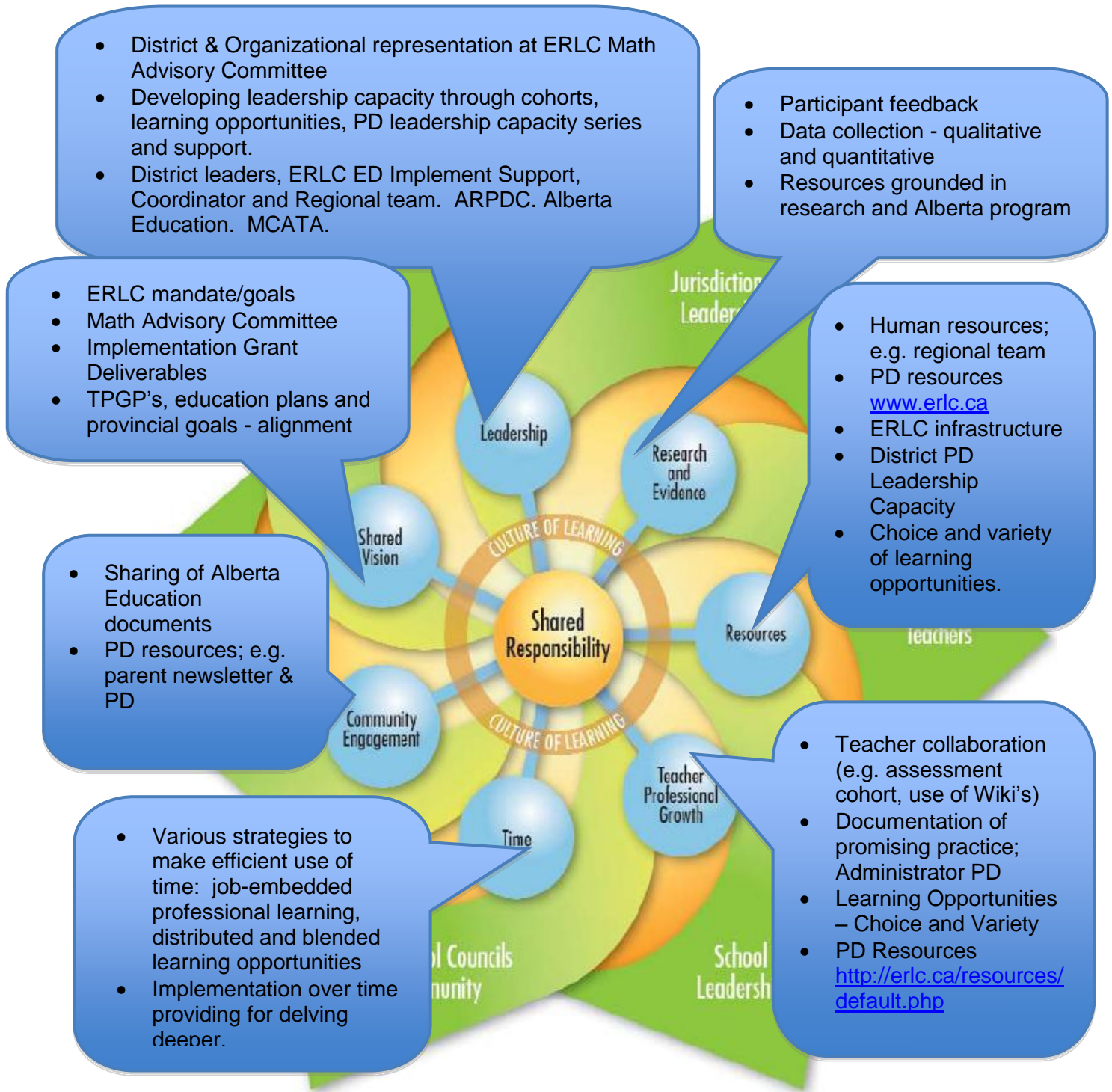


Figure 1. Essential Conditions to Support Implementation

Zone 3 Support for Mathematics Implementation



Math District Days 2010-2011 Sample Communications

Each district in the region has access to 3 days of the “**ERLC Math regional team**”. The team consists of consultants from Edmonton Public Schools, Black Gold and GSACRD, and was developed based on the advisory committee’s direction to ERLC. The regional team has expertise in curriculum, instruction and assessment, specific to supporting math implementation.

The team is available to offer learning opportunities in districts, as well as for planning support specific to math implementation. This ERLC service is called “**District Days**”.

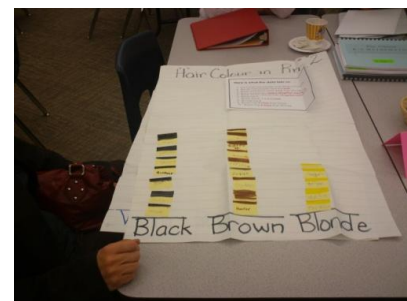
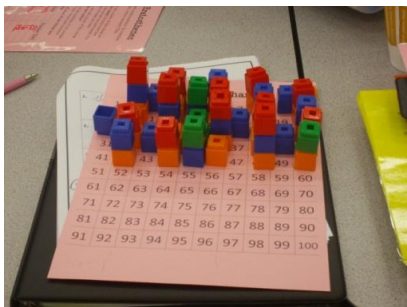
The use of District Days is organized by the district contact or curriculum coordinator in conjunction with the ERLC.

Sessions the regional team can offer in your district include:

What’s New in Math & What Does it Look Like in My Classroom?; What are the Planning Guides & How Can I Use Them?; Manipulatives – What are they and how can I use them?; Teaching Through Problem Solving & Personal Strategies; Using Technology in the New Mathematics Program; Administrators & the New Mathematics Curriculum.

What are other ways districts can access the expertise of the math regional team?

- Supporting grade-level cohorts in prioritizing outcomes, implications for assessment and unit planning
- Supporting district representatives in identifying needs for an implementation plan.
- Providing ongoing mentorship
- Facilitating teacher understanding of the underlying structure of the curriculum, critical thinking
- Mentoring district teacher leaders, (curriculum facilitators) through the use of ERLC-prepared resources and/or ways to facilitate contact with teachers.
- Managing “questions on the fly” via emails and phone calls
- Facilitating in-school/in-district workshops
- Sharing resources
- Planning sessions



District days are hosted in your area with previous locations including Edson, Edmonton, Fort McMurray, Athabasca, Stony Plain, Sherwood Park, Leduc, St. Albert and Barrhead.

Learning Opportunities

A wide variety of ERLC Learning Opportunities will be offered to support mathematics curriculum implementation throughout the year. Please check the ERLC website for the most current listing:

www.erc.ca

PD Leadership Capacity and Support for Implementation of Curriculum and Initiatives

As result of a grant from Alberta Education to support implementation, districts have requested funds be available to support **professional development leadership capacity**. Each district in the ERLC region has access to \$6,500 for development and support of district professional development leadership capacity in mathematics. The intent is to support sustainable implementation by developing capacity of teacher/school/district leaders.

PD Resource Development

The ERLC has developed a number of professional development resources in mathematics, including parent newsletters. The intent of these “PD resources” is the development of tools for PD leaders to use when they are facilitating district learning opportunities. Learning more about PD resources, including a session about what the resources are and how to use them is available. The PD resources can be viewed at www.erc.ca by choosing the [PD resources](#) tab.

ERLC Regional Mathematics Implementation Team

Districts are encouraged to contact a member of the ERLC Regional Mathematics Implementation Team to access learning opportunities at the district or school level. The regional team has expertise in curriculum, instruction and assessment.

District Contacts can communicate with members of the regional team, including Implementation Support Coordinator Harry Wagner to plan for “district days”:

Districts	Key Contacts	Division
Edmonton Public Schools And also for: Blackgold, Elk Island Catholic, Elk Island Public, Evergreen, Ft. McMurray Public, Ft. McMurray Catholic, Grande Yellowhead, Living Waters, Northern Gateway, Parkland and St. Thomas Aquinas	Cathy Campbell cathy.campbell@epsb.ca	Div 2,3 including English/French and technology
Edmonton Public Schools	Carla Kozak Carla.kozak@epsb.ca John Scammel John.scammel@epsb.ca	Div 1, 2 including DI and Special Education Div 4
Greater St. Albert Catholic	Ulana Soletsky Ulana.soletsky@gsacrd.ab.ca	Div 2, 3 including K&E
Greater St. Albert, St. Albert Protestant, Pembina Hills and Sturgeon	Harry Wagner harry.wagner@erlc.ca	
	Additional Members to the team for 2010-2011: Carrie Erdmann Carrie.erdmann@blackgold.ca Susan Ludwig	Div 2, 3 Div 3, 4

District Days with ERLC Regional Team

Each district in the ERLC region has access to the regional team consisting of consultants from Edmonton Public, Black Gold and the ERLC for 3 days for mathematics during the school year. One successful use of this time has been when consultants work with a cohort in the district. The team is also available for planning support as well as learning opportunities with cohort groups and district days in your district. Days are also well used when districts work together to plan programs that can meet the needs of more than one district.

ERLC can best support your work when:

- District days are part of a district plan and complement the plan. The plan is shared.
- Learning opportunities are a minimum of a half day in length.
- Districts plan early with regional contacts and are specific with grade levels and numbers.
- An approach using themes/threads for the year allows for in-depth work. A series of sessions speaks to PD that is job embedded and sustainable.
- Follow up through technology such as videoconferencing or webinars are considered.

This is a part of the math “menu of learning opportunities” we put together for the math regional team to show how they could support districts – but only a part of the document

Workshop Title	Length	Intended Audience	Session Description
Supporting District Representatives		District Reps / Curriculum Coordinators	Supporting district representatives in a variety of different ways including but not limited to: Capacity <ul style="list-style-type: none"> Identifying needs for an implementation plan. Managing “questions on the fly” via emails and phone calls. Connecting with the community through supporting planning of math fairs and parent evenings.
Supporting District Curriculum Facilitators		District Curriculum Facilitators	Supporting District Curriculum Facilitators in a variety of ways including but not limited to: Sustainability <ul style="list-style-type: none"> Mentoring/Coaching District Curriculum Facilitators and presenters. Working with PLC groups. Model lessons
Supporting Cohort Groups			Supporting grade-level cohorts in prioritizing outcomes, implications for assessment and unit planning.
What’s New in Math & What Does it Look Like in My Classroom?	½ day minimum to full day for all sessions	Division 1, 2, 3 or 4 Division or grade level specific.	What’s different in the new mathematics curriculum? What is the “front matter” and why is it important? What are the big ideas? What do I need to pay attention to in my classroom? This session will allow participants to find out more about the new curriculum as well as to consider practical applications, use of manipulatives, vocabulary and math processes in that curriculum.
What are the Planning Guides & How Can I Use Them?	½ day minimum to full day for all sessions	Division 1, 2, 3 or 4 Division or grade level specific.	There are many new resources available to support teachers implementing the new mathematics curriculum. What are the planning guides? Where do I find them? How can I effectively use them in my classroom? How can assessment be “triangulated” with the new program of studies?
Manipulatives – What are they and how can I use them?	½ day minimum to full day for all sessions	Division 1, 2, 3 or 4 Division or grade level specific.	You’ve got a new set of manipulatives (or you’ve just found out what your school has!), now how can you use them most effectively to support teaching of mathematics concepts in your class? What about worksheets anyway? How can homework and practice be most effective?
Teaching Through Problem Solving & Personal Strategies	½ day minimum to full day for all sessions	Division 1, 2, 3 or 4 Division or grade level specific.	What is the difference between teaching problem solving and teaching through problem solving and why is this such an important emphasis in the new program of studies? Teachers will explore what is meant by ‘personal strategy’ in the revised math program of studies. What does it look like when students are using personal strategies? How does classroom climate

			relate to eliciting personal strategies from students?
Using Technology in the New Mathematics Program	½ day minimum to full day for all sessions	Division 1, 2, 3 or 4 Division or grade level specific.	What “technologies” support student learning in the new mathematics curriculum? Explore not only how to use interactive white boards, Senteo’s, etc. but also how NOT to use them!
Administrators & the New Mathematics Curriculum.	½ day minimum to full day for all sessions	School and District based administrators	If administrators are key to the implementation of any initiative including new curriculum, what should administrators know about the new mathematics program of studies? What does it look like in the classroom? What can administrators do to support staff in implementing the new curriculum?

Data to demonstrate support for implementation provided:

- Appendix A – CIS Budget
- Appendix C – www.eric.ca – Sessions Planned to Date
- Appendix H - Sessions From September 2010 to August 31, 2011
- Appendix H-1 - Advisory Committee Meeting Fall Summary
- Appendix H-2 – “Tagxedo” What are you accepting, as evidence, that implementation is occurring?
- Appendix H-3 – Partners in Adult Learning for Students’ Sake
- Appendix H-4 – Advisory Committee Meeting Winter Summary
- Appendix H-5 – Jurisdiction Pre-Planning Template to Support Districts
- Appendix H-6 – Advisory Committee Meeting Spring Summary
- Appendix H-7 – ERLC Needs Assessment Spring 2011
- Appendix H-8 - K-12 Support for Implementation – Highlights 2010-2011

ERLC plan to support implementation based on regional needs and grant deliverables.**Collaboration/Environmental Scan/Needs Assessment**

- Session feedback and ongoing needs assessment.
- ERLC board.
- ATA Specialist Council.
- ERLC English Language Learning advisory committee consultation.
- Consultation with key Alberta Education Lead Managers and Directors.

Practice/Goals

- Alberta Education grant deliverables.
- Key program elements of ESL intent.
- Regional Goals specific to work of ERLC (i.e. Program of Studies, Instruction and Assessment).

Identify Possible Strategies Fall 2010 Advisory Committee Direction

- Lack of attendance in Advisory Committee, no direction received from “region” or district requested sessions in this area.
- Please refer to appendices I-1

Action Plan and Measures

- Use program feedback form as primary measure.
- Sessions are attended or attended via PD Resources
- Ongoing consultation with Advisory Committee.

Implement Action Plan

- Budget \$5,000.00 as well as infrastructure support provided from grant.
- Pd leadership capacity support provided to the region.

Summative Evaluation

- Program feedback. Refer to appendix
- ERLC Board, District Contact, and potential Advisory Committee feedback.
- Summary report to Alberta Education.

Data to Demonstrate Support for Implementation Provided:

- Appendix A – CIS Budget
- Appendix C – www.erc.ca – Sessions Planned to Date
- Appendix I - Sessions From September 2010 to August 31, 2011
- Appendix I-1 - Advisory Committee Fall Meeting Summary

ERLC plan to support implementation based on regional needs and grant deliverables**Collaboration/Environmental Scan/Needs Assessment**

- Session feedback and ongoing needs assessment.
- ERLC board.
- ATA Specialist Council "SLIC".
- ERLC advisory committee consultation.
- Consultation with key Alberta Education Lead Managers and Directors.

Practice/Goals

- Support language competency.
- Support understanding of cultural and intercultural awareness.
- Regional Goals specific to work of ERLC (i.e. Program of Studies, Instruction and Assessment).

Identify Possible Strategies Fall 2010 Advisory Committee Direction

- Partner with ATA specialist council to support conference offerings, October 29 and 30th in Edmonton. Conference will focus on technology integration.
- <http://slic.teachers.ab.ca/Pages/Home.aspx>
- Partner with IISLE to offer "off to a good start" – next session offered in partnership would be in January
- Continue to work with Alberta Education and take advantage of learning opportunities that are specific to various language areas. (e.g., Spanish)
- Follow up with Alberta Education about "Challenge" courses and consider planning a session focused on processes/procedures districts use to accommodate for students that wish to challenge a language course.
- Link with IISLE on ERLC site to promote language specific sessions
- <http://languages.epsb.ca/en/about-the-institute>
- Please refer to appendices J-1

Action Plan and Measures

- Use program feedback form as primary measure. Refer to appendix J-1
- Sessions are attended.
- Ongoing consultation with Advisory Committee.

Implement Action Plan

- Budget \$10,000.00 as well as infrastructure support provided from grant.
- Pd leadership capacity support provided to the region.

Summative Evaluation

- Program feedback.
- ERLC Board, District Contact, and potential Advisory Committee feedback.
- Summary report to Alberta Education.

Data to Demonstrate Support for Implementation Provided:

- Appendix A – CIS Budget
- Appendix C – www.eric.ca – Sessions Planned to Date
- Appendix J - Sessions From September 2010 to August 31, 2011
- Appendix J-1 - Advisory Committee Fall Meeting Summary
- Appendix J-2 - International Language PD Program Planning Consultation

ERLC plan to support implementation based on regional needs and grant deliverables**Collaboration/Environmental Scan/Needs Assessment**

- Session feedback and ongoing needs assessment.
- ERLC board.
- ATA Specialist Council.
- Consult with CMASTE.
- ERLC advisory committee consultation.
- Consultation with key Alberta Education Lead Managers and Directors a minimum of twice during the year.

Practice/Goals

- Alberta Education grant deliverables.
- Key program of studies elements.
- Regional Goals specific to work of ERLC (i.e. Program of Studies, Instruction and Assessment).

Identify Possible Strategies Fall 2010 Advisory Committee Direction

- Please refer to appendices K-1 and K-2

Action Plan and Measures

- Use program feedback form as primary measure.
- Sessions are attended.
- Ongoing consultation with Advisory Committee.

Implement Action Plan

- Budget - \$12,000.00 as well as infrastructure support provided from grant.
- Pd leadership capacity support provided to the region.

Summative Evaluation

- ERLC Board, District Contact, and potential Advisory Committee feedback.
- Summary report to Alberta Education.

Data to Demonstrate Support for Implementation Provided:

- Appendix A – CIS Budget
- Appendix C – www.erc.ca – Sessions Planned to Date
- Appendix K - Sessions From September 2010 to August 31, 2011
- Appendix K-1 - Advisory Committee Fall Meeting Summary
- Appendix K-2 – Advisory Committee Meeting Spring Summary
- Appendix K-3 – Highlights and Lessons Learned
- Appendix K-4 - ERLC Science Advisory Committee – September 2010

KNOWLEDGE & EMPLOYABILITY

Designated Funds

\$20,000.00

ERLC plan to support implementation based on regional needs and grant deliverables

Collaboration/Environmental Scan/Needs Assessment

- Session feedback and ongoing needs assessment.
- ERLC board.
- Consult with districts about needs.
- ERLC advisory committee consultation needs to occur.
- Consultation with key Alberta Education Lead Managers and Directors a minimum of twice during the year.

Practice/Goals

- Alberta Education grant deliverables.
- Key program elements.
- Regional Goals specific to work of ERLC (i.e. Program of Studies, Instruction and Assessment).

Identify Possible Strategies Fall 2010 Advisory Committee Direction

- Refer to appendix L-2

Action Plan and Measures

- Use program feedback form as primary measure.
- Sessions are attended.
- Ongoing consultation with Advisory Committee.

Implement Action Plan

- Budget - \$20,000.00 as well as infrastructure support provided from grant.
- Pd leadership capacity support provided to the region.

Summative Evaluation

- ERLC Board, District contact, and potential Advisory Committee feedback.
- Summary report to Alberta Education.

Data to Demonstrate Support for Implementation Provided:

- Appendix A – CIS Budget
- Appendix C – www.erc.ca – Sessions Planned to Date
- Appendix L - Sessions From September 2010 to August 31, 2011
- Appendix L-1 - Advisory Committee Fall Meeting Summary
- Appendix L-2 – Advisory Committee Meeting Fall Summary
- Appendix L-3 - Highlights and Lessons Learned

LITERACY

Designated Funds

\$5,000.00

ERLC plan to support implementation based on regional needs and grant deliverables

Collaboration/Environmental Scan/Needs Assessment

- Session feedback and ongoing needs assessment.
- ERLC board.
- Consult with districts about needs.
- ERLC consultation needs to occur.
- Consultation with key Alberta Education Lead Managers and Directors to determine direction.

Practice/Goals

- Alberta Education grant deliverables.
- Key elements of framework – initial work may be related to awareness of the framework.
- Regional Goals specific to work of ERLC (i.e. Program of Studies, Instruction and Assessment).

Identify Possible Strategies Fall 2010 Advisory Committee Direction

- Refer to appendix M-1

Action Plan and Measures

- Need to consult with region and receive direction from Alberta Education.
- Ongoing consultation with Advisory Committee.

Implement Action Plan

- Budget - \$5,000.00 as well as infrastructure support provided from grant.
- Pan Canadian Literacy funds
- Pd leadership capacity support provided to the region.

Summative Evaluation

- ERLC Board, District Contact, and potential Advisory Committee feedback.
- Summary report to Alberta Education.

Data to Demonstrate Support for Implementation Provided:

- Appendix A – CIS Budget
- Appendix C – www.erc.ca – Sessions Planned to Date
- Appendix M - Sessions From September 2010 to August 31, 2011
- Appendix M-1 - Advisory Committee Fall Meeting Summary

FIRST NATION, METIS AND INUIT (ABORIGINAL STUDENT SUCCESS)	Designated Funds \$5,000.00
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ERLC plan to support implementation based on regional needs and grant deliverables

Collaboration/Environmental Scan/Needs Assessment

- Session feedback and ongoing needs assessment.
- ERLC board.
- Advisory committee continues to provide input.
- Consultation with key Alberta Education Lead Managers and Directors a minimum of twice during the year.

Practice/Goals

- Alberta Education grant deliverables.
- Regional Goals specific to work of ERLC (i.e. Program of Studies, Instruction and Assessment).

Identify Possible Strategies Fall 2010 Advisory Committee Direction

- Refer to appendix N-1

Action Plan and Measures

- Use program feedback form as primary measure.
- Sessions are attended.
- Ongoing consultation with Advisory Committee.

Implement Action Plan

- Budget - \$5,000.00 as well as infrastructure support provided from grant.
- Facilitate coordination of workshops in January
- Facilitate coordination of Learning Together for Success workshop in March
- Pd leadership capacity support provided to the region.

Summative Evaluation

- ERLC Board, District contact, and potential Advisory Committee feedback.
- Summary report to Alberta Education.

Data to Demonstrate Support for Implementation Provided:

- Appendix A – CIS Budget
- Appendix C – www.erc.ca – Sessions Planned to Date
- Appendix N - Sessions From September 2010 to August 31, 2011
- Appendix N-1 - Advisory Committee Fall Meeting Summary

General Deliverables

Connecting the Dots

d. The consortia plan will be responsive and build in flexibility to best serve the needs of school authority personnel within the area or zone in their efforts of providing quality learning opportunities for students. Consortia would offer a wide variety of learning opportunities and approaches which would include provision for such activities as capacity building, familiarity with programs of studies, facilitating assessment practices, establishing communities of teaching and learning practice based on related research, and assisting school authorities with their implementation plans. Emerging technologies will allow for increased variety for adults to learn.

Outcomes

ERLC programs met the identified and emerging needs of educational stakeholders

ERLC contributes to the development of PD leadership capacity

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

Action

Based on input from the curriculum coordinator meeting and the June 2011 meeting with district contacts the zone has requested that support be provided for:

- PD Leadership Capacity
- Each advisory committee requested that we provide learning opportunities using various emerging and existing technologies.

The districts also requested (June 2011 meeting) that future implementation models and approaches should include these components:

- Flexibility, based on grant deliverables and ERLC mandate, to meet jurisdiction plans to support implementation
- When possible a regional team of consultants that can support “district days”
- Management of project by ERLC (budget, reporting, coordination, logistics, project leadership including working with the regional team)
- PD Leadership capacity (programs/series to support pd leaders – e.g., adult facilitation skills, development of pd resource and support for district pd leaders to attend session and then return to district to share. (pd leadership capacity dollars)
- Access of “big names” at the beginning of an implementation project

Performance Measure*	Target	Result 08-09	Result 09-10	Result 10-11
Percentage of district contacts satisfied that the efforts of the ERLC contribute to development of professional development leadership capacity	95%	95%	92.8%	100%
Percentage of district contacts satisfied that the programs met their identified and emerging needs.	95%	94%	100%	100%
Description of services offered. PD Resources			www.eric.ca	http://eric.ca/resources/default.php

General Deliverables

f. The Consortia will consult with key Alberta Education Lead Managers and Directors (responsible for main implementation subject areas and priority programs) a minimum of twice during the year as well as on a needs basis. These consultations will help allocate funding parameters and priorities for implementations areas. Additionally Consortia Executive Directors will collaborate with one another to establish relative consistency or commonality across the province with respect to subjects, grades and strategic priorities on the Implementation Schedule and Business Plan.

Connecting the Dots

ERLC Goals

Goal 2

Facilitate professional development, which supports the effective implementation of:

- Curricula, including instruction
- Assessment
- Resources and
- Student learning outcomes

Outcomes

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

Actions/Results

Meetings with Alberta Education lead managers and directors will occur throughout the year and e-mails have assisted in development of the plan.

Executive Directors meet frequently during the year.

Comment from Jim Rubuliak

We believe the needs of Alberta Education, School Authorities and other partner organizations are being served well as a result of the work of the ARPDC. This past year, Executive Directors have enhanced collaboration and brokering functions with other PD providers and other education organizations.

Comment from Alberta Education

Consortia are to be commended for an ever evolving format, development, and delivery of PD offerings – in response to evolving needs of teachers, ARPDC/ERLC has used time-tested PD that works as well as more virtual and online methods (i.e. Moodle, Demo Classes, Webinars, Web cast and more) that engage and reach out to more teachers.

General Deliverables

g. As part of planning and reporting, the ARPDC will work with stakeholders to develop processes and tools to assist school authorities in the collection as well as tracking and reporting “evidence of success” of effective implementation.”

Actions

During the 2010-2011 year Field Services provided a grant to ARPDC to field test the Essential Conditions.

Connecting the Dots

ERLC Goals

Annual Report

Outcomes

ERLC Board, districts and participants satisfied with service provided

Plan

1. Complete development work on the essential conditions
2. Develop tools to gather evidence of how consortium provides support for implementation.

www.essentialconditions.ca

A Guide to Support Implementation:
Essential Conditions

Home About Essential Conditions Implementation Planning Tool Self-Assessment Acknowledgements & Resources

A Message from Alberta's Education Partners

A Guide to Support Implementation: Essential Conditions was developed by a provincial working group of education partners¹ committed to realizing positive change in Alberta's schools and classrooms. Development of this guide was founded on the shared belief that **successful implementation² requires the coordinated, collaborative, and comprehensive efforts of education partners working together towards a shared vision of learning success for all students.**

The working group reviewed current research, literature, and promising practices³ to

- identify the characteristics of successful implementation of education policies, curricula, priorities, programs and initiatives;
- describe the complexity of the work involved in successful implementation;
- identify the conditions deemed essential for successful implementation – **shared vision, leadership, research and evidence, resources, teacher professional growth, time, and community engagement;** and
- describe the environment within which these essential conditions are most effectively addressed – an environment where education stakeholders⁴ **share the responsibility** for addressing essential conditions **within a culture of learning** that fosters inquiry, risk-taking, sharing and collaboration.

This guide offers a compilation of their review in a format that is intended to **support collaborative implementation planning by educational leaders at all levels** across the Kindergarten to Grade 12 system.

Recognizing the rich diversity that exists within school communities and student populations, this guide is not intended to prescribe a specific approach to implementation planning. Instead, it offers guiding questions to support implementation planning that intentionally addresses each of the aforementioned seven essential conditions. Furthermore, it offers suggestions for what might be

Download Essential Conditions PDF

www.essentialconditions.ca

General Deliverables

h. The ARPDC will collaborate with other P.D. providers and stakeholders (e.g. AAC, Galileo, 2Learn, ATA, ADETA, and Alberta Post Secondary Institutions), when and where appropriate, in the planning and development of program offerings and supports.

Grant Deliverables

i. The Consortium Executive Director will provide a Final Report, which is to include financial information, for this conditional grant to Alberta Education on or before November 30th. The deliverables reported on here, shall be from the “proportional funding” with additional details outlining the expenditure of “base funding”. The report will include information relative to evidence of success along with the key indicators and implementation features supported and accomplished during each of the implementation years.

Actions

Final reports will be submitted and aligned with reporting requirements identified for the annual report.

Connecting the Dots

ERLC Goals

Mission:

“Partners in Adult learning for students’ sake”

Outcomes

ERLC will model a responsive service oriented approach through collaborative practices. During the 2010-2011 year we collaborated with North Central Teachers Convention (co-sponsoring 13 sessions), Alberta School Library Council, Career & Technology Studies Council, Early Childhood Education Council, Educational Technology Council, English as a Second Language Council, English Language Arts Council, Fine Arts Council, First Nations, Métis and Inuit Education Council, Guidance Council, Health and Physical Education Council, Le Conseil français, Mathematics Council, Middle Years Council, Outreach Education council, Religious and Moral Education Council, Science Council, Second Languages and Intercultural Council, Social Studies Council and Special Education Council.

Connecting the Dots

ERLC Goals

Outcomes

- Report Provided
- See Grant Deliverable G

Plan

Report will be submitted Fall 2011.

Grant Deliverables

j. As part of the proportional and / or base funding, each Consortium may employ a subject area(s) coordinator/consultant(s) to help facilitate effective implementation and delivery plans and to suit regional and other stakeholders needs. It is anticipated that ARPDC would collaborate with one another and consult with Alberta Education with regard to the work of such coordinators.

Connecting the Dots

ERLC Goals

Goal 3: **Coordinate**, broker, and act as a referral centre to assist stakeholders' access to available professional development resources.

Outcomes

ERLC coordination services are responsive to stakeholder needs

Actions

ERLC will allocate funds to hire additional team members (e.g., program coordinators, contractors) to support the region and the work identified in the project plan as well as offset office infrastructure.

Performance Measure	Target	Result 08-09	Result 09-10	Result 10-11
Audited Financials completed	Agent Board Audit	Annual Report	Annual Report	Annual Report
Sample comments from program participants that indicated satisfaction with ERLC services	Sample of Comments Received	Appendix B	Appendix B	Appendix B-1
Number of Learning opportunities offered increased (e.g., more team members more services)	675	809	683	675
Variety of delivery approaches for Learning opportunities offered increased as evident in the workshop register	Video conferencing (VC), podcasting, archived video	30 VC, 1 webinar	55 VC, 18 webinars	16 VC, 97 webinars
Percentage of stakeholders accessing these services that are satisfied.	95%	98%	96.5%	100%

2010-2011 APPENDICES*

Report	
A.	Curriculum Implementation Support (CIS) Budget
B.	ERLC Program Feedback Form
B-1.	Participant Comments from 2010-2011
C.	www.eric.ca – Sessions Planned to Date (webpage screenshots)
C-1.	Advisory Committee List 2010-2011
D.	District Contact Survey Summary 2010-2011
E.	Question Specific to Alberta Education Contacts
F.	Executive Director Work Plan 2010-2011 – Board Approved Fall 2010
G.	Essential Conditions to Support Implementation
G-1.	ERLC Sessions for 2010-2011
Math	
H.	Mathematics Sessions From September 2010 to August 31, 2011
H-1.	Advisory Committee Meeting Fall Summary
H-2.	“Tagxedo” What are you accepting, as evidence, that implementation is occurring?
H-3.	Partners in Adult Learning for Students’ Sake
H-4.	Advisory Committee Meeting Winter Summary
H-5.	Jurisdiction Pre-Planning Template to Support Districts
H-6.	Advisory Committee Meeting Spring Summary
H-7.	ERLC Needs Assessment Spring 2011
H-8.	K-12 Support for Implementation – Highlights 2010-2011
English Language Learners	
I.	English Language Learners Sessions From September 2010 to August 31, 2011
I-1.	Advisory Committee Meeting Spring Summary
International Languages (Second Languages)	
J.	International Languages & Culture Sessions From September 2010 to August 31, 2011
J-1.	Advisory Committee Meeting Fall Summary
J-2.	International Language PD Program Planning Consultation
High School Sciences	
K.	High School Sciences Sessions From September 2010 to August 31, 2011
K-1.	Advisory Committee Meeting Fall Summary
K-2.	Advisory Committee Meeting Spring Summary
K-3.	Highlights and Lessons Learned
K-4.	ERLC Science Advisory Committee – September 2010
Career and Technology Studies & Knowledge & Employability	
L.	Career and Technology Studies Sessions From September 2010 to August 31, 2011
L-1.	Knowledge and Employability Sessions From September 2010 to August 31, 2011
L-2.	Advisory Committee Meeting Fall Summary
L-3.	Highlights and Lessons Learned
Literacy	
M.	Literacy Sessions From September 2010 to August 31, 2011
M-1.	Advisory Committee Meeting Fall Summary
First Nation, Métis and Inuit (Aboriginal Student Success)	
N.	FNMI Sessions From September 2010 to August 31, 2011
N-1.	Advisory Committee Meeting Fall Summary

Technology Integration

- O. Technology Integration Sessions From September 2010 to August 31, 2011
- O-1. Advisory Committee Meeting Fall Summary
- O-2. Advisory Committee Meeting Winter Summary
- O-3. Advisory Committee Meeting Spring Summary

Inclusive Education (Programming for Student Success)

- P. Inclusive Education Sessions From September 2010 to August 31, 2011
- P-1. Advisory Committee Meeting Fall Summary

*Additional data is available at www.eric.ca, please visit for a more comprehensive story about how the region has asked ERLC to support implementation.

	Total Budget 2010-2011	Total Expense 2010-2011	Deferred 2010-2011
			716,000.00
Base Funding			
Planning Assistance/Coordinator Costs			
ERLC operations & Logistics support	75,000.00	75,000.00	
Proportional Funding - Implementation yrs.			192,500.00
Mathematics	565,650.00	407,944.39	
Locally Developed Courses	1,000.00		
Science	11,000.00	10,485.22	
Second Languages	10,000.00	8,726.77	
Knowledge & Employability	10,000.00	10,160.00	
Safety			
Setting the Direction			
Proportional Funding Strategic Priorities & Initiatives			
English Language Learners	5,000.00	4,154.00	
Literacy	15,000.00	15,000.00	
FMNI	5,000.00	6,800.79	
Setting the Direction Inclusive Education	40,350.00	40,350.00	
Proportional Funding Zone 3 Implementation			
PD Leadership Capacity 18 districts X 10,000.00	210,000.00	176,878.83	
18 X 6,500.00 Math = 117,000.00			
18 X 3,500.00 CIS = 63,000.00			
Total Grant Funding	948,000.00	755,500.00	192,500.00

Program Feedback 2010-2011 for the Edmonton Regional Learning Consortium

Session Name: _____

Speaker(s): _____ Date(s): _____

I attended in person I attended via videoconference

A. FEEDBACK FOR THE PRESENTER	Strongly Agree	Agree	Disagree	Strongly Disagree
During this learning experience, the presenter:	4	3	2	1
1. Provided opportunities for me to be actively involved in the learning.				
2. Provided strategies for integrating new practices into my current context.				
3. Comments/suggestions for the presenter				
(additional comments on back)				
B. REFLECTIONS ON MY LEARNING	SA	A	D	SD
As a result of this learning experience:	4	3	2	1
4. I increased my knowledge of the topic.				
5. I learned strategies/skills that will support student learning on this topic.				
6. I was able to reflect on my attitudes and beliefs about the topic.				
7. I have increased my ability to implement curriculum / initiative in my classroom, school or jurisdiction.				
C. The purpose of professional development is to improve student learning. A key change that I will make in my practice as a result of today's session is:				
(additional comments on back)				
D. What I need to support my further learning on this topic:				
(additional comments on back)				
E. MY OVERALL IMPRESSION:	SA	A	D	SD
	4	3	2	1
8. The session cost was reasonable.				
9. Overall, I was satisfied with this session.				
10. Additional comments/suggestions for ERLC (e.g. registration process, communication, etc.)				
(additional comments on back)				
F. REFLECTIONS ON THE TECHNOLOGY (if applicable)	S	A	D	SD
During the learning experience:	4	3	2	1
11. The technology was appropriate to this learning experience.				
12. The time provided for interaction and processing of learning was worthwhile.				
13. I felt that I was a part of the workshop session, even if I attended via videoconference.				
14. The technology worked.				
15. Suggestions for improvement when using technology for professional development delivery:				

Thank you for participating in this learning opportunity and for your submission.

Edmonton Regional Learning Consortium, Room 20, 16325 – 83 Avenue, Edmonton, AB, T5R 3V8
 Telephone: (780) 444-2497 or 1-877-244-2497 Fax: (780) 444-0894
 Website: www.erc.ca

“Partners in Adult Learning for Students’ Sake”

ERLC Homepage: www.erc.ca

The screenshot shows the ERLC homepage with the following elements:

- Header:** "Partners in adult learning for students' sake" and the ERLC logo.
- Navigation Menu:** Home, Programs & Sessions, PD Resources, PD Across Alberta, About ERLC, Contact Us.
- Main Content:** "A Guide to Support Implementation: Essential Conditions" with a circular diagram and descriptive text.
- Featured Event:** "Teaching French in the Classroom: Moving Forward! Conference" with details on facilitators, date, time, cost, and location.
- Subscription Form:** "Subscribe to ERLC Mailing List" with a text input field for an email address and a "Subscribe" button.

ERLC Programs Page: <http://www.erc.ca/programs/default.php>

The screenshot shows the "Programs & Sessions" page with the following elements:

- Header:** "Partners in adult learning for students' sake" and the ERLC logo.
- Navigation Menu:** Home, Programs & Sessions, PD Resources, PD Across Alberta, About ERLC, Contact Us.
- Filter Sidebar:** "Filter by focus:" with a list of categories such as "Aboriginal Languages", "Assessment", "Career and Technology Studies", etc. "Filter by month:" is also present.
- Filter Callout:** "Sessions can be filtered by focus or by month" with a red arrow pointing to the filter sidebar.
- Upcoming Learning Opportunities:** A table listing sessions with columns for Date, Title, and status.

Date	Title	Status
Oct 29, 2010 9:00 am – 3:30 pm	Developing an Assessment Plan and Final Exam for Math 10-3 4-day Series FACILITATOR: Susan Ludwig COURSE CODE: 11-MA-115	Cancelled 2 of 4
Oct 29, 2010 9:00 am – 3:30 pm	Curriculum Coordinators Meeting COURSE CODE: 11-CC-224	Completed
Oct 29, 2010 8:00 am – 4:00 pm	ATA Second Languages and Intercultural Council Conference COURSE CODE: ATA	Completed 1 of 2
Oct 30, 2010 8:00 am – 4:00 pm	ATA Second Languages and Intercultural Council Conference COURSE CODE: ATA	Completed 2 of 2

Appendix C-1 – Advisory Committee List 2010-2011

Edmonton Regional Learning Consortium 2010-2011 – ADVISORY COMMITTEES

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	ABORIGINAL	CTS	DISTRIBUTED LEARNING/ TECH INT.	ENGLISH LANGUAGE LEARNERS	FRENCH LANGUAGE	INTERNATIONAL LANGUAGES	KNOWLEDGE & EMPLOYABILITY	LITERACY	MATH	SCIENCE	SOCIAL STUDIES	PROG. FOR STUDENT SUC.
Aspen View	Bernie Giacobbo	Linda Woychenko Brenda Kowalchuk	Bernie Giacobbo	Joe Shelast Brian Rudyk	Mark Francis	Brian Lemessurier	Joe Maclsaac	Joe Maclsaac	Brian Rudyk Art Shea Joe Shelast Brian Dewar	Sheena Ashton Linda Woychenko	Lance Gyte Bernie Giacobbo	Bernie Giacobbo	Charles Beamish Bernie Giacobbo	Dermod Madden
Black Gold	Neil Fenske Denise Harrison	Heather MacDonald		Denise Harrison	Denise Harrison Terri Reid	Carolyn Renvy Denise Harrison Neil Fenske	Chris Peacocke Barb Roy	Chris Peacocke	Denise Harrison	Denise Harrison	Denise Harrison	Steve Trueman	Denise Harrison	Ken Boschman
Edmonton Catholic	Brenda Willis	Azza Ghali	Pat Lema	Robert Jong	Jeff Johnson	Brenda Willis	Stella Beaudoin Magda Tundak	Magda Tundak	Monica Mazur-Kostera	Mike Carby	Amy Swinkels Len Bonifacio		John Tidswell	Paula Borges-Couture
Edmonton Public	Corrie Ziegler John Edey Tanni Parker Sandy Forster	Sharlyne Cheung	Sharon Bourque Margaretha Ebbers Donna Leask	Gord Balbar	Sandy Forster Louise Osland	Corrie Ziegler John Edey Tanni Parker	Valérie Leclair Michelle De Abreu Marie Commance Shulko (FI)	Melody Kostiuik Janice Aubry	Jan Anderson	Irene Heffel	Sandy Forster Cathy Campbell Sylvianne Perry Carla Kozak John Scammel	Sandy Forster Jane Diner	Betty Lou Ayers David Evans Corrie Ziegler Louise Osland	Belina Pasula Deborah Brandell Karen Bain Lil Rueck Monica Ellis
Elk Island Catholic	Maureen Duquay	Nicole Labrecque	Debbie Quick	Debbie Quick Jeannine Bobrowsky	Jeannine Bobrowsky	Maureen Duquay	Debbie Quick Maureen Duquay	Debbie Quick	Debbie Quick	Debbie Quick	Debbie Quick	Karen Antoniuk Maureen Duquay	Maureen Duquay Gerald Knox	
Elk Island Public	Faye McConnell Lillian Sabo	Wendy Yasinski	Lillian Sabo	Lillian Sabo	Les Sereda Louise Osland	Dianne Molzan Eileen Zimmerman	Sherri Johnston Faye McConnell	Sherri Johnston Faye McConnell	Bill Taylor	Sherri Johnston	Carey Wegner	Tracy Stock Faye McConnell	Suzan Berwald Faye McConnell	Sharon Jeske
Evergreen Catholic	Mike Hauptman	Pina Marinovich	Mike Hauptman Nicole Kearley	Joan Melanson	Gary Michaud Ray Côté	Mike Hauptman	Mike Hauptman	Mike Hauptman	Joan Melanson	Mike Hauptman	Shawn Murdoch	Amie Gardner	Dave Dempsey	
Ft. McMurray Catholic	Kathleen Murphy-House	Jason Campbell	Charlie Weckend		Kathleen Murphy-House		Kathleen Murphy-House			Deborah Kitching Pat Nameth	Joel Canete	Deborah Kitching	Julie Williams	Monica Mankowski
Ft. McMurray Public	Ray Campbell	Shelley Kellington	Dan Rizutto	Ray Campbell	Ray Campbell Ali Syed	Ray Campbell Myrna Matheson	Ray Campbell	Ray Campbell	Ray Campbell Roxanne Fudge	Myrna Matheson	Lori Weinberger	Ray Campbell	Ray Campbell	Brenda Sautner
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	Sharon Styles
Greater St. Albert Catholic	Thérèse deChamplain-Good	Jacqueline Dargis-Boucher Catherine Giesbrecht	David Quick	David Quick	Ren Giesbrecht Dean McKinney Léo Beaudry	Thérèse deChamplain-Good	Thérèse deChamplain-Good	Thérèse deChamplain-Good	Thérèse deChamplain-Good	Thérèse deChamplain-Good	Thérèse deChamplain-Good Ulana Soletsky	Thérèse deChamplain-Good	Thérèse deChamplain-Good	Karen Pedersen-Bavus
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	
Northern Gateway	Roger Lacey		John Lobo	John Lobo	John Lobo		Roger Lacey	Roger Lacey	John Lobo	Roger Lacey	Roger Lacey	Roger Lacey John Lobo	Jacqueline Mines	
Parkland	Leah Andrews	Paul McCann	Ben Beil	Leah Andrews	Nicole Lakusta	Diane Lander	Diane Lander	Diane Lander	Leah Andrews	Leah Andrews	Leah Andrews	Diane Lander	Diane Lander	Leah Andrews Ben Beil Judi Holton
Pembina Hills	Mark Thiesen	Steven Kaplan	Darleen Olson	Susan Wegner	Jason Wiks	Judy Lefebvre	Karen Green Pierre Quimet	Karen Green	Greg Ferguson	Judy Lefebvre	Keith Van DeKeere	Sandy Jones	Cindy Sanford	Mark Thiesen Rob McGarva
St. Albert Protestant	Lois Gluck	Abi Henneberry	Glenys Edwards	Lois Gluck	Sherri Fricker	Lois Gluck	Lois Gluck	Lois Gluck	Lois Gluck Krimsen Summers-Fesvk	Lois Gluck	Lois Gluck	Lois Gluck	Lois Gluck	Krimsen Summers-Fesvk
St. Thomas Aquinas	Pius MacLean	Heather MacDonald	Karen Ballhorn Paula Dubois	Mark Basaraba Ashley Mehagan		Pius MacLean	Nicole York		Pius MacLean	Pius MacLean	Pius MacLean	Karen McMullen	Michael Marien	Pius MacLean
Sturgeon	Wolfgang Jeske Leanne McMillan	Amy Sydlowski Darryl Propp	Leanne McMillan	Leanne McMillan	Ken Stanski	Leanne McMillan Wolfgang Jeske	Terry Barmby	Terry Barmby	Leanne McMillan	Leanne McMillan	Leanne McMillan	Leanne McMillan	Leanne McMillan	Judy Maynard Val Mullen
Other								Valeria Palladino		Miriam Trehearne	Donna Chanasyk Sherry Bennett	Morrie Smith		

DISTRICT CONTACT SURVEY SUMMARY 2010-11

	SA	A	U	D	SD	NA
1. The Consortium was effective in helping us address PD needs identified in our planning documents.	54.5%	45.5%	-	-	-	100%
	6	5				11
2. The Consortium was effective in helping us meet emerging PD needs, outside of those identified in our planning documents.	54.5%	45.5%	-	-	-	100%
	6	5				11
3. PD facilitated by the Consortium supported effective implementation of curricula.	54.6%	36.4%	-	-	-	100%
	6	4				11
4. The Consortium provided good value for the grant dollars they were provided to support implementation of curricula.	45.5%	45.5%	-	-	9.1%	100%
	5	5			1	11
5. The Consortium's coordinating, brokering and/or referral services were effective in helping us access PD resources.	63.6%	36.4%	-	-	-	100%
	7	4				11
6. The Consortium has contributed to the development of PD leadership capacity within my organization through regional opportunities	90.9%	9.1%	-	-	-	100%
	10	1				11
7. Consortium services are provided at a reasonable cost.	90.9%	9.1%	-	-	-	100%
	10	1				11
8. Overall, I was satisfied with the services provided by the Consortium.	81.8%	18.2%	-	-	-	100%
	9	2				11

Appendix E – Question Specific to Alberta Education Contacts

Comment from Jim Rubuliak

We believe the needs of Alberta Education, School Authorities and other partner organizations are being served well as a result of the work of the ARPDC. This past year, Executive Directors have enhanced collaboration and brokering functions with other PD providers and other education organizations.

Comment from Alberta Education

Consortia are to be commended for an ever evolving format, development, and delivery of PD offerings – in response to evolving needs of teachers, ARPDC/ERLC has used time-tested PD that works as well as more virtual and online methods (i.e. Moodle, Demo Classes, Webinars, Web cast and more) that engage and reach out to more teachers.

Edmonton Regional Learning Consortium

2010-2011 Work Plan The Executive Director reports to the Board comprised of representatives of educational partner organizations. The Executive Director’s role is to facilitate the operation and program of the consortium in an effective and fiscally responsible manner.

The Board approves the Work Plan and monitors progress at Board meetings, based on reports by the Executive Director and presentations by ERLC team members, as well as other data such as input and perceptions from their own organization, and potential involvement in programs.

The Work Plan is aligned with the consortia purposes as well as the Executive Director evaluation.

Communications, Planning, Program Delivery: Primary Goals focused on ERLC/ARPDC Goals

Goal 1 - **facilitate** professional development which supports the effective implementation of:

- a. The Alberta Learning Business Plan
- b. Jurisdiction and school education plans; and

Goal 2: - **facilitate** professional development which supports the effective implementation of curricula, including instruction, assessment, and student learning outcomes.

Goal 3:- **coordinate, broker, and act** as a referral centre to assist stakeholders access available professional development resources.

Goal 4:- **deliver** professional development based on the identified and emerging needs of educational stakeholders.

Goal 5:- **promote and support** the development of professional development leadership capacity.

Goal 6:- **provide** stakeholders with access to professional development at a reasonable cost.

Indicators/Evidence: Workshop Register (sessions planned, delivered and numbers attending), Sample Session flyers, Program Evaluations, Website, Work Plan report, Advisory Committee lists, focus on mandate.

Quality Indicators/Evidence: Communications initiatives, Implementation plans, program format and plans, building and maintaining partner support and involvement (relation building abilities, vision of partnership), broad and inclusive network, collaboration and negotiation skills are evident, participation report management/data

Focus Area	Plans/Targets Work Plan 2010-2011	Results to date
FNMI Student Success:	<ul style="list-style-type: none"> • Facilitate regional FNMI Advisory Committee meetings. • ERLC sessions offered based on district needs. • Nurture opportunity to partner with ATA specialist council/Faculty of Education staff/Métis association. 	3 sessions planned to date

	<ul style="list-style-type: none"> • Host regional conference in January 2011 focused on Goal 3. • Support FNMI branch/ARPDC with planning program based on essential conditions. 	
AISI:	<ul style="list-style-type: none"> • Attend regional and provincial AISI events. • Focus on network and support. • Continue to work with AISI coordinators in region, (e.g., technology, assessment, differentiated instruction, high school completion). 	
Assessment:	<ul style="list-style-type: none"> • Plan for assessment sessions as requested by region. • Collaborate with AAC to support region. • Attend/read assessment resources. • Facilitate the delivery of Learner Assessment Branch sessions as requested. 	4 sessions planned
English Language Learners	<ul style="list-style-type: none"> • Facilitate regional English Language Learners Advisory Committee meeting/consult with districts. • Host sessions in collaboration with community groups/ATA. • Highlight archived webinars. • Align requests for programs with setting the direction. 	
Literacy	<ul style="list-style-type: none"> • Host sessions as requested by region. • Follow up with “legacy project” to provide ongoing support for implementation of literacy initiatives – specifically focused on the emerging literacy action first framework. • Work with contract writers on Literacy First webinars (series of 10) released this fall. 	10 sessions planned to date
CTS	<ul style="list-style-type: none"> • Facilitate regional CTS Advisory Committee meetings. • Consult with region about their needs (initial awareness of changes). • Distribute CARC learning opportunities/webinars/CTS moodle. 	7 sessions planned to date
Distributed Learning/ Technology Integration	<ul style="list-style-type: none"> • Facilitate regional Technology Integration Advisory Committee meetings. • Facilitate programs based on emerging needs (still smart board support!) • Continue to make use of vc suite at ERLC/webinar license. • Determine ways that ERLC can meet district needs and facilitate learning opportunities using technology. • Model program development/delivery using TPACK. • Build capacity of region to learn about webinars. (e.g., What in the world is a webinar). • Attend learning opportunities, read literature. 	46 sessions planned to date

	<ul style="list-style-type: none"> • Monitor and work with Implementation Support Coordinator. 	
Education Assistants/Teacher Assistants:	<ul style="list-style-type: none"> • Advisory Committee exists in electronic format only. • Facilitate Early Learning Conference in December, support some of this audience. • Identify needs of this audience. • Explore admin support staff opportunities with ASBOA. 	
Early Learning (ARPDC)	<ul style="list-style-type: none"> • Facilitate/host provincial conference using webcasting and videotaping on December 6. • Host “Academic Round Table” to support understanding of early learning/research. • Support Alberta Education team with developing a three year pd plan. 	
French (ARPDC):	<ul style="list-style-type: none"> • Facilitate regional French Advisory Committee meetings. • ERLC is provincial lead for French pd grant for the province. • Monitor staff – admin support and project coordinator. • Write proposal/report for future ongoing funding and support. • Monitor financials, prepare budget. • Report to other ED’s. • Attend provincial meetings as requested by Alberta Education. • New grant funding (provincial amount) \$210,000.00 for all of ARPDC. • Collaborate on provincial projects/lead some e.g., novel study pd resource, vignettes, newsletters – (alternative pd models for adult learners). 	16 sessions planned to date
Instructional Strategies:	<ul style="list-style-type: none"> • Differentiated Instruction sessions requested by districts (AISI focus for some). • Alberta PD project – webinars www.albertapd.ab.ca 	
Knowledge and Employability (CIS):	<ul style="list-style-type: none"> • Facilitate a regional K & E Advisory Committee. • Grant to support implementation – districts requested more be offered in this area. • Explore leadership/development of a provincial moodle. • Jann Edney and Harry Wagner to attend a Powerful Learning Practice pd course series using this work as action research. (This learning opportunity for Jann and Harry is 2 day face to face and 5 - 2 hr webinars. Jann has been identified (by her colleagues) as a “Fellow” and will assist with coordinating and chairing/leading the Arpd group. – 9 consultants from across the province.) 	K & E session listed under subject category

Leadership:	<ul style="list-style-type: none"> • Provide Professional Development Leadership Capacity program based on district consultation (e.g., Jim Knight). • Host “Leading our Way Forward” Conference focused on coaching on March 14 and 15. 	12 sessions planned to date
Math (CIS):	<ul style="list-style-type: none"> • Facilitate regional Math Advisory Committee meetings. • Coordinate, monitor, report on math grants to support implementation. • Develop models to support district capacity as well as ERLC sessions. • Facilitate new presenters for sessions/programs * see additional information provided about regional plan to support math implementation. • Monitor and work with Implementation Support Coordinator. 	55 sessions planned to date
Parents and School Council Support:	<ul style="list-style-type: none"> • Offer “open session” parent council sessions. • Explore how ERLC can best support this community. 	4 sessions planned to date
Physical Education:	<ul style="list-style-type: none"> • Member on Provincial SCA/Ever Active Steering Committees. • Offer sessions to support intent of wellness framework. • Build capacity of Ever Active staff to offer webinars. 	4 sessions planned to date
Programming for Student Success: (formerly special needs) now Inclusive Education)	<ul style="list-style-type: none"> • Offer a new Inclusive Education Advisory Committee. • Review Setting the Direction materials to ensure programs based on vision/direction. • Learn more/develop contacts. • Provide programs as requested. 	3 sessions planned to date
Inclusive Education (Setting the Direction)	<ul style="list-style-type: none"> • New grant – focused on development of videos/DPL learning opportunities. Focus includes “Working with parents of students with disabilities” and “How school leaders can build and support inclusive learning environments” 	
International Languages: Aboriginal	<ul style="list-style-type: none"> • Facilitate International Languages Advisory Committee meetings. (Fall) – will now be an electronic advisory committee group. • Support Alberta Education with hosting Spanish sessions. • Offer programs in partnership with ATA council/IISLE. • Sponsor sessions at this year’s SLIC Conference (October). • Partner with IISLE on OTAGS sessions for second language teachers. 	3 sessions planned to date
Science	<ul style="list-style-type: none"> • Facilitate Science Advisory Committee meetings. • Provide programs based on Advisory Committee requests and jurisdiction needs. 	5 sessions planned to date
Social Studies:	<ul style="list-style-type: none"> • Facilitate regional Social Studies Advisory Committee meetings. 	7 sessions planned to date

	<ul style="list-style-type: none"> • Coordinate, monitor, report on grants to support implementation. • Monitor and work with Implementation Support Coordinator to support implementation. 	
Broker/Evaluate PD Opportunities:	<ul style="list-style-type: none"> • Daily (e.g. explore partners' programs to avoid duplication and look for opportunities, ongoing identification of needs, review of program quality from session evaluation reports, calls for contacts, and monitoring of presenters by attending sessions and/or following up with district leaders about perspectives on various sessions. 	
Partnerships, Consultation, Collaboration, Coordination	Continue to connect with education partners and look for opportunities to work together to ensure delivery of cost effective and efficient professional learning opportunities. (E.g., Galileo Network, Calgary Learning Centre)	
Communications	<ul style="list-style-type: none"> • Continue to assess communication strategy. • Refine updated website. www.erc.ca • Ongoing development of ERLC's "Month at a Glance". 	
Communications with District Contacts	<ul style="list-style-type: none"> • Regular emails to District Contacts. • Advice sought (if not in attendance at Advisory Committee meetings). • Annual Report package sent out in December. • Alberta Education Curriculum Coordinator meetings. • Facilitate Advisory committee meetings http://www.erc.ca/programs/details.php?id=2939 	

Organization Management

Overseeing the overall operation of the consortium. Demonstrates effective organizational skills in compliance with the primary purposes, policies and ministry reporting expectations.

Indicators/Evidence: • Reports prepared for districts, Alberta Education, Board, office management/structure

Quality Indicators: Effectively manages time and resources and is well prepared and organized, Demonstrates effective management and leadership skills, Has a high capacity for work, Effectively solves problems, Provides clear vision and direction, Develop short and long range plans to meet the needs of the consortium and provide for continuous improvement, Leads in a manner that results in being viewed positively, with the support of those with whom she works most directly in carrying out the primary purposes of the Board and guidelines for the establishment of the consortium, Communicates effectively, speaks and listens well, Requests from Alberta Education.

Focus Area	Plans/Targets Work Plan as of September 2010-2011
Effective and Efficient Operations of ERLC	<ul style="list-style-type: none"> • Continue to develop and maintain workshop registration programs, work plan and events pro management. • Explore Google docs for streamlining multiple “tracking documents” and multiple team members involved in projects. • Create effective work environment, including purchase of equipment to align with Room 19 and to support staff needs/requests for efficiency. • Develop a plan for ever greening of lap tops/maintenance of same. • Office Coordinator in place to manage day to day structure. • Complete reports for multiple grants in a timely fashion, explore variety of reporting strategies.

Personnel Management

Supervising the office team. Supervision of contracted personnel.

Evidence: Staff feedback

Quality Indicators: Models high ethical standards of conduct, models commitment to personal and professional growth, Fosters high standards of service and delivery, Establishes and maintains positive, professional working relationships with staff, Inspires confidence in her competence, Empower others.

Focus Area	Plans/Targets Work Plan as of September 2010-2011
Supervising office team, contracted personnel.	<ul style="list-style-type: none"> • Hire and contract staff based on budget. • Develop plans for staff growth. • Further develop job descriptions including criteria for success and growth. • Provide yearly performance letters, ongoing support for role performance.

Fiscal Management

Preparing, implementing and monitoring annual budgets. Ensure the fiscal management of the consortium is in accordance with accepted accounting procedures.

Evidence: Audit Report, Board Quarterly Reports with budget, actual and balance sheet.

Qualify Indicators: Generally accepted accounting practices are followed, Adequate internal controls exist and are being followed, all contracts are administered and interpreted so staff and contracted personnel are being paid appropriately, The Board is informed annually about incurred liabilities.

Focus Area	Plans/Targets Work Plan as of September 2010-2011
Preparing, implementing and monitoring annual budgets. Ensure the fiscal management of the consortium is in accordance with accepted accounting procedures.	<ul style="list-style-type: none"> • Liaise with St. Thomas Aquinas/Agent Board, monthly reporting of balance sheet and income statement. • Explore “legal entity” questions • Provide timely and appropriate reports for board. • Review monitoring processes, including month ends – specific to coding. • Grant reporting/monitoring. • Manage and monitor budget. • Have books prepared for year end audit and follow practices as required.

Leadership

Provide professional development leadership.

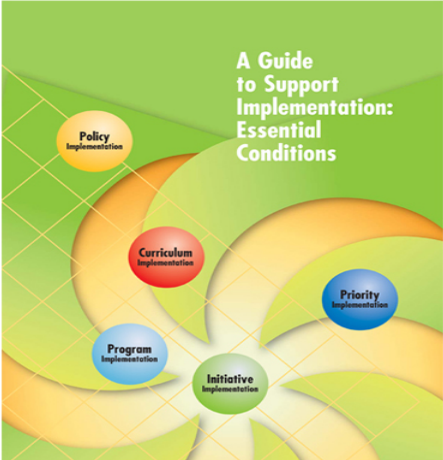
Evidence: Feedback from other Executive Directors, partner organizations and district contacts, Presentations about professional development/ARPDC.

Quality Indicators: Unsolicited written feedback via cards and emails, Solicited feedback as a result of annual survey, Demonstrates a high commitment of education and quality professional development, Models positive educational leadership, Delivering professional development programs that model effective pd and support adult learning needs, Knowledge of promising practices, Exploring effective program/learning strategies.

Focus Area	Plans/Targets Work Plan as of September 2010-2011
Provide Professional Development Leadership	<ul style="list-style-type: none"> • Provide ongoing input into our beliefs/services and evaluation of support for curriculum implementation initiatives. (e.g., curriculum implementation report, team meetings). • Deliver and monitor for results the "pd leadership capacity program". • Support implementation of the “Guide to Support Implementation: Essential Conditions”. • Explore PD evaluation models suitable for measuring consortium impact (PD Matters). • Participate in Provincial PD providers meeting to discuss ways to collaborate in dl pd delivery. • Further develop the Curriculum Facilitators/Instructional Coaching approach – e.g., social studies, math. • Attend and/or lead ARPDC meetings, meetings/conversations with Alberta Education. • Other areas as assigned by the board. • Ongoing personal professional development, e.g., continued readings, attendance at Conferences.

A Guide to Support Implementation: Essential Conditions

Home
About
Essential Conditions
Implementation Planning Tool
Self-Assessment
Essential Conditions in Action



A Guide to Support Implementation: Essential Conditions

Alberta Unites on Teaching Quality
Learning Forward (formerly National Staff Development Council) has written an article about the Guide to Support Implementation – Essential Conditions. The focus of the article is to share how the guide has the potential to support the capacity of the system through implementation planning.

"Alberta Unites on Teaching Quality" by Tracy Crow, Journal of Staff Development (JSD), December 2010. Reprinted with permission from Learning Forward, www.learningforward.org. All rights reserved.

A Message from Alberta's Education Partners

A Guide to Support Implementation: Essential Conditions was developed by a provincial working group of education partners¹ committed to realizing positive change in Alberta's schools and classrooms. Development of this guide was founded on the shared belief that **successful implementation² requires the coordinated, collaborative, and comprehensive efforts of education partners working together towards a shared vision of learning success for all students.**

The working group reviewed current research, literature, and promising practices³ to

- identify the characteristics of successful implementation of education policies, curricula, priorities, programs and initiatives;
- describe the complexity of the work involved in successful implementation;
- describe the conditions deemed essential for successful implementation – **shared vision, leadership, research and evidence, resources, teacher professional growth, time, and community engagement;** and
- describe the environment within which these essential conditions are most effectively addressed – an environment where education stakeholders⁴ **share the responsibility** for addressing essential conditions **within a culture of learning** that fosters inquiry, risk-taking, sharing and collaboration.

This guide offers a compilation of their review in a format that is intended to **support collaborative implementation planning by educational leaders at all levels** across the Kindergarten to Grade 12 system.

Recognizing the rich diversity that exists within school communities and student populations, this guide is not intended to prescribe a specific approach to implementation planning. Instead, it offers guiding questions to support implementation planning that intentionally addresses each of the aforementioned seven essential conditions. Furthermore, it offers suggestions for what might be used as evidence that the essential conditions are being addressed. And finally, it provides space to record what specific implementation support activities might be undertaken. It is hoped that additional supports, such as illustrative examples as well as implementation planning and assessment tools, will be developed and made available via education partners' web sites.

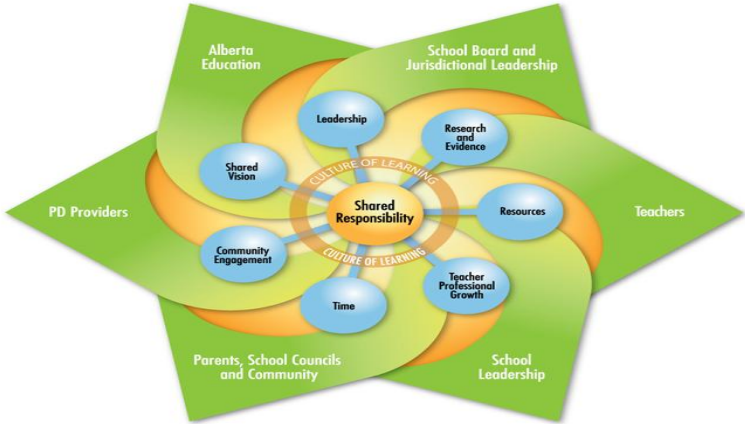
A Guide to Support Implementation: Essential Conditions

Home
About
Essential Conditions
Implementation Planning Tool
Self-Assessment
Essential Conditions in Action

- Shared Vision
- Leadership
- Research and Evidence
- Resources
- Teacher Professional Growth
- Time
- Community Engagement

Essential Conditions

View the essential conditions by clicking on the blue circles in the diagram, or use the navigation on the left.



Appendix G-1 – ERLC Sessions for 2010-2011

<i>Focus</i>	Completed	Full	Invite Only	Postponed	Cancelled	Total
Aboriginal Languages / FNMI (AB)	20	1	0	1	4	25
Assessment (AS)	11	0	0	1	0	12
Beginner Teachers / New to Teaching in Alberta (BT)	1	0	0	0	0	1
Career and Technology Studies (CT)	19	2	0	0	1	20
Differentiated Instruction (DI)	5	2	0	0	0	5
Early Learning / English Language Learners (EL)	1	0	0	0	2	3
Fine Arts (FA)	2	1	0	0	0	2
French (FR)	31	2	0	0	9	40
Inclusive Education (IE)	8	4	0	0	0	8
International Languages (IL)	17	0	0	0	1	18
Knowledge & Employability (KE)	2	0	0	0	0	2
Leadership (LE)	29	0	3	0	2	34
Literacy / English Language Arts (LI)	26	8	2	0	2	30
Mathematics (MA)	93	22	0	0	15	108
Other (OT)	2	0	0	0	0	2
Parents (PA)	4	0	0	0	0	4
Programming for Student Success (PS)	18	7	1	0	0	19
Physical Education (PE)	1	0	0	0	2	3
Science (SC)	11	0	0	1	8	20
Social Studies (SO)	12	0	0	0	3	15
Teacher / Education Assistants (TE)	0	0	0	0	0	0
Technology Integration (TI)	93	20	0	0	24	117
Collaborative Partnerships (CP)	12	0	3	0	0	12
District Days (DD)	42	0	0	0	0	42
PD Leadership (PDL)	18	0	0	0	0	18
TOTALS SUMMARY:						
	480	69	9	3	72	

LEGEND

Completed	Sessions have occurred as of 2011-08-31. *These include FULL and Invite Only sessions.
Full	Sessions that reached maximum registrations.
Postponed	Sessions that were originally scheduled at a previous date, but have now been re-scheduled for a later date.
Cancelled	Sessions which were originally scheduled but are no longer planned.

**Mathematics Sessions
From September 2010 to August 31, 2011**

DATE	CODE	SESSION TITLE	DAYS	STATUS	LOCATION
2010-09-08	11-MA-002	Math Advisory Committee Meeting	1	Active	Edmonton (Elmwood School)
2010-09-27	11-MA-074	Strengthening the Teaching and Learning of High School Math in Ways...	2	Active	Edmonton (Fantasyland Hotel)
2010-10-04	11-MA-175	Math Talk Deepens Student Understanding Webinar	1	Active	Virtual
2010-10-14	11-MA-152	Teaching Through Problem Solving, Grades K-3	1	Active	Edmonton (Elmwood School)
2010-10-18	11-MA-107	Developing Circle Concepts in Math 9	1	Active	Edmonton (Elmwood School)
2010-10-19	11-MA-074B	Strengthening the Teaching and Learning of High School Math in Ways...	1	Active	Edmonton (Fantasyland Hotel)
2010-10-21	11-MA-153	Teaching Through Problem Solving, Grades 4-6	1	Full	Edmonton (Hilton Garden Inn)
2010-10-28	11-MA-154	Shape and Space: 3-D Objects and 2-D Shapes / Measurement, Grades K-3	1	Active	Edmonton (Hilton Garden Inn)
2010-10-28	11-MA-115	Developing an Assessment Plan and Final Exam for Math 10-3 4-day...	4	Cancelled	Edmonton (Hilton Garden Inn)
2010-11-02	11-MA-066	Big Ideas in Mathematics for Grades K-3 Webinar Series	3	Active	Virtual
2010-11-03	11-MA-069	Developing Thinking in Mathematics, Grades 7-9	1	Active	Edmonton (Hilton Garden Inn)
2010-11-04	11-MA-155	Measurement, Grades 4-6	1	Cancelled	Edmonton (Elmwood School)
2010-11-06	11-MA-124	ECEC Session	1	Active	
2010-11-16	11-MA-092	Senior High Math Supper Session: Department Leadership and the...	1	Active	Edmonton (Elmwood School)
2010-	11-MA-113	Developing and Assessing Conceptual	2	Cancelled	Edmonton

11-17		Understanding of Polynomials in...			(Elmwood School)
2010-11-18	11-MA-156	Patterns and Pre-Algebra, Grades K-3	1	Active	Edmonton (Elmwood School)
2010-11-23	11-MA-075	Shape and Space: 3-D Objects and 2-D Shapes, Grades 4-6	1	Cancelled	Edmonton (Elmwood School)
2010-11-24	11-MA-174	Learning THROUGH Problem Solving Webinar	1	Active	Virtual
2010-11-24	11-MA-104	Manipulatives: What are They and How Can I Use Them? Grades 1-3	1	Active	Edmonton (Elmwood School)
2010-11-29	11-MA-119	Developing an Assessment Plan and Final Exam for Math 10C 4-day Series	4	Active	Edmonton (Elmwood School)
2010-12-01	11-MA-071	Provincial Assessment for the Revised Grade 3 Mathematics Program...	1	Full	Edmonton (Elmwood School)
2010-12-01	11-MA-070	Provincial Assessment for the Revised Grade 3 Mathematics Program	1	Full	Edmonton (Elmwood School)
2010-12-02	11-MA-157	Patterns and Pre-Algebra, Grades 4-6	1	Cancelled	Edmonton (Elmwood School)
2010-12-02	11-MA-196	Get Your Junior High Math Program Rolling Webinar	1	Active	Virtual
2010-12-07	11-MA-079	Provincial Assessment for the Revised Grade 6 Mathematics Program...	1	Active	Virtual
2010-12-07	11-MA-078	Provincial Assessment for the Revised Grade 6 Mathematics Program	1	Full	Edmonton (Elmwood School)
2010-12-08	11-MA-081	Provincial Assessment for the Revised Grade 9 Mathematics Program...	1	Active	Virtual
2010-12-08	11-MA-080	Provincial Assessment for the Revised Grade 9 Mathematics Program	1	Full	Edmonton (Elmwood School)
2010-12-09	11-MA-087	Teaching Grades 7-9 Mathematics with Manipulatives I and II	2	Active	Edmonton (Elmwood School)
2010-12-09	11-MA-158	Fostering the Development of Number Sense, Grades K-3	1	Active	Edmonton (Hilton Garden Inn)
2011-01-04	11-MA-010	Mathematics Advisory Committee Meeting	1	Active	Edmonton (Elmwood School)
2011-01-18	11-MA-067	Big Ideas in Mathematics for Grades 4-6 Webinar Series	4	Active	Virtual

2011-01-18	11-MA-076	Fostering the Development of Number Sense, Grades 4-6	1	Active	Edmonton (Elmwood School)
2011-01-19	11-MA-088B	Teaching Grades 7-9 Mathematics with Manipulatives II	1	Active	Edmonton (Elmwood School)
2011-01-26	11-MA-123	Semi-Annual High School Mathematics Institute	1	Active	Edmonton (Fantasyland Hotel)
2011-01-28	11-MA-289	Assessing Mathematics in Grades ECS-3	1	Active	Fort McMurray (Fr. Patrick Mercredi Community High School)
2011-01-28	11-MA-291	Assessing Mathematics in Grades 7-9	1	Active	Fort McMurray (Fr. Patrick Mercredi Community High School)
2011-01-28	11-MA-294	Les activités riches en mathématiques, ECS-6	1	Active	Fort McMurray (Fr. Patrick Mercredi Community High School)
2011-01-28	11-MA-290	Assessing Mathematics in Grades 4-6	1	Active	Fort McMurray (Fr. Patrick Mercredi Community High School)
2011-01-28	11-MA-292	Assessing Mathematics in Grades 10-12	1	Active	Fort McMurray (Fr. Patrick Mercredi Community High School)
2011-02-03	11-MA-197	Making Meaning in Junior High Mathematics Webinar	1	Cancelled	Virtual
2011-02-04	11-MA-279	Exploring Personal Strategies, Critical Thinking and Problem Solving,...	1	Active	Edmonton (Elmwood School)
2011-02-10	11-MA-136	Mastering the Basic Facts - Addition/Subtraction - NCTC	1	Active	
2011-02-10	11-MA-137	Mastering the Basic Facts - Multiplication/Division - NCTC	1	Active	
2011-02-11	11-MA-334	Learning Through Problem Solving, Grades 7-12 - NCTC	1	Active	
2011-02-11	11-MA-233	Orchestrating the Experience in Grade 10 -NCTC	1	Active	

2011-02-11	11-MA-232	Developing Conceptual Understanding of Polynomials Through Problem...	1	Active	
2011-02-15	11-MA-304	Senior High Math Supper Session #2: Department Leadership and the...	1	Cancelled	Edmonton (Elmwood School)
2011-02-22	11-MA-116	Operations with Rational Numbers and Early Algebra, 2-Day Institute,...	2	Active	Edmonton (Fantasyland Hotel)
2011-02-24	11-MA-117	Early Number Sense, Addition and Subtraction: The Landscape of...	2	Full	Edmonton (Fantasyland Hotel)
2011-02-25	11-MA-118	Multiplication and Division: The Landscape of Learning 1-Day...	2	Full	Edmonton (Fantasyland Hotel)
2011-03-08	11-MA-089	Knowledge & Employability and Mathematics	1	Full	Edmonton (Elmwood School)
2011-03-14	11-MA-073	Provincial Assessment for the Revised Grade 3 Mathematics Program...	1	Full	Virtual
2011-03-14	11-MA-336	Effective Strategies for Learning the Basic Facts	1	Active	Virtual
2011-03-14	11-MA-072	Provincial Assessment for the Revised Grade 3 Mathematics Program	1	Full	Edmonton (Elmwood School)
2011-03-15	11-MA-068	Differentiating Instruction in the High School Mathematics Classroom	1	Active	Edmonton (Hilton Garden Inn)
2011-03-17	11-MA-159	Developing Personal Strategies in Mathematics, Grades K-3	1	Full	Edmonton (Elmwood School)
2011-03-18	11-MA-280	Exploring Personal Strategies, Critical Thinking and Problem Solving,...	1	Active	Edmonton (Elmwood School)
2011-03-22	11-MA-189	Perplexity: Coin of the Mathematics Classroom	1	Full	Edmonton (Hilton Garden Inn)
2011-03-23	11-MA-372	Perplexity: Coin of the Mathematics Classroom	1	Active	Fort McMurray (Clearwater Public Education Centre)
2011-03-23	11-MA-349	Planning for the New Mathematics 20-2 4-Day Series	4	Cancelled	Edmonton (Elmwood School)
2011-04-05	11-MA-108	SMART Boards 102: Using SMART Boards in Junior High Math Classrooms	1	Active	Edmonton (Elmwood School)
2011-04-06	11-MA-018	Mathematics Advisory Committee Meeting	1	Active	Edmonton (Elmwood School)
2011-	11-MA-358	Being Less Helpful in the Junior High	1	Cancelled	Virtual

04-07		Math Classroom: Teaching...			
2011-04-11	11-MA-246	Provincial Assessment for the Revised Grade 3 Mathematics Program	1	Full	Edmonton (Elmwood School)
2011-04-11	11-MA-245	Provincial Assessment for the Revised Grade 3 Mathematics Program	1	Full	Edmonton (Elmwood School)
2011-04-12	11-MA-083	Provincial Assessment for the Revised Grade 6 Mathematics Program...	1	Active	Virtual
2011-04-12	11-MA-160	Senior High Math Supper Session: Instructional Strategies... How to...	1	Active	Edmonton (Elmwood School)
2011-04-12	11-MA-082	Provincial Assessment for the Revised Grade 6 Mathematics Program	1	Full	Edmonton (Elmwood School)
2011-04-13	11-MA-085	Provincial Assessment for the Revised Grade 9 Mathematics Program...	1	Active	Virtual
2011-04-13	11-MA-084	Provincial Assessment for the Revised Grade 9 Mathematics Program	1	Full	Edmonton (Elmwood School)
2011-04-19	11-MA-077	Developing Personal Strategies in Mathematics, Grades 4-6	1	Active	Edmonton (Elmwood School)
2011-04-20	11-MA-317	Technology for Secondary Math Teachers	1	Active	Edmonton (Elmwood School)
2011-05-09	11-MA-406	An Introduction to the New 20-2 Mathematics Course	1	Active	Edmonton (ATA Barnett House)
2011-05-09	11-MA-378	Knowledge & Employability and Mathematics Webinar	1	Cancelled	Virtual
2011-05-10	11-MA-344	MathWorks for Teachers Workshop: Best Practices in Teaching Workplace...	1	Active	Edmonton (Elmwood School)
2011-05-17	11-MA-120	Orchestrate the Experiences in Math 20-1	1	Full	Edmonton (Elmwood School)
2011-05-25	11-MA-121	Orchestrate the Experiences in Math 20-2	1	Full	Edmonton (Elmwood School)
2011-05-30	11-MA-122	Orchestrate the Experiences in Math 20-3	1	Full	Edmonton (Elmwood School)
2011-06-24	11-MA-383	Semi-Annual High School Mathematics Institute Implementation of the...	1	Active	Edmonton (Fantasyland Hotel)
2011-06-27	11-MA-448	Getting Started: Using TI-Nspire in Your High School Math Classroom...	3	Active	Edmonton (Ross Sheppard High School)

2011-08-22	11-MA-415	Operations with Fractions and Algebra for Grade 7 & 8 Teachers	2	Cancelled	Edmonton (St. Anthony's Centre)
2011-08-22	11-MA-408	Preparing Math for Your Kindergarten Year	1	Full	Edmonton (St. Anthony's Centre)
2011-08-22	11-MA-411	Enhancing Your Math in Grades 5 and 6	2	Cancelled	Edmonton (St. Anthony's Centre)
2011-08-22	11-MA-449	Orchestrating the Experiences in Math 20 2-Day Workshop	2	Active	Fort McMurray (Clearwater Public Education Centre)
2011-08-23	11-MA-409	Enhancing Your Math in Grades 1 and 2	2	Cancelled	Edmonton (St. Anthony's Centre)
2011-08-24	11-MA-417	Orchestrate the Experiences in Math 20-3	1	Active	Edmonton (St. Anthony's Centre)
2011-08-24	11-MA-416	Learning How to be 'Less Helpful' as a Grade 9 Math Teacher	2	Cancelled	Edmonton (St. Anthony's Centre)
2011-08-25	11-MA-418	Orchestrate the Experiences in Math 20-2	1	Active	Edmonton (St. Anthony's Centre)
2011-08-25	11-MA-410	Enhancing Your Math in Grades 3 and 4	2	Cancelled	Edmonton (St. Anthony's Centre)
2011-08-26	11-MA-420	Student Engagement in Your Junior High Math Class	1	Active	Edmonton (St. Anthony's Centre)
2011-08-26	11-MA-419	Orchestrate the Experiences in Math 20-1	1	Active	Edmonton (St. Anthony's Centre)

Summary Data for Mathematics Sessions in 2010-2011

FOCUS	FACE TO FACE	WEBINAR/ WEBCAST	VC	MEETING	EVENING	SATURDAY
Mathematics	92	17	8	3	2	0

Summary Data for Mathematics Participants in 2010-2011

FOCUS	ATTENDANCE (IN PERSON)	ATTENDANCE (VIRTUAL)*	TOTAL ATTENDANCE
Mathematics (77 Sessions)	1304	352	2148

[Mathematics PD Resources](#) accessed in 2010-2011: 405 times

- [Learn Alberta Math Gizmos](#)
- [Musings of a Math Teacher](#) – Carrie Erdmann's Blog

- [Multiplication & Division: The Landscape of Learning 1-Day Institute Grades 3-5](#) with Cathy Fosnot
- [Early Number Sense, Addition & Subtraction: The Landscape of Learning Grades K-2](#) with Cathy Fosnot
- [Digital Resources for Today's Math Classrooms Webinar Series](#) – An Introduction to Learn EveryWare with Terri Reid
- [Effective Strategies for Learning the Basic Facts](#) with Debbie Windwick-Petkau
- [Google Earth in the Classroom Series: Seeing a World of Possibilities Across the Curriculum 2](#) – Session 2 of 3: Using Google Earth in Math & Science with Danny Maas
- [12-Step Program for Success in Mathematics](#) with Marian Small
- [Big Ideas in Mathematics for Grades K-3](#) with Marian Small
- [Big Ideas in Mathematics for Grades 4-6](#) with Marian Small
- [Math Talks Deepens Student Understanding](#) with Carla Kozak
- [Get Your Junior High Math Program Rolling](#) with Cathy Campbell
- [Learn THROUGH Problem Solving](#) with John Scammell
- [Moving From Pre-algebraic Thinking](#) with Greg McNulty
- [Mathematics Newsletters for Parents](#)
- [Early Literacy & Numeracy Strategies Using the SMART Board \(K-2\) Webinar](#) with Candace Beaton
- [Serious Games: Engaging Students in Inquiry-Based Learning](#) with Aaron Ball

Mathematics Videos:

- [John Scammell](#)
- [Cathy Campbell](#)
- [Carrie Erdmann](#)
- [Carla Kozak](#)
- [Pat Lore](#)

EDMONTON REGIONAL LEARNING CONSORTIUM
Mathematics Advisory Committee
Meeting Summary



September 8, 2010

Agenda

1. **Meeting Intent:** To review and reflect on the status of our current regional mathematics implementation plan and to seek input and confirm approval for the 2010-2011 regional plan to best support ongoing implementation of mathematics.

2. Welcome and Introductions

In attendance:

Representatives of all 18 districts in ERLC were in attendance representing Aspen View, Black Gold, Edmonton Catholic, Edmonton Public, Elk Island Catholic, Elk Island Public, Evergreen Catholic, Fort McMurray Public via VC, Fort McMurray Catholic via VC, Grande Yellowhead, Living Waters Catholic, Northern Gateway, Parkland, Pembina Hills, St. Albert Catholic, St. Alberta Protestant, St. Thomas Aquinas, and Sturgeon.

Other Organizations Represented: Alberta Assessment Consortium (AAC), Math Council of the ATA (MCATA).

3. District Sharing and Updates

Thanks to all who were able to attend and share updates and emerging needs from their districts. The common themes emerging are: Assessment, coaching (supporting lead teachers and administrators), HS math, manipulatives.

a. A Guide to Support Implementation: Essential Conditions

www.essentialconditions.ca

This is the final year of the curriculum support grant that includes implementation support for mathematics. Longer term grants have given us opportunity to engage in long term, more comprehensive PD planning.

b. District Feedback

What are you accepting, as evidence, that implementation is occurring?

- Lead teachers from schools report that more time and varied instructional strategies have resulted in better student understanding
- Teachers are specific in the support requests they are making. it is not a general cry for help: they know what support they need to be successful in implementation
- Teachers are able to design/use instructional strategies and assessments that reflect the intent of the program of study
- Planning that shows evidence of front matter in fusion in to teaching of specific outcomes
- More focus on process
- “Community of learners” activities
- Different classroom setup
- Part of school PD (on going for years)
- Collaborative planning with a Front Matter checklist
- Teachers requesting time to work together
- Admin supporting teacher elbow to elbow time
- Positive teacher feedback

- Parent involvement
- Teacher discussions at learner outcomes
- Manipulative purchases
- Anecdotal stories
- Teacher excitement
- Questions teachers are asking
- Excitement of students and their stories
- Resources being used
- Teachers talking about new strategies to teaching concepts
- Changing attitudes towards math in and out of classrooms
- Math teachers talking about curriculum and teaching strategies
- Increases student discourse
- Teachers asking “how” can I...
- Classroom observations of students
- Professional learning community dialogue
- Use of materials/literature etc.
- Growth plans
- Teacher Evaluations
- Teachers start sharing about how much they love teaching math!
- Support is needed over time- not one-shot PD
- On going support in classrooms
- Parents asking questions: “what is this?”, “ How can I support at home?”
- Parents saying “ I wish I was taught this way”
- Math teachers are moving from comfort (with old curriculum) to discomfort (with new curriculum) to looking for help to comfort
- Teachers trying new instructional strategies
- Teachers inservicing other teachers
- Attendance at PD sessions requests for more PD
- CWT’s and frequency of manipulatives being used
- Student central classrooms
- Group work
- Assessments used
- Teachers asking for Math support from ERLC and more teachers attending
- Increase in percentage of teachers attending math PD
- Increase in attendance and interest at math sessions
- feedback from teachers: types of questions support sought
- Student confidence in math abilities
- Manipulatives are seen as tools by students rather than toys
- Students are mindful of their strategies and abilities to solve problems using math; teachers are becoming mindful of their personal strategies/abilities and those of their students and therefore more confident in facilitating learning.
- Traditional assessment practices are being discarded as they do not align! However, there is a struggle to record and report progress with clarity and meaning

What are the “lesson learned” about implementation, as you reflect on Math and other implementation?

- Primary has been easy to more
- Pre-implementation has been key

- Time to think and talk is key
- Internal has worked best for our numbers
- Coming back after and during implementation
- Go slow, to go fast
- Keep the conversations going
- Developing math (or subject) experts is essential. Where do small divisions find the money to do this?
- In order for implementation to be successful, teachers need on-going support
- Create teacher leaders
- Use personnel in your district
- Create strong personal relationships
- Give change time to happen, it's a slow turning
- Stay the course keep pushing
- PD that is offered as a series so teachers can develop a cohort, network, and it allows time to learn in chunks and process
- The role of the school administrator as an instructional leader is key to the success of any implementation that is designed to impact students
- Implementation requires ongoing support
- Admin needs to be educated regularly
- Implementation requests at elbow support
- One shot PD does not work unless there is follow up with the teacher/admin
- Modeling/coaching essential to changing practice
- Partnership clearly delineated between AB Ed., ERLC, district, and schools
- Differentiated PD needed
- Classroom support essential to the implementation of a new curriculum
- Primary teachers are the first to move forward
- By middle school, students think there is a "right way" rather than exploring
- High school teachers need more support and a paradigm shift

4. ERLC Updates

Mathematics Plan 2010-2011 (based on advice and input from the advisory committee and participant feedback):

1. ERLC Learning Opportunities currently planned in Mathematics. (specific grades/topics as well as background for those who have not had exposure to curriculum).
 - a. Some featured speakers: Leinwand, Brown, Meyer, and Small. Please help ensure that teachers in districts are aware of what is available. Note that some, such as Marian Small, will be using webinars. Jann is available to do session – webinar on webinars – for groups in districts including principals, coaches, etc.
 - b. Senior High Math programming – including unit and assessment planning
 - c. Senior High Math Institutes January and June: Some lower numbers in June. Perhaps because some had heard Peter in January and some might have been busy planning at their schools in June. Feedback that some teachers didn't know if they would be teaching that course so not interested in investing their time. Dates have been established for January 26 and June 24, 2011.

- d. At the at the direction of the advisory committee, Cathy Fosnot has agreed to come to Edmonton for 4 days in February:
 - **Operations with Rational Numbers and Early Algebra, 2-Day Institute, Grades 6-9 with Cathy Fosnot on Feb 22 (11-MA-116)**
 - **Early Number Sense, Addition and Subtraction: The Landscape of Learning 1-Day Institute, Grades K-2 with Cathy Fosnot on Feb 24 (11-MA-117)**
 - **Multiplication and Division: The Landscape of Learning 1-Day Institute, Grades 3-5 with Cathy Fosnot on Feb 25 (11-MA-118)**
 - e. Cohort groups to develop final assessments in Math 10C and 10-3 have been established but number of registered participants is currently too low to run successful sessions. If the cohort groups proceed the work of the group will be shared with the region but this is dependent on having sufficient registration.
2. ERLC Regional Team – How does the team support your district plan? Sharing of plan & early contact and booking is essential. District days – if they are not used/booked by a district will be opened after Christmas. Plan early. Each district has up to three days of access to the math regional team. If district days are shared between districts they can be combined. [www.erlc.ca](http://erlc.ca)
<http://erlc.ca/programs/theme.php?theme=11>
 3. District Curriculum Facilitator Support & PD Leadership Capacity –e.g. Jim Knight, Laura Lipton. Who are the district curriculum facilitators? Instructional Coaches?
 4. Distributed Learning
 - a. Webinar delivery – more of – how best to promote/support?
 - b. SMART board sessions
 - c. VC
 5. PD resource development
 - a. New ERLC website and PD resources – format? Content? Needs?

Review and Confirmation of Plan

Participants in attendance were supportive of the plan as presented.

5. Direction to ERLC to support your district role with implementation

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

- Review learning opportunities for the year to ensure that all areas have sufficient support and that identified priority areas are properly addressed.
- Post all PD support material to the ERLC website as soon as possible.
- Arrange for Cathy Fosnot to return to the ERLC region in the new year (*note Feb. 22-25 now booked).
- Communicate information about the senior high math institute in January as soon as possible.

Next meeting: January 4, 2011 9:00 – noon
April 6, 2011 9:00 – noon

Partners in Adult Learning for Students' Sake
Fall 2010 Math Advisory Committee



Happy new school year! We look forward to learning from you about how we can best meet your adult learning needs. Based on the [mission and goals of ERLC](#) and intent of the [Guide to Comprehensive PD planning](#), we value the time district representatives can attend [advisory committee meetings](#) and offer direction and advice. This month, eight different advisory committee meetings will occur with meeting summaries providing direction for program planning. Besides seeking input and suggestions, one of the key outcomes of the meetings is to provide an opportunity for district leaders to network and collaborate, focused on ideas to support implementation.

On September 8, 2010, the math advisory committee met with representatives from all 18 districts in the region as well as partners such as the [Alberta Teachers' Association Mathematics Specialist Council \(MCATA\)](#) and the [Alberta Assessment Consortium \(AAC\)](#). Thanks to all districts that continue to provide ERLC with advice and direction, and when possible attend advisory committee meetings (in person or via videoconference!). The math advisory committee was a "Slam Dunk" for ERLC having all 18 districts represented! Please continue to advise us on your adult learning needs.

EDMONTON REGIONAL LEARNING CONSORTIUM
Mathematics Advisory Committee
Meeting Summary

January 4, 2011



1. Meeting Intent

Purpose: To review what's working well and what should be enhanced or become more focused to most effectively support mathematics implementation in the region.

2. Welcome and Introductions

In attendance: Aspen View, Black Gold, Edmonton Public, Elk Island Catholic, Elk Island Public, Fort McMurray Catholic via VC, St. Albert Catholic, Northern Gateway, Parkland, Pembina Hills, St. Thomas Aquinas, Sturgeon. Other organizations: Math Council of the ATA (MCATA).

3. District Sharing and Updates

a. Reflection on Key Questions Regarding Implementation and Sustainability

<http://goo.gl/nrOmx> -- participants at the meeting used this link to a Google document to add reflections on the questions outlined in the agenda. Advisory Committee members can continue to add to this document..

A number of suggestions for future programming were suggested and include:

- Math teachers need continuing support for developing their skills surrounding assessment for learning, differentiation, curriculum mapping and how these skills support the pedagogy of the new program With the changes to the POS just reaching sr. high this year, there are significant numbers of sr. high teachers that missed out on PD from previous years and would benefit from continued support. Even for teachers that have taken advantage of previous PD, we are finding that teachers (jr. & sr. high) are still processing the changes and will benefit from continued support. The changes to instruction and assessment are huge and the process of changing the practice of so many teachers takes time.
- ERLC provides full day and multi-day PD that have greater impact on teachers.
- Continue to provide:
 - sessions specific to problem-solving and manipulatives,
 - planning and assessment sessions,
 - sessions with experts like Marion Small and Cathy Fosnot who help with process but also deepening our own mathematical understanding. The ERLC is able to bring in high quality speakers such as Marian Small that would not be able to access without the grant. Math consultants such as Cathy Campbell give us access to Math PD that we could not afford on our own.
 - building capacity of teacher leaders through workshops and facilitator training
 - support for elementary teachers who may not have a mathematics background
- Consider:
 - development of 'model lessons' on video that teachers can access on line

- development of webinars “new to teaching mathematics” - what you need to know
- creation of video model lessons, webinars (‘new to teaching mathematics’ what you need to know)
- administrator’s document: look for’s in the math classroom (for walk-throughs)

b. District/Organization Sharing

Some common themes include:

- Implementation is beginning to happen but division 4 is just starting and more time is needed at all division levels to support full implementation.
- Elk Island Public has developed a document through AISI on Characteristics of an Effective Math Classroom. This would be look for’s for administrators. District is willing to share after revisions have been made.
- A number of districts have organized grade/division level groupings for collaborative work in the district. Learning coaches are used in a number of districts as well.
- MCATA conference planning for Edmonton in October 2011 is under way and those interested in presenting are encouraged to consider that. For up to date information please check the website at www.mathteachers.ab.ca.

c. A Guide to Support Implementation: Essential Conditions

- www.essentialconditions.ca
- Making use of a Guide to Support Implementation: Essential Conditions - \$2000.00 -- Project attached – timeline for submissions for Math projects is January 30th.

4. ERLC Updates - Review of plan for 2010-2011

- a. Learning opportunities to support mathematics implementation are being updated on a regular basis and can be found at <http://www.erc.ca/programs/theme.php?theme=11>. Highlighted sessions include Marian Small webinars, Jan. 26 senior high math institute, Cathy Fosnot in February and Dan Meyer in March. Anyone wishing to get regular updates on learning opportunities available can subscribe to the ERLC mailing list which is available on the splash page of the website.
- b. ERLC regional team – please make sure to book district days by the end of January after which unbooked days will be made available to all districts.
- c. PD resource development – ERLC was encouraged to revisit the creation of a Math 10-3 assessment plan/final exam if at all possible. This was cancelled because of low subscription but if districts are able to commit to sending a number of people it is possible to revisit. Districts are asked to submit names of teachers that would be supported to participate to Harry Wagner.

Next meeting: April 6, 2011 9:00 a.m. - 12:00 p.m.

Jurisdiction Pre-Planning Template to Support Districts in Making Use of A Guide to Support Implementation: Essential Conditions

For a focus area such as: CTS, FSL and/or French Immersion, Math

Successful implementation is possible in environments where education stakeholders share responsibility to address seven essential conditions for supporting implementation within a culture of learning.

Plan to support implementation in: _____
(Jurisdiction Name)

Shared Responsibility is a commitment among education stakeholders – to develop a shared understanding of and commitment of roles and responsibilities to support implementation.
Who will be involved with developing this implementation plan and willing to share responsibility to support implementation?



www.EssentialConditions.ca

Focus Area and two Essential Conditions chosen (rationale and description of your initial thoughts as to which essential conditions will be field tested)

Brief outline of timeline for developing your implementation plan using *A Guide to Support Implementation: Essential Conditions*

- including the involvement of stakeholders in their shared roles and responsibilities for the essential conditions chosen
- collaboration with the team of external education stakeholders
- including identification of evidence of successful implementation of the essential conditions chosen

Proposed Budget, including jurisdiction contribution and the amount requested from regional consortium (up to \$2000) and budget categories for expenditures.

By submitting this intent to participate, the jurisdiction is also agreeing to collaborate with external education stakeholders which may include representatives of Alberta education Field Services, regional consortium, ATA PD staff and other representatives of your education stakeholders who have roles and shares responsibilities for successful implementation, communicate and share lessons learned related to the use of *The Guide to Support Implementation: Essential Conditions* and participating in the final provincial project survey.

_____ Jurisdiction Superintendent

_____ Project Lead/Contact person

Contact information:

Email Address: _____

Phone Number: _____

Please submit by November 19th, 2010

Date: _____

EDMONTON REGIONAL LEARNING CONSORTIUM
Mathematics Advisory Committee
Meeting Summary



April 6, 2011

1. Meeting Intent

Purpose: To review implementation support and to begin to create a regional plan to support math implementation for the 2011-2012 school year. The plan will focus on how to sustain and further support K-10 teachers and administrators and to prepare for implementation at grades 11 and 12.

2. Welcome and Introductions

In attendance: Black Gold, Edmonton Public, Elk Island Public, Fort McMurray Public via VC, Grande Yellowhead, Northern Gateway, Parkland, Pembina Hills, Greater St. Albert Catholic, St. Thomas Aquinas, Sturgeon

Other Organizations Represented: MCATA – Math Council of the ATA, AAC – Alberta Assessment Consortium, ERLC Executive Director and ERLC Math Coordinator.

15 in attendance representing 11 districts and 2 organizations.

3. District Sharing and Updates

A reflection sheet for feedback was distributed. Advice and feedback concerning the five questions is summarized:

1. What should the regional plan focus on in order to be as effective as possible in supporting mathematics implementation in the ERLC region?
 - Legacy pieces, Moodles, Webinars
 - Support for new teachers
 - Support for Inclusive Classrooms (x2)
 - Differentiated Instruction
 - Assessment (x3) – building assessments for each course AFL/AOL/AAL, diploma exam format
 - Speaker series
 - District days
 - Levels of complexity – problem solving
 - Preparing for Math 30-1, 30-2 and 30-3 (x3)
 - Update/Review of Math 10C, 20-1, 20-2, 20-3.
 - Emphasis on the flow of math from level to level
 - Elementary teachers grades 4-6 refocus
 - Continue to support all divisions in problem solving and inquiry
 - K and E
 - Cement our focus on the front matter as our content (x2)
 - Encouraging teachers to see students as mathematicians and doing the work of mathematicians.
2. What kinds of ERLC Learning Opportunities will best support implementation in your district? Grade levels? Topics? Speakers? Format (VC, F2F, Webinar)? Timing?
 - Grades 3-8 – Inquiry model
 - Grades 9-12 – Teaching through problem solving and using rich problems rather than teaching for problem solving. Engaging the learner with context.

- All – Critical thinking and levels of complexity.
 - K & E – more that skill and drill; rich problems
 - Continue to offer full and half day sessions. Webinars – District may need to encourage.
 - Research translated into practice
 - Focus on senior high math teaching and assessment strategies (x2)
 - K & E 8, 9, 10-4, 20-4
 - A topic that is carried through from grades 10-12
 - Topics that need to be taught differently than in the past.
 - Grade level sessions and sessions showing scope and sequence (x2)
 - Webinar follow up.
 - Follow up to summer sessions to allow a chance to continue to work together.
 - Refresher courses for elementary preferably face to face but also VC and webinar.
 - Providing PD for as many teachers as possible in as many formats as possible.
3. Should there be a regional mathematics team and, if so, how should it be structured to be of greatest use to your district?
- Yes (x8)
 - I would like to partner with other districts to share our allotted days. We have teachers new to math and to our division that need inservices on the philosophy of the program and its main pillars but there aren't enough of them to warrant a session by themselves.
 - You can access divisional subject area experts in a team and team members can support each other in the work.
 - Similar to this year (x2)
 - The support of the regional mathematics team is greatly appreciated. Having a presenter come and work with an entire math department in a larger high school or groups of high school teachers from smaller schools. Sessions could be full or half days focusing on instructional and assessment strategies.
 - We have started to use the consultants during exam time for high school implementation. So availability of consultants is useful.
 - We have 3 half day division based cohort days next year and could access the team to come and work to assist with math planning with these teachers rather than presenting – it would be side by side work.
 - More focus on working with division math leaders, especially with reduced AISI funds.
4. What projects and legacy resources would best support mathematics implementation in your district? Videos? Topics? Model lessons? Moodle (20-1, 2, 3 similar to 10C and 10-3 this year)
- Fosnot – focus questions, differentiation to support each mathematician
 - Dan Meyer & Peter Liljedahl – rich problems to engage the learner.
 - Yes to all.
 - Models and guided practice in planning instruction and assessment
 - Collaboration with MCATA, presentations at conference what consortia are offering, share presentations from region to region.
 - Toolkits
 - Model lessons (x2) Streaming video on personal strategies, assessment of thinking, manipulative use
 - Moodle site similar to 10C and 10-3 this year (x2)
 - Administrators Toolkit – repackage into more manageable chunks so that schools don't see it as too much to take on.

5. High School Mathematics Think Tank – What timing would work best? What are the important issues?
- October, Fall, May (In my district I would offer release time to attend)
 - Exam weeks, half days
 - Supper meetings
 - Via VC or Webinar
 - Meet every month for 2 hours after school
 - Issues:
 - i. Manipulative use and where to get them,
 - ii. Breaking out of the textbook
 - iii. Performance tasks
 - iv. Differentiating lessons and assessment
 - v. Rethinking math instruction – moving away from more traditional teaching
 - vi. Pedagogy, Front Matter
 - vii. Item writing for Diploma exams
 - viii. Examples for the standards
 - ix. Opportunities to share what is happening, issues and how to solve

4. Direction to ERLC to support your district role with implementation

ERLC learning opportunities

District feedback and conversation about what was presented:

- “Take risks, Make Mistakes, Surprise Yourself”
- An issue that has come out of PAT results is that students need to be prepared to handle varying levels of complexity with problem solving. Multi-step problems and critical thinking are key to success. Subject bulletins are available at <http://education.alberta.ca/admin/testing/achievement/bulletins.aspx>
- It was noted that since high school teachers no longer mark together they don't necessarily understand the types of questions that may be asked, especially multi-step problems. A suggestion that ERLC host sessions on the Diploma exams but also host sessions where teachers can build multi-step questions together.
- Content and focus on numeracy important for elementary teachers.
- Link curriculum, instruction and assessment. How will I measure the outcomes?

The Southern Alberta Professional Development Consortium has developed an **Administrator's Toolkit for K-9 Mathematics**. The authors of the resource were Sherry Bennett and David Decoste.

Purpose

This resource has been developed to assist school based administrators in their role of supporting ongoing teacher professional growth and school improvement as it relates to implementation of the new Mathematics Program of Studies. Specifically, its purpose is to

- *support administrators in their role as instructional leaders;*
- *provide a vision of what the new Mathematics Program of Studies will look like when fully implemented;*
- *provide a framework for assessment of school progress in implementing and refining the mathematics program over time; and*
- *provide background information and professional development materials to facilitate effective mathematics implementation.*

How best to use was discussed:

- An archived webinar has been produced providing an overview. ERLC will look to provide access in a variety of ways. Podcast?
- It was noted that there are two primary audiences for this resource: firstly it is for administrators to help them know what's important in the math curriculum but most importantly it is meant to be used with teachers and staff at the school level.
 - Awareness and implementation of a resource such as this will likely be the responsibility of the curriculum coordinator in each district. Districts will have a variety of structures with a variety of opportunities to introduce the resource:
 - Scavenger hunt to get administrators into resource at a meeting
 - Developing learning coaches – teach them about toolkit and then they can share with others
 - Can introduce at admin meetings to create an awareness of importance of role of admin in supporting implementation and walk through
 - Develop an interactive activity to introduce admin to toolkit
 - Create some online tools and/or create some easier ways to access
 - Repackage the resource into smaller pieces
 - Present first session to administrators to model what they might do with it.
 - Develop 4 or 5 questions around the toolkit to ask administrators

Demo course/Moodle to support Math 20-1, -2 or -3

- Advertise and create an overview
- Provide PD around the Moodle – need to learn about how to use
- Need to highlight copy write issues
- Try to ensure that each course has some support across the province so that not everyone is just doing -1.

Idea of online newsletter

- Lots of stuff out there – streamline info/ideas of online newsletter – more than video prompts, e.g., thinking devices. Link to curriculum.

K and E Mathematics– need to focus on

- Issues include: Correlation with program of studies, 10-3 and 10-4 kids combined, having a clear idea of the K & E student, support in districts, understanding outcomes and the progression of outcomes since the K & E math is so separate/different.
- Review work of AAC and Alberta Education regarding the Instructional Support Resource for Social Studies. Add onto for math?

Regional Team

- Not all district days have been used and the team will use those remaining days for project/resource work. Districts that would like to access the team prior to the end of the school year may still do so if dates can be found.
- Suggestion that next year, district days can be open to all to register. They will be posted on the ERLC website and interested people from other districts can register directly with the hosting district.

PD Resources

- Can we ask the question – what are the “essential resources” we need for new teachers to math?
- Perhaps we can put up an RSS feed to alert subscribers to new resources.
- Perhaps we can highlight the blog more/differently?

PD leadership Capacity

- \$6500 of \$10 000 for this year. Please submit tracking form and correlating invoice at any time but no later than the beginning of June. Stories of impact from access of funds are requested as well. Any pictures or stories are appreciated.

Upcoming ERLC sessions

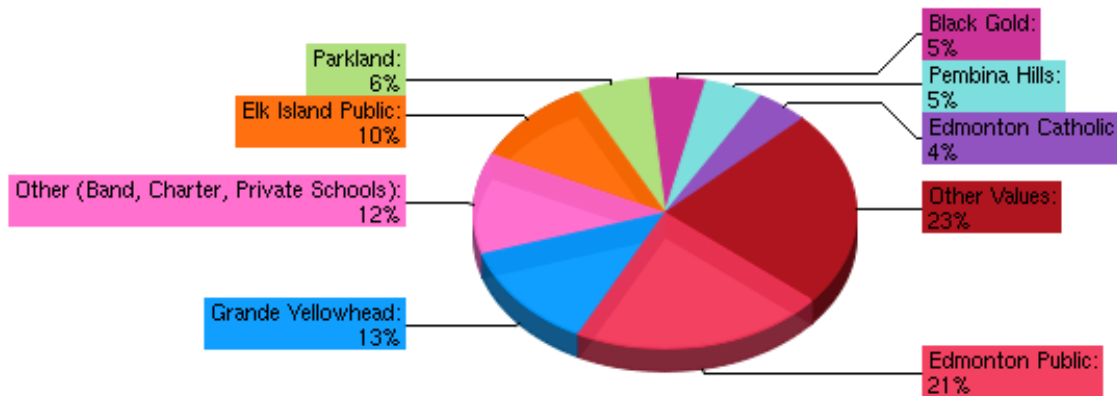
- Listed on ERLC site at <http://www.eric.ca/programs/theme.php?theme=11>
- June 24 senior high math institute will be hosted by the Central Alberta Regional Consortium in Red Deer. ERLC will have webcast sites but a bus will be available to take anyone interested in participating in person from Edmonton to Red Deer and will run if there is sufficient interest.
- Summer sessions will be available for teachers K-9 and grade 11 during the week of August 22.

Meeting Dates for Next year: Fall 2011



ERLC Math Needs Assessment Spring 2011

Which school/district/education authority are you employed by?

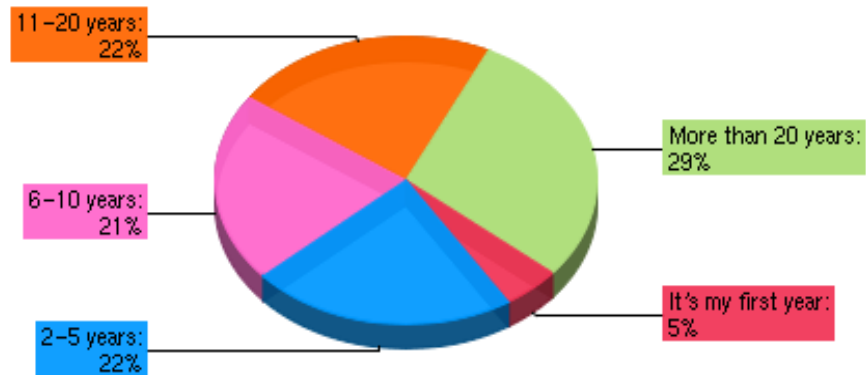


Value	Count	Percent %
Aspen View	4	2.2%
Black Gold	9	4.9%
Edmonton Catholic	8	4.4%
Edmonton Public	39	21.3%
Elk Island Catholic	1	0.5%
Elk Island Public	19	10.4%
Evergreen Catholic	1	0.5%
Ft. McMurray Catholic	5	2.7%
Ft. McMurray Public	5	2.7%
Grande Yellowhead	23	12.6%
Greater St. Albert Catholic	4	2.2%
Living Waters Catholic	5	2.7%
Northern Gateway	6	3.3%
Parkland	11	6%
Pembina Hills	9	4.9%
St. Albert Protestant	4	2.2%
St. Thomas Aquinas	5	2.7%

Statistics	
Total Responses	183

Sturgeon	3	1.6%
Other (Band, Charter, Private Schools)	22	12%

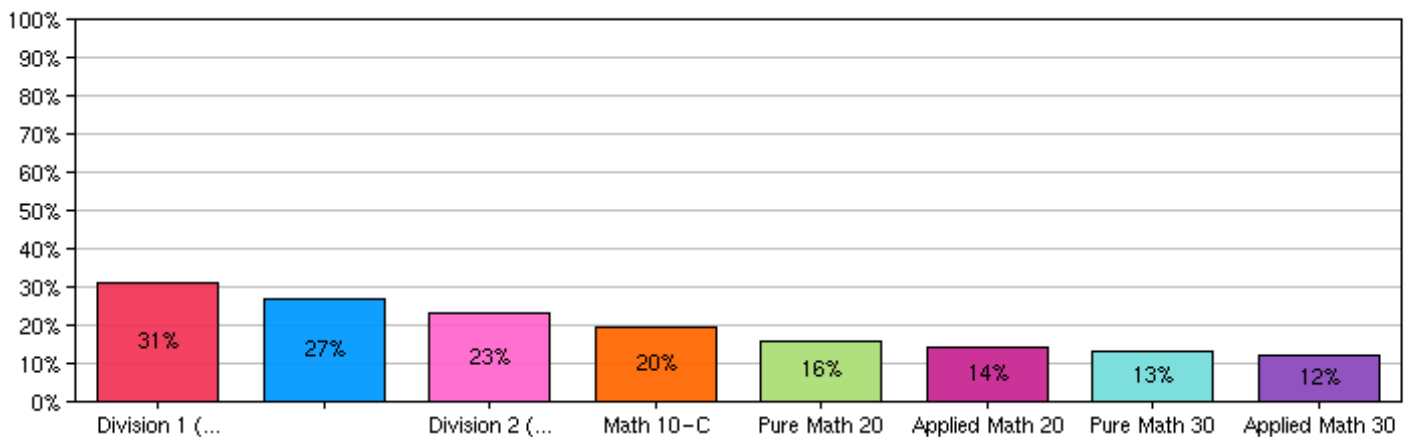
Indicate your years of teaching and administration experience.



Value	Count	Percent %
It's my first year	9	4.9%
2-5 years	41	22.4%
6-10 years	39	21.3%
11-20 years	41	22.4%
More than 20 years	53	29%

Statistics	
Total Responses	183

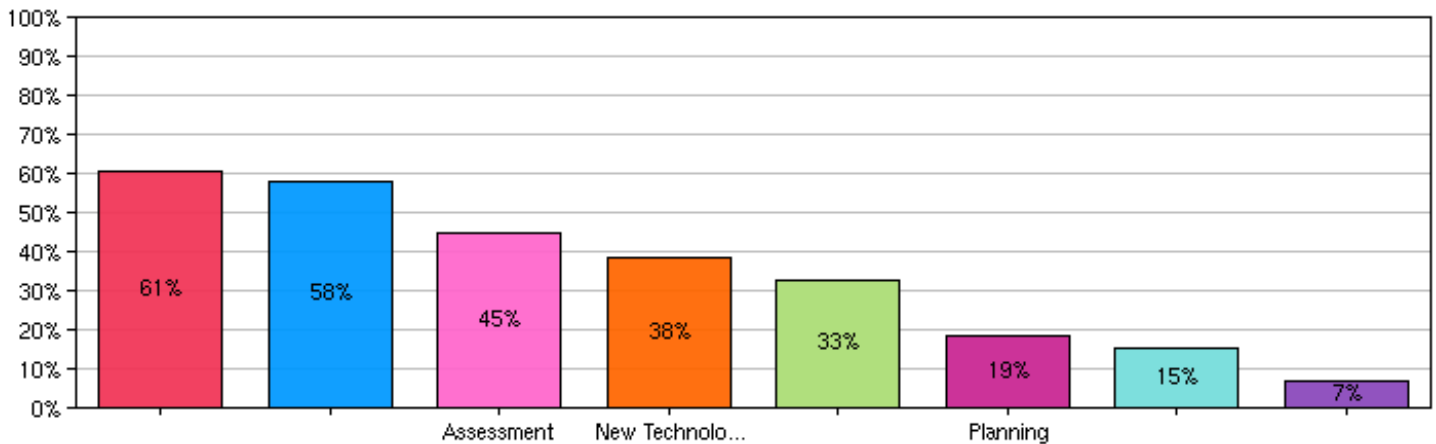
Indicate the course(s) that you teach. Please choose all those that are applicable.



Statistics	
Total Responses	183

Value	Count	Percent %
Division 1 (K-3)	57	31.1%
Division 2 (4-6)	42	23%
Junior High Mathematics	49	26.8%
Math 10-C	36	19.7%
Math 10-3	13	7.1%
K & E Math 10-4	6	3.3%
Pure Math 20	29	15.8%
Applied Math 20	26	14.2%
K & E Math 20-4	4	2.2%
Pure Math 30	24	13.1%
Applied Math 30	22	12%
Outreach Education	4	2.2%
Administrator	12	6.6%
Other	19	10.4%

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



Value	Count	Percent %
Program Philosophy, Rationale and Expectations Planning	13	7.1%
Planning	34	18.6%

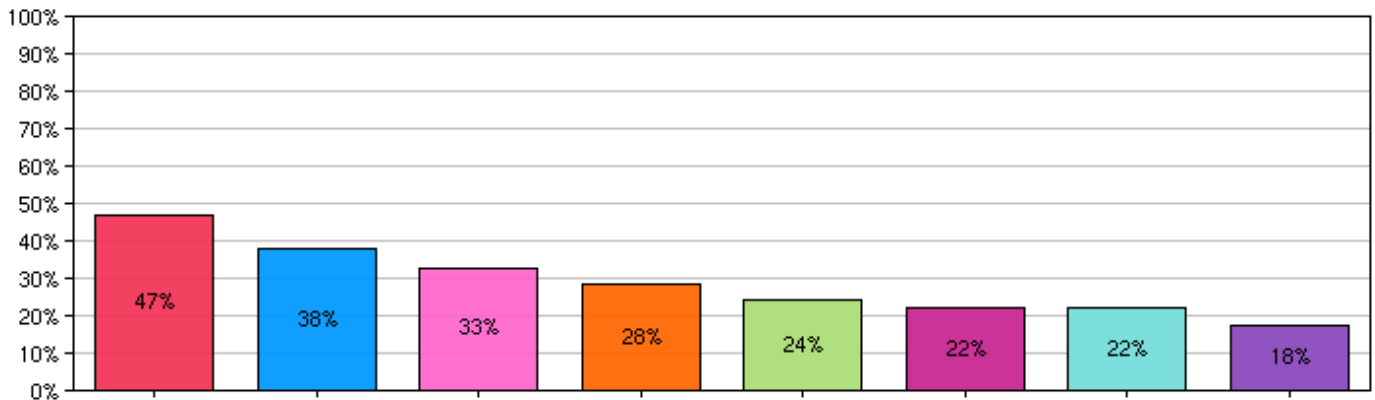
Statistics	
Total Responses	183

Instructional Strategies	106	57.9%
Learning Resources (text, digital, online, etc)	60	32.8%
Student Learning Activities	111	60.7%
Projects and Portfolios	28	15.3%
New Technologies	70	38.3%
Assessment	82	44.8%
Knowledge and Employability	8	4.4%

Other focus not specified above:

Count	Response
1	Gamification, Inquiry, Lab, problem-solving-centric
1	Literacy
1	RTI or intervention techniques when students are struggling.
1	differentiation specifically
1	n/a
1	Student learning activities and resources that recognize the visual, auditory and kinesthetic(missing) learner, also activities that can help me apply Blooms taxonomy to a greater degree in math.

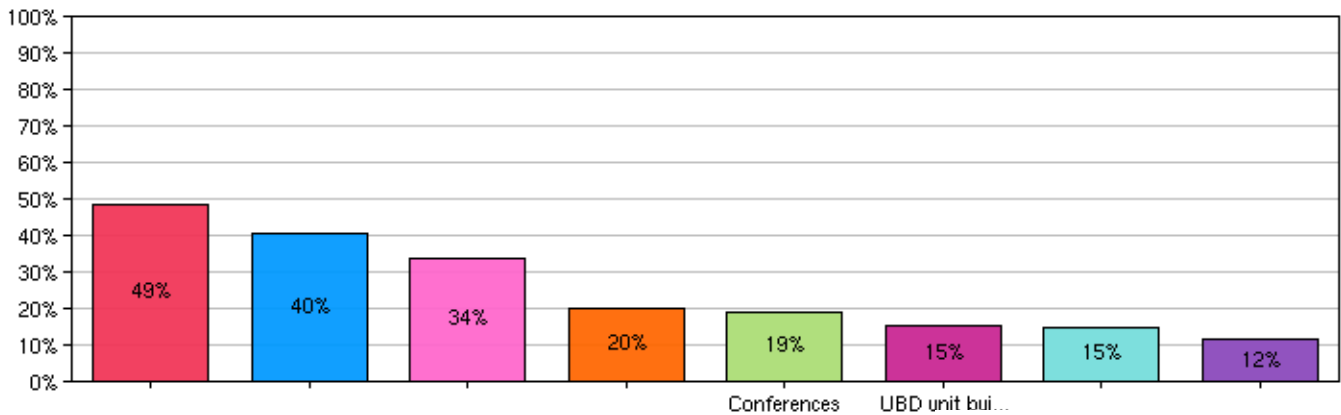
What professional learning needs do you have in the area of assessment? Select at least 1 and no more than 3 responses.



Statistics	
Total Responses	183

Value	Count	Percent %
Assessment as Learning (metacognition)	40	21.9%
Assessment for Learning (instructional)	69	37.7%
Assessment of Learning (evaluation)	60	32.8%
Building Tests/Assignments	44	24%
Collaborative Analysis of Student Work	17	9.3%
Creating Performance Tasks and/or Assessments	86	47%
Developing and Assessing Projects	52	28.4%
Data Collection and Interpretation	15	8.2%
Developing Rubrics	32	17.5%
Developing Student Exemplars	40	21.9%

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

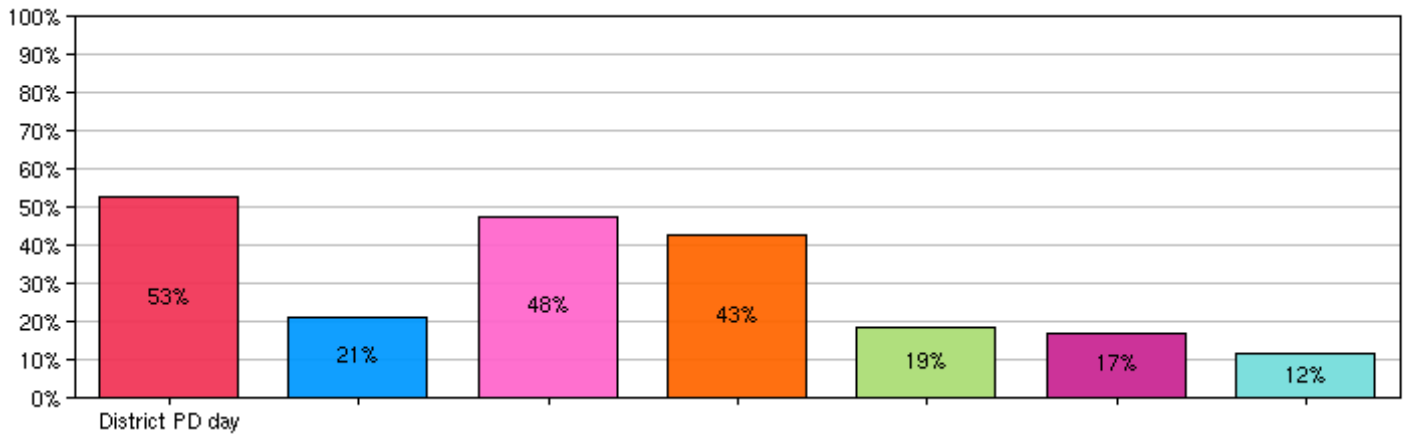


Value	Count	Percent %
Action Research	11	6%
Classroom Demonstration Lessons	62	33.9%
Collaborating with Other Teachers	89	48.6%
Lesson Study	9	4.9%
UBD unit building	28	15.3%

Statistics	
Total Responses	183

Conferences	35	19.1%
Individual/on my own Learning	21	11.5%
Inservice/Workshop through ERLC	74	40.4%
Mentorship	14	7.7%
On-line Resources/Tutorials	27	14.8%
On-line Sessions (e.g. webinars)	20	10.9%
Organized Book Study	10	5.5%
Professional Learning Community (On-going team Learning)	37	20.2%

Indicate the 3 best times for you to attend professional development activities.

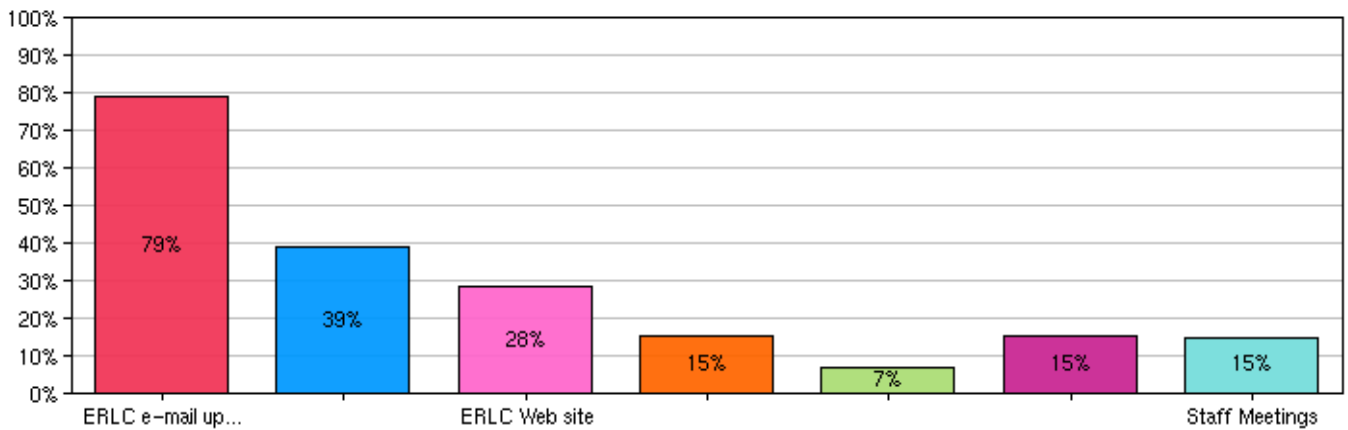


Value	Count	Percent %
60-90 Minute Presentations	13	7.1%
After school workshop (1-2 hours)	31	16.9%
District PD day	96	52.5%
During school workshop-Full day	88	48.1%
During school workshop-Half day	39	21.3%
School-based PD day	78	42.6%
Supper/Evening session (3 hours)	8	4.4%
Saturday workshop (3 hours)	9	4.9%
Saturday workshop (5 hours)	10	5.5%

Statistics	
Total Responses	183

Teachers' Convention	87	47.5%
MCATA conference	17	9.3%
Weekend workshop (2 days)	2	1.1%
Multiple Series over time (3-5 workshops)	34	18.6%
Summer Institute (2-3 days)	16	8.7%
Summer workshop (1 day)	21	11.5%

How would you like to receive information about possible PD opportunities?



Value	Count	Percent %
ERLC e-mail updates	144	78.7%
ERLC Month at a Glance	71	38.8%
ERLC Web site	52	28.4%
PD Reps (ATA, School)	28	15.3%
School Bulletin Boards (Posters)	13	7.1%
School Administration	28	15.3%
Staff Meetings	27	14.8%

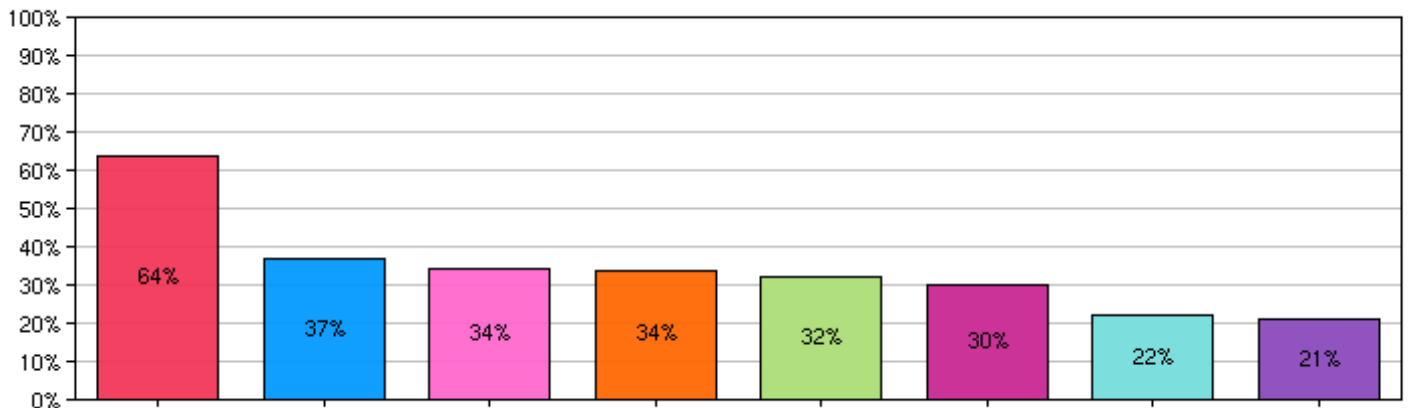
Statistics	
Total Responses	183

Other ways to receive information not listed above:

Count	Response
1	ERLC App perhaps RSS feed rather than e-mails

Count	Response
1	Mr. Earl Short our Math Department Head
1	Subject based Twitter feeds
1	Through my consortium - CARC - we should advertise each others more intentionally.
1	Twitter; I am a sub, so I do not have a home school (Battle River)

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



Value	Count	Percent %
Accessibility/Location	67	36.6%
Availability of relevant offerings	62	33.9%
Competing Professional Learning priorities	38	20.8%
Conflicting dates and times	63	34.4%
Cost of registration	30	16.4%
Cost of travel/accommodation	29	15.8%
Family obligations	40	21.9%
Lack of information about PD opportunities	17	9.3%
Lack of interest	4	2.2%
Lack of school-based funding	55	30.1%
Substitute availability	26	14.2%

Statistics	
Total Responses	183

Substitute teacher costs	59	32.2%
Times that sessions are offered	26	14.2%
Time away from students	117	63.9%
Too much of a time commitment	16	8.7%
No barriers to attendance/participation	16	8.7%

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

Count	Response
1	Articulation between 1) Elementary and Grade 7: 2) Between Grade 9 and Grade 10.
1	Cohort Groups
1	Continued development to lead other teachers in differentiation.
1	Different in class activities incorporated in learning with in a mathematics classroom
1	Differentiated Instruction
1	Further sessions with new curriculum ex Math
1	Hands on activities
1	Incorporating dynamic software into lessons in secondary mathematics.
1	Peer coaching
1	Science, ELA, Technology in Teaching
1	Useful, in class, ideas.
1	Using appropriate assessments to collect data for RTI
1	math 20-3
1	sessions offered in French for FRIM teachers - specific to math
1	smart board, math, language arts (writing)
1	teaching multigrades
1	I am wanting to guided math groups for the fall and am looking for information, maybe summer workshops on developmental learning related to math.
1	I want to keep up to date on new technologies that I can use in an online environment. For example how to incorporate the use of iPads/iPods in the classroom.

Count	Response
1	As a high school math teacher, I would like to learn more about how to reconcile the expectation of exact number grades (the how much does this count mentality) by students, parents and administrators with a more holistic, balanced assessment approach.
1	Just those indicated - my need for guidance in creating suitable activities that can be used to assess student understandings.
1	Would it be possible to bring in an expert for a 3 day workshop on "Geogebra" which is a free mathematics software program in which a teacher can make interactive activities and demonstrations for students??
1	We need to build common finals/develop materials sooner - I know there was lack of interest for Math 10C earlier and that was why it was postponed - should of done it with a smaller group anyway.
1	Differentiating the math curriculum over 3 grades for students who are in grade 3, but are working at a grade 1 or 2 level.
1	New principal coming may have different priorities and not support my personal goal of Math development on top of school wide goals.

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

Count	Response
1	Development of assessment tasks, rubrics and exemplars for the key outcomes
1	Finding, creating or using similar assessment tools.
1	Focus on assessment tools, tasks and reporting
1	I enjoy the ERLC sessions...especially the planning sessions and the technology sessions.
1	I would like to learn about numeracy centres.
1	I would like to see Division wide collaboration in assessment building.
1	I've enjoyed this implementation.
1	It was very helpful
1	Reporting with report cards that require a percentage grade for achievement.
1	Sessions I attended this year were very helpful.
1	Strategies for assessment Rubrics
1	Supporting students transitioning from grade 9 to high school who are struggling in math.
1	Workshops on content upgrades (ie. calculus, geometry, algebra, trig, basics, conics, etc.)

Count	Response
1	More info on number sense and how to enable students to develop their own strategies; how to provide effective feedback to further develop students mathematical thinking
1	I don't think that there is any lack of great information out there, the problems occur when trying to implement so many of them in a short time. We need to decide what areas are priorities and create plans to implement them properly. The ideas and information on their own are not enough.
1	Resources for effectively implementing differentiation of classroom instruction within the same grade level are in dire need. (Student needs and abilities are vast within the typical classroom - tiered resources would prove invaluable).
1	I would love to have someone come into my room after school and help me design a few interactive lessons on the Smartboard. I need "hands-on", not sit and watch.
1	Would like to see more planning guides on Learn Alberta to support Gr 3, 6, and 9 teachers - other grades have 5-7 it seems and only 2 are available for 3, 6, and 9 at this time
1	All the teachers in my school need to work together. Right now we have the worksheetists (majority) Vs. the constructivists and the worksheetists don't care to professionally develop.
1	Found the sessions on unit development and final exam creation for Math 10C to be very beneficial... please continue for 20 level. Having used many of the SAPDC materials, I look forward to the similar focus of the ERLC next year.
1	It would be great to even spend some time working with teachers from other divisions in a PLC-type group to collaborate. This way we see what others are doing and can share best practices.
1	Now I know the method, teaching through problem solving, give me some problem solving curriculum based materials to work with.
1	I wish implementing the new curriculum was more of a district wide priority/focus so all teachers would embrace this huge shift. I'd like to collaborate with the grade level prior to mine and after mine i.e. I teach grade 6 and would like to become familiar with grade 7/ junior high so I can best prepare my students.
1	Re question #9 - I had "no barriers" but the program REQUIRED 3 responses so I filled in two random answers. I do not have any barrier.
1	The curriculum is rather difficult for some students who fall between K and E math and Math 10-3, how can we help these students pass the course.
1	Students are generally able to complete math expectations, but only with assistance at reading the questions.
1	We know that the new curriculum involves the children in problem solving situations. It would be great to have more games etc. that are easy to prepare, needs few materials, and are fun and engaging. Perhaps a workshop where we can come together to share ideas and make resources???

Count	Response
1	The way I learned math was great for me, however, the students I instruct do not learn math the same and are turned off by math. Engaging the disinterested math learner, the passed on math learner, is a challenge for me because so much is geared to a traditional method. The method is excellent for an interested math learner, but leaves out many others.
1	~I would like to collab with others or go to a presentation by someone who is actually teaching it; not in theory.
1	Would Love to be involved in a series of workshops implementing the Power of Ten be they in workshops or observing classrooms.
1	K-3 sessions are not specific enough to each grade level when attending them. Individual grade levels sessions would be more helpful.

Is there a specific speaker or session you would like to recommend? (Please include contact information if possible).

Count	Response
1	Cathy Fosnot Dan Meyer
1	Deanna Wiens from Alberta Education was wonderful.
1	Dr. John Mighton/Jump Math
1	I would love to have a chance to work with Cathy Fosnot again!
1	Jane McGonigal (http://www.leighbureau.com/speaker.asp?id=392 or http://janemcgonigal.com/)
1	John Mighton, Robert Marzano
1	Marian Small
1	Marian Small Cathy Campbell
1	Marilyn Burns!
1	More Cathy Fosnot please!!!
1	Please convince Dan Meyer to design a workshop for elementary/junior high teachers!!
1	Russell Campbell-EPsB Kindergarten teacher
1	Speaker - Steven Leinwand
1	Trevor Caulkins - Power of Ten
1	Ulana S
1	math 20-3

Count	Response
1	There was a speaker at the Fantasyland Hotel in February or early March who also gave a webinar session in May--she was excellent. The name escapes me and I am not near source of information. One of her books was the double decker bus and she demonstrated how to use Math Racks.
1	Dr. David Pimm, UofA Secondary Math Education, beyond the curriculum into the mathematics (mathematization, math history, math labs, math projects, active math)
1	Cathy Fosnot was excellent and it would be great to have her back or provide more webinars as I am sure she has so much more to share

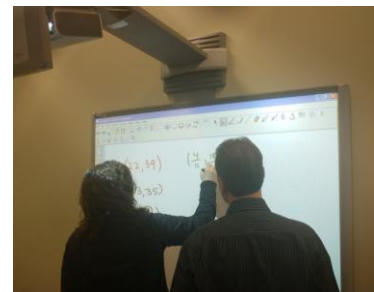
K-12 Math Support for Implementation Highlights 2010-2011

- K-11 teachers in the ERLC region had access to a wide variety of learning opportunities that included face to face sessions, cohort planning groups, and access via videoconferencing, webinars, and webcasting. These learning opportunities took place mainly during the day, but also included supper and summer sessions. Very few of the learning opportunities were cancelled. Conversely, learning opportunities were added based on teacher feedback and request. Only 12 of 134 learning opportunities were cancelled during the year which is extremely positive and an indication that learning opportunities met the needs of teachers. Learning opportunities that featured the work of Cathy Fosnot and Dan Meyer were added based on teacher and district request. In addition a three day workshop on the use of the TI-nSpire calculator was added at the end of June based on district request.
- How do we know that implementation is occurring? This question is constant in all discussions within the ERLC region. In addition to quantitative data such as numbers of learning opportunities and numbers of participants, ERLC collects qualitative data which provides a glimpse into some of the rich conversations that are occurring among teachers as they reflect on the new curriculum and what it looks like in practice in their classrooms. Some examples are included in the September 8, 2010 advisory committee meeting summary and the video interviews with the ERLC mathematics regional team.



- Participant feedback has been very positive with 96.4% of participants indicating that they were either satisfied or very satisfied with the learning opportunity. Participants in ERLC learning opportunities also indicated that the cost of the sessions were reasonable (98.3%), they had increased their ability to implement the new curriculum (96.4%) and that they had learned strategies that would support student learning (97.9%).
- Senior High Mathematics Institutes were held in January and June of 2011 and featured Dr. Marian Small. The use of webcasting allowed teachers from across the province to participate although Dr. Small presented from Lethbridge and Red Deer respectively. Sample videos from classroom teachers were included as exemplars. However, attendance numbers in the institutes are dropping each time they are held and ARPDC members are exploring other models that might be more successful.
- All consortia in the ARPDC have worked collaboratively in planning math institutes, webinars and other provincial events. In addition, ERLC has worked collaboratively with a variety of other organizations especially the ATA Math Council, Early Education Council and North Central Teachers' Convention to offer learning opportunities in mathematics.

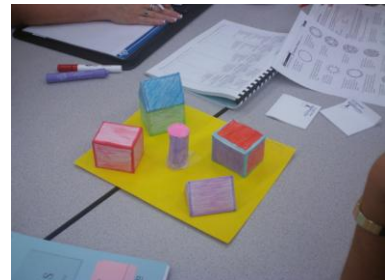
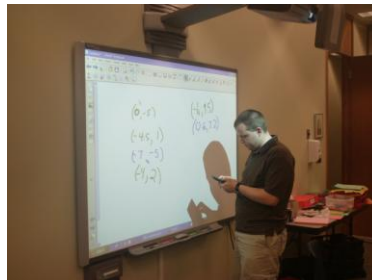
- The ERLC mathematics advisory committee provided ongoing crucial advice and support for implementation of mathematics in the ERLC region. The committee provided advice and feedback not only about the structure and content of the plan and ongoing refinement of that plan but also about the use of emerging technologies to provide greater access to professional learning for all members of the region and beyond. Dialogue at the advisory committee demonstrates ongoing reflection and response to evolving needs of teachers and districts as implementation of the mathematics curriculum progresses.
- The mathematics regional team consisting of the ERLC mathematics coordinator, four consultants from Edmonton Public Schools, one consultant from Black Gold and one retired Edmonton Catholic consultant was able to provide in district support to ERLC districts. Each district had access to three days of consulting time and a number chose to work together and pool their days. The efforts of the team were greatly appreciated by the region and the advisory committee has continued to ask that the regional team be included as part of the regional plan. Feedback from the April 6, 2011 advisory committee meeting included: *The support of the regional mathematics team is greatly appreciated. You can access divisional subject area experts in a team and team members can support each other in the work. We have 3 half day division based cohort days next year and could access the team to come and work to assist with math planning with these teachers rather than presenting – it would be side by side work.*



Lessons Learned

- Choice and variety are key elements in providing learning opportunities that meet the needs of teachers. In addition to face to face learning opportunities, ERLC offered supper sessions, summer sessions, cohort sessions and selected sessions via videoconference, webinar and webcast in order to provide the broadest possible access to learning opportunities. The ERLC mathematics regional team also provided in district support in order to help districts mitigate the costs and time of travel and to allow for learning opportunities that are specific and focused on the district implementation plan and needs. Choice and variety respects that teachers have different needs and abilities to access professional learning.
- The use of technology helps to mitigate time and distance however the use of videoconferencing, webcasting, and webinars does require extra time to prepare facilitators and support participants in “being connected”. Presenters are not always experienced or comfortable with the emerging technologies and often need extra support in preparation. Technical support is not always readily available and so careful work is done in preparation to test connections and make sure that everything is working as much as possible in advance.

- Participants indicate the value of cohort planning groups but sometimes find it difficult to take time away from their classes. This is particularly true for senior high teachers working on semestered classes. ERLC will continue to explore ways to support teachers and implementation of the new program of studies in ways that minimizes the need to leave the classroom. In 2011-2012, three teachers are seconded to share their work in Mathematics 10C, 20-1 and 20-2 via the ARPDC Moodle site. In addition, resources such as podcasts are being developed to support sustainability.
- At the same time many teachers are not yet familiar enough or comfortable enough with technologies such as webinars to participate in large numbers. Continued support and development will be needed to enhance the use of these technologies. Careful consultation and planning will need to continue in planning all programs, in particular using emerging technologies to deliver learning opportunities.
- 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.



Teachers in the ERLC region explore the role of manipulatives and technology in implementation of the new mathematics curriculum.

English Language Learners Sessions From September 2010 to August 31, 2011

DATE	CODE	SESSION TITLE	DAYS	STATUS	LOCATION
2011-01-11	11-EL-276	English Language Learners Advisory Committee Meeting	No	Cancelled	Edmonton (Elmwood School)
2011-03-03	11-EL-138	Understanding and Using the Alberta K-12 English Language Proficiency...	No	Active	St. Albert
2011-04-07	11-EL-362	English Language Learners Advisory Committee Meeting	No	Cancelled	Edmonton (Elmwood School)

Summary Data for English Language Learners Sessions in 2010-2011

FOCUS	FACE TO FACE	WEBINAR/WEBCAST	VC	MEETING	EVENING	SATURDAY
English Language Learners (ELL)	1	0	0	2	0	0

Summary Data for English Language Learners Participants in 2010-2011

FOCUS	ATTENDANCE (IN PERSON)	ATTENDANCE (VIRTUAL)*	TOTAL ATTENDANCE
ELL (3 sessions)	11	0	11

[English Language Learners PD Resources](#) accessed in 2010-2011: 147 times

- [More than Good Teaching: Understanding Language Acquisition for English Language Learners](#) with Kathy Salmon
- [Getting Started in ESL: Intake Strategies](#) with Ray Campbell
- [Differentiated Instruction: Working with ESL Students](#) with Carla Fisher
- [Explicit Language Instruction Strategies for ELLs in Mainstream Classrooms](#) with Kathy Salmon

English Language Learners



Implementation Support for Adults Working with ELL/ESL Learners Four-Part Webinar Series

This PD resource was designed by ERLC in partnership with ATA ESL/ELL specialist council and Alberta Education to provide implementation support to adult learners (teachers/administrators/learning coaches) who are working with English language learners(ELL), English as a second language (ESL), English as an additional language (EAL) students. Topics include:

- Getting Started in ESL: Intake Strategies**
- More than Good Teaching: Understanding Language Acquisition for ELLs**
- Differentiated Instruction: Working with ESL Students**
- Explicit Language Instruction Strategies for ELLs in the Inclusive Classroom**

EDMONTON REGIONAL LEARNING CONSORTIUM
English Language Learners Advisory Committee

April 7, 2011

2:30 p.m. - 3:30 p.m.

Lunch 12:00 p.m. - 1:00 p.m.

ERLC Meeting Room, Elmwood School
16325 – 83 Avenue, Edmonton



Agenda

- Welcome and Introductions
 - Meeting outcomes: Network, share, consult, program planning for 2011-12

- District sharing and updates
 - E.g., How your district is supporting “adult learning for students’ sake”
 - E.g., How ERLC can support your PD program.

- ERLC updates:
 - PD resources - <http://www.eric.ca/resources/default.php>
 - ELL webinar series
 - Elizabeth Coelho The author of several professional articles and resource books for teachers, including *Adding English*, *Learning Together in the Multicultural Classroom* and *Teaching and Learning in Multicultural Schools: An Integrated Approach*, Elizabeth has also written the popular *Jigsaw* and *Jigsaw Plus*.
 - ATA specialist council conference November 4-5, 2011
<http://eslc.teachers.ab.ca/Pages/Home.aspx>
 - ESL benchmarks session

- Other

- Next Meeting:

**International Languages & Culture Sessions
From September 2010 to August 31, 2011**

DATE	CODE	SESSION TITLE	DAYS	STATUS	LOCATION
2010-09-09	11-IL-005	International Languages Advisory Committee Meeting	1	Active	Edmonton (Elmwood School)
2010-10-07	11-IL-028	Teaching, Song, Dance & Legends of Alberta's Native Peoples	1	Active	Edmonton (Fantasyland Hotel)
2010-10-26	11-IL-161	International Language and Culture Programs of Study Webinar: Friend...	1	Active	Virtual
2010-10-30	11-IL-300	SLIC Conference	1	Active	Edmonton
2010-11-18	11-IL-253	Spanish Author Alfredo Gomez Cerda	1	Active	Edmonton
2010-11-18	11-IL-062	Common European Framework of Reference (CEFR) for Languages Webinar	1	Active	Virtual
2011-01-27	11-IL-217	"Off to a Good Start" in Your Second Language Assignment	2	Active	Edmonton (Languages Centre)
2011-02-10	11-IL-228	Parlons français - NCTC	1	Active	Edmonton
2011-02-11	11-IL-229	Thinking in a Second Language is More Than a Dream! - NCTC	1	Active	Edmonton
2011-02-11	11-IL-227	Using Performance Task to Increase Authentic Language Use in the...	1	Active	Edmonton
2011-02-18	11-IL-343	International Languages (Promising Practices Day)	1	Active	Edmonton
2011-02-18	11-IL-341	Cree Language & Instruction (Promising Practices Day)	1	Active	Edmonton
2011-04-07	11-IL-021	International Languages Advisory Committee Meeting	1	Cancelled	Edmonton (Elmwood School)
2011-06-06	11-IL-407	Language Enrolment Data 2009 2010 Meeting	1	Active	Edmonton

2011-06-06	11-IL-442	International Language PD Program Planning Consultation Meeting	1	Active	Edmonton
2011-08-23	11-IL-441	“Off to a Good Start” in Your Second Language Assignment	2	Active	Edmonton (Languages Centre)

Summary Data for International Languages & Culture Sessions in 2010-2011

FOCUS	FACE TO FACE	WEBINAR/ WEBCAST	VC	MEETING	EVENING	SATURDAY
International Languages	13	2	0	3	0	0

Summary Data for International Languages & Culture Participants in 2010-2011

FOCUS	ATTENDANCE (IN PERSON)	ATTENDANCE (VIRTUAL)*	TOTAL ATTENDANCE
International Languages (15 sessions)	433	7	440

International Languages PD Resources accessed in 2010-2011: 33 times

- [Alberta Spanish Programs of Study & Resources for Spanish Language](#) with Christina Bexte
- [International Language & Culture Programs of Study: Friend or Foe?](#) with Melody Kostiuk
- [Getting to Know Your FSL Nine-Year Program of Studies](#) with Michelle De Abreu
- [Institute for Innovation in Second Language Education](#) with Edmonton Public Schools

Second Languages/International Languages Advisory Committee Meeting Summary – September 9, 2010

Districts in attendance: Edmonton Public, Parkland, Aspenview, Elk Island Public and International and Heritage Languages Association

Thanks to those that were able to attend and shared updates from their districts/organizations. A very mini summary of sharing: advocacy for international language instruction exists in districts where community support/requests for languages is provided, district policy/initiative and district “champions”, challenges to implementing international languages includes qualified teachers and student interest. Question about need for learning a second language for the 21st century may increase requests for programming.

<http://www.ihla.ca/>

Meeting summary:

ERLC updates and next steps:

- Reviewed **learning opportunities** <http://www.erc.ca/programs/theme.php?theme=30>
Listed under International Language and Culture (please also see Aboriginal Language sessions)
 - Your advice and direction:
 - Partner with ATA specialist council to support conference offerings, October 29 and 30th in Edmonton. Conference will focus on technology integration.
 - <http://slic.teachers.ab.ca/Pages/Home.aspx>
 - Partner with IISLE to offer “off to a good start” – next session offered in partnership would be in January
 - Continue to work with Alberta Education and take advantage of learning opportunities that are specific to various language areas. (e.g., Spanish)
 - Follow up with Alberta Education about “Challenge” courses and consider planning a session focused on processes/procedures districts use to accommodate for students that wish to challenge a language course.
 - Link with IISLE on ERLC site to promote language specific sessions
 - <http://languages.epsb.ca/en/about-the-institute>

As a result of low district representation further “Face to face” meetings will not occur at this time. An “Electronic” advisory committee will exist with participants making use of the “Reply all” function to communicate PD opportunities for all. ERLC will respond to emerging needs identified by districts specific to language instruction.



Alberta **Regional** Consortia

International Language PD Program Planning Consultation

June 6, 2011

10:30 a.m. - 2:30 p.m.

ERLC Room 17 as well as available via VC

The meeting intent includes:

- to meet/network and become aware of different international language consortia and organizations work/role
- to share the work of ARPDC in supporting implementation of international language programs of study based on grant deliverables
- to explore developing a coordinated, collaborative and/or comprehensive provincial implementation plan

Agenda

- Sharing of work/roles specific to professional development
- ARPDC - Overview of grant deliverables
- Exploring emerging technologies to deliver learning opportunities. (e.g., <http://www.eric.ca/resources/> please visit international languages section)
- Determining how to work towards a more coordinated and/or collaborative provincial plan to support international language and culture teachers.

ERLC & CRC cohosted this provincial event and will facilitate ongoing conversations and direction based on advice of consultation, for a more provincial implementation support plan.



**Science Sessions
From September 2010 to August 31, 2011**

DATE	CODE	SESSION TITLE	DAYS	STATUS	LOCATION
2010-09-14	11-SC-008	Science Advisory Committee Meeting	1	Active	Edmonton (Elmwood School)
2010-10-14	11-SC-026	Science Supper Session: Electron and Proton Transfer for Chemistry 30	1	Cancelled	Edmonton (Elmwood School)
2010-10-27	11-SC-211	Science Supper Session: Digital Learning Objects to Create More...	1	Cancelled	Edmonton (Elmwood School)
2010-11-02	11-SC-210	Helping Students Build Their Understanding in Physics 20 and 30 – ...	1	Active	Edmonton (Fantasyland Hotel)
2010-11-04	11-SC-027	Science Supper Session: Make it Then Burn It for Chemistry 30	1	Cancelled	Edmonton (Elmwood School)
2010-12-03	11-SC-109	SMART Boards 102: SMART Boards in Science Level Two	1	Cancelled	Edmonton (Elmwood School)
2011-01-12	11-SC-016	Science Advisory Committee Meeting	1	Active	Edmonton (Elmwood School)
2011-01-19	11-SC-123	Effective Machine-Scored Questions for High School Science in...	1	Active	Edmonton (Fantasyland Hotel)
2011-01-27	11-SC-302	Science Gizmos – Ready-to-Use, Interactive, Computer-based...	1	Cancelled	Edmonton (Elmwood School)
2011-01-27	11-SC-301	Science Gizmos – Ready-to-Use, Interactive, Computer-based...	1	Cancelled	Edmonton (Elmwood School)
2011-01-27	11-SC-303	Science Gizmos – Ready-to-Use, Interactive, Computer-based...	1	Cancelled	Virtual
2011-02-11	11-SC-230	Scientific Literacy in the 21st Century - NCTC	1	Active	Edmonton
2011-02-22	11-SC-101	Knowledge and Employability in Science	1	Active	Edmonton (Elmwood School)
2011-02-23	11-SC-110	Integrating Online and Digital Resources in Biology 20/30	1	Active	Edmonton (Elmwood School)
2011-	11-SC-111	Integrating Online and Digital	1	Active	Edmonton

03-21		Resources in Chemistry 20/30			(Elmwood School)
2011-04-18	11-SC-314	Teaching Critically Thoughtful Science	1	Active	Edmonton (Elmwood School)
2011-05-02	11-SC-024	Science Advisory Committee Meeting	1	Active	Edmonton (Elmwood School)
2011-05-04	11-SC-112	Integrating Online and Digital Resources in Physics 20/30	1	Postponed	Edmonton
2011-05-06	11SC-Reg	Edmonton Biology and Chemistry Regional's Annual Conference	1	Active	Edmonton (University of Alberta)
2011-05-16	11-SC-414	Integrating Online and Digital Resources in Physics 20/30	1	Cancelled	Edmonton (Elmwood School)

Summary Data for Science Sessions in 2010-2011

FOCUS	FACE TO FACE	WEBINAR/ WEBCAST	VC	MEETING	EVENING	SATURDAY
Science	16	0	2	3	2	0

Summary Data for Science Participants in 2010-2011

FOCUS	ATTENDANCE (IN PERSON)	ATTENDANCE (VIRTUAL)*	TOTAL ATTENDANCE
Science (11 sessions)	264	2	266

[Science PD Resources](#) accessed in 2010-2011: 48 times

- [Learn Alberta Science Gizmos](#)
- [Google Earth in the Classroom Series: Seeing a World of Possibilities Across the Curriculum 2](#)
– Session 2 of 3: Using Google Earth in Math & Science with Danny Maas

EDMONTON REGIONAL LEARNING CONSORTIUM
Science Advisory Committee
Meeting Summary



September 14, 2010

Agenda

1. Meeting intent:

- collaborative opportunities for input and direction for ERLC professional development programs and plans e.g., consider how best to use grant dollars to support implementation
- opportunities for networking with other district leaders involved in supporting implementation

2. Welcome and Introductions

In attendance:

Representatives of 10 districts in ERLC were in attendance representing Black Gold, Edmonton Public, Elk Island Catholic, Evergreen Catholic, Fort McMurray Public via VC, Northern Gateway, Parkland, Pembina Hills, St. Albert Catholic and Sturgeon.

3. District Sharing and Updates

Thanks to all who were able to attend and share updates and emerging needs from their districts.

- A number of districts are using a model of cohort or grade level groups in their AISI projects
- Assessment, student engagement and inquiry were topics of attention, interest and concern
- Other topics noted were the need for science content knowledge for elementary teachers, vertical alignment especially between grade 9 and 10, using Understanding by Design in planning for science and the challenge of finding opportunities for senior high science teachers to collaborate.

a. A Guide to Support Implementation: Essential Conditions

www.essentialconditions.ca

(Please refer to Essential Conditions summary document)

b. District Feedback

What are you accepting, as evidence, that implementation is occurring?

- Student engagement through teacher observations
- Improved results in PAT's and diplomas
- Increased enrolment in high school science
- Open doors to science classrooms
- Student engagement in the community/industry
- Student involvement in science fairs
- More subject specific PD
- More student engagement/interest in science activities such as "Science Olympics"
- Better PAT results/diploma results
- More implementation/usage of SMART boards/technology
- More aspiring science related post secondary enrolment
- More EPSB department heads attend meeting, are interested in PL for teachers, are excited about new technology and are looking for collaborative opportunities

- Teachers are meeting and identifying needs such as: common outlines, common assessments, sharing of instructional strategies and working towards achieving
- Kids are talking about what they are doing in science
- Teachers implementing/using instructional strategies to increase engagement
- Teachers are asking how to embed technology into new curriculum
- When teachers are asking questions- it tells me that they are trying
- Teachers are saying students want more time to work on ideas than rush through content
- Collaboration amongst students
- Student are engaged and motivated to learn (Student focus group)
- Teachers are addressing the outcome in relation to the front matter, with a focus on the big ideas
- Increased use of technology
- Ongoing Professional Learning Communities
- Common assessments
- P.A.T. Marks
- Diploma marks
- PLC's
- Assessment

4. ERLC Updates

Program data 2009-10

Grant updates:

- High School Science/Curriculum Implementation Support

Program plans 2010-11

ERLC has scheduled a number of sessions for Science teachers as follows:

1. Science Supper Session: Digital Learning Objects to Create More Active Learning in Physics with Brian Martin on Oct 27 (11-SC-211)
2. Helping Students Build Their Understanding in Physics 20 and 30 – From the Program of Studies to Skills Assessment on the Physics Diploma Examination with Laura Pankratz Brenda Elder on Nov 02 (11-SC-210)
3. Science Supper Session: Make it Then Burn It for Chemistry 30 with Frank Jenkins on Nov 04 (11-SC-027)
4. Google Earth in the Classroom Webinar Series: Seeing a World of Possibilities Across the Curriculum & Using Google Earth in Math & Science with Danny Maas on Nov 17 (11-TI-103)
5. SMART Boards 102: SMART Boards in Science Level Two with Jane Diner on Dec 03 (11-SC-109)
6. Effective Machine-Scored Questions for High School Science in Biology, Chemistry, Physics and Science with Shannon Mitchell Tim Trentham Jack Edwards Brenda Elder Laura Pankratz John Drader Stan Bissell on Jan 19 (11-SC-123)
7. Knowledge and Employability in Science with Jason Zackowski on Feb 22 (11-SC-101)
8. Integrating Online and Digital Resources in Biology 20/30 with Jane Diner on Feb 23 (11-SC-110)
9. Integrating Online and Digital Resources in Chemistry 20/30 with Jane Diner on Mar 21 (11-SC-111)

10. Integrating Online and Digital Resources in Physics 20/30 with Jane Diner on May 04 (11-SC-112)

5. Direction to ERLC to support your district role with implementation

6. Other

CMASTE website is <http://www.uofaweb.ualberta.ca/cmaste/index.cfm> with a phone number of 780-492-0148 and an email address of cmaste@ualberta.ca. Jane Diner from EPSB had mentioned that aside from the wide variety of resources available the organization had an electron microscope that could be “borrowed”.

Next meeting: January 12, 2011 9am-12pm
May 2, 2011 9am-12pm

EDMONTON REGIONAL LEARNING CONSORTIUM
Science Advisory Committee
Meeting Summary Notes



May 2, 2011

1. Meeting intent

To review what has been done to support implementation of high school science and to consider planning for 2011-2012

2. Welcome and Introductions

Edmonton Public, Elk Island Public, Evergreen Catholic, Parkland, Pembina Hills, Sturgeon, ATA Science Council

3. District Sharing and Updates

a. District Feedback

- Thanks for sharing all that is occurring in districts across the region. Sharing included updates on UBD builds (EPS), Moodle sharing (EIPS), Focus on critical thinking (Evergreen and Parkland), Robotics programs (Pembina Hills), PLC focus (Sturgeon). Thanks Diane for the critical thinking demonstration!
- ATA Science specialist Council Conference- Lake Louise October 20-22 -- Information about the conference can be found at <http://sc.teachers.ab.ca/Annual%20Conference/Pages/CurrentConference.aspx>
- The Edmonton Science Outreach Network has programs and resources available for schools and teachers. Their website is located at <http://www.sciencehotline.ca/>

4. ERLC Updates and Direction to ERLC to support your district role with implementation

(Thanks for the numerous ideas to explore for regional learning opportunities! Given the context in districts decisions about when and how to offer sessions to ensure participation will be important).

- Sharing of sessions completed/cancelled
- Review and design a variety of choices for delivery of programs (face to face, distributed professional learning)
- Request to offer/explore offering sessions focused on:
 - Critical thinking, Differentiated Instruction
 - Explore how to integrate math and science (e.g., smart board sessions) (Message that you cannot do science without math)
 - 21st century learning – how does science need to be accessed to support competencies
 - Consider exploring sessions on “Thinking Mathematically” in physics....
 - Physics assessment sessions
 - How would ERLC explore a regional cohort for UBD builds
 - Integrating Lab Skills
 - Scientific Literacy
 - Enhancing the Creative Process in Science (and Math)

Appendix K-2 – Advisory Committee Meeting Spring Summary

- Explore more of a connection with science council including regionals. (e.g., advertising with the erlc network)
- Explore archived webinars on Science 10, Physics 20.
- Link to 2 learn and Learning Network sessions
- Link to CARC gizmo sessions
- Explore access to EIPS resources and moodle
- Explore with Elmwood science inquiry webinars

Next Meeting: Fall 2011

Highlights 2010-2011

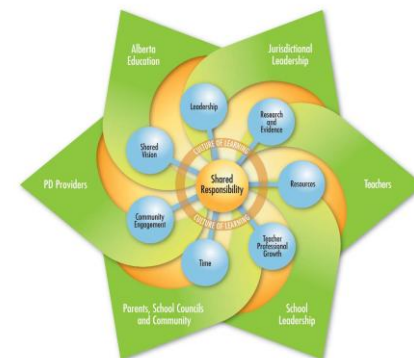
- Learning opportunities led by Alberta Education presenters were most highly subscribed. Senior high science teachers are concerned about understanding both the program of studies and how students will be evaluated on Diploma exams.
- Choice and variety in types and formats of learning opportunities was offered to senior high science teachers in the region. Face to face physics and technology sessions seemed to be of greatest interest to teachers.
- ERLC hosted a learning opportunity in K & E Science. Although numbers of participants were not large those were appreciative of the support for this area: *Excellent demos and hand on activities that are practical and easy to use with the K and E students.*
- ERLC worked with the Critical Thinking Consortium to offer a learning opportunity specific to science and participants generally noted that they appreciated. . . *being able to think more critically about the types of questions I ask to achieve the desired results from my students. I want to maximize their critical thinking about and engagement in the lessons I teach.*
- Representatives of the ATA Science Council were invited and attended the ERLC science advisory council meetings. ERLC sponsored a science session at the North Central Teachers' Convention.
- In addition, ERLC met with the Science Outreach Network to explore collaboration possibilities. Information about their Fall Science Symposium was posted on the ERLC website.

Lessons Learned 2010-2011

- Teachers feel that it is difficult to leave their classes. Using times like semester break may help maximize the opportunity for teachers to participate in professional development.
- Learning opportunities planned for evenings with opportunities for videoconference access have not been well accepted or attended in the ERLC region.
- There seems to be a greater need for professional development support in physics and the use of technology to engage students.
- Although a number of learning opportunities were planned in conjunction with CMASTE and Kings University College many did not run due to low numbers. Greater efforts might be made to work more closely with the ATA specialist council.

ERLC Science Advisory Committee – September 2010

Shared Responsibility is a commitment among education stakeholders – Alberta Education staff, jurisdictional and school leaders, teachers, professional learning providers, students, parents, and school councils – to develop a shared understanding of and commitment to their respective roles and responsibilities to support implementation. In some cases education stakeholders’ implementation support responsibilities might be shared, in other instances they will have distinct responsibilities. Who is involved with developing this implementation plan?



- *Schools districts in the ERLC region meet to discuss strategies to support implementation.*
- *Advisory Committee district representatives also advised ERLC on direction and PD needs.*
- *Conversation was summarized using the essential conditions guide and is intended to be adapted and modified as you further develop district plans to support implementation. Please continue to advise ERLC of programs that will support your district plan.*

Essential Condition	Ways districts are supporting implementation* (compilation of district sharing) September 2010	Advice and Direction to ERLC
Shared Vision Stakeholders share an understanding of and commitment to the intended outcomes.	<ul style="list-style-type: none"> • New curriculum provides impetus for change • “front matter” is the vision • Need for vision to also come from community – e.g., value in high school science 	
Leadership Leaders at all levels have the capacity to champion the shift from the current reality to the intended outcomes.	<ul style="list-style-type: none"> • District reps provide district leadership around planning and supporting implementation • Department Heads – knowledgeable and leaders – support for change and role models for change • PLC leaders • District support for leadership capacity 	<ul style="list-style-type: none"> • ERLC should continue to host/chair advisory committee meetings • ERLC should continue to support PD leadership capacity – as requested by districts. i.e., PD Resources, Learning opportunities focused on content as well as adult facilitation, PD leadership capacity funds
Research and Evidence Current research, evidence, and lessons learned inform implementation decisions.	<ul style="list-style-type: none"> • Diplomas provide data/evidence of student learning (SL) • Making use of SL data via PLC and Department meetings • Lesson study approach shared 	<ul style="list-style-type: none"> • Use of research from AISI, CMASTE to plan pd programs
Resources Human resources, materials, funding, and infrastructure are in place to realize the intended outcomes.	<ul style="list-style-type: none"> • AISI projects, People, ATA specialist council/network 	<ul style="list-style-type: none"> • ERLC continue to provide learning opportunities at reasonable cost. • ERLC should continue to support PD leadership capacity – as requested by districts. i.e., PD Resources, Learning opportunities focused on content as well as adult facilitation, PD leadership capacity funds

<p>Teacher Professional Growth Teacher knowledge, skills and attributes are enhanced through ongoing professional learning.</p>	<ul style="list-style-type: none"> • Focus on: content, inquiry, assessment 	<ul style="list-style-type: none"> • ERLC provide programs around content, inquiry and assessment • Continue to partner with CMASTE • Explore/enhance partnership with ATA specialist council and science regionals. • Share resource developed with ATA specialist council with advisory committee (e.g., project supported alignment of content from a ata science regional with program of studies) • Post that resource on the “PD resources” page at ERLC • Explore science gizmos – training for “lead teachers” from as many districts in the region as possible – cascade model • Continue to host supper clubs that are available via VC • Continue to offer diploma exam sessions
<p>Time Time is provided to support implementation.</p>	<ul style="list-style-type: none"> • Districts provide PLC time 	
<p>Community Engagement Parents, school councils, students, community members, businesses, industry and post –secondary institutions are partners in supporting implementation.</p>	<ul style="list-style-type: none"> • Value in connecting to the community with job embedded projects, businesses so students (and teachers) see science in the work force. • Examples shared: • Center for Science Math and Technology Education (CMASTE) • Science Alberta • Fossil Kit • Crystal project • Crystal outreach – Univ of Alberta and Kings college – focus on science and math education • Black Gold district site link to science projects (thanks for sharing!) 	<ul style="list-style-type: none"> • ERLC add “links” to these projects in meeting summary. • Everyone please “reply all” and share with others anything you have that will support high school science teachers with implementation.

Culture of Learning

A culture of learning is a social/emotional environment in which inquiry, risk-taking, sharing and collaboration are encouraged in order to optimize student learning.

What will we accept as evidence that our context models a strong culture of learning based on a shared responsibility to support implementation?

- ERLC values the time you take to attend advisory committee meetings and hopes that the networking opportunities that occur – as a result of attending these meetings – supports a “regional culture of learning” where PD leaders gather to share stories about supporting implementation.

**Career and Technology Studies Sessions
From September 2010 to August 31, 2011**

DATE	CODE	SESSION TITLE	DAYS	STATUS	LOCATION
2010-09-13	11-CT-007	CTS and K&E Advisory Committee Meeting	1	Active	Edmonton (Elmwood School)
2010-09-28	11-CT-198	Delivery of Sport Psychology 1(REC1050): Review of Outcomes and...	1	Active	Edmonton (Elmwood School)
2010-09-28	11-CT-173	Delivery of Sport Psychology 1(REC1050): Review of Outcomes and...	1	Full	Edmonton (Elmwood School)
2010-10-07	11-CT-086	The New Off-Campus Education Handbook (also available via...	1	Active	Edmonton (Elmwood School)
2010-10-07	11-CT-065	The New Off-Campus Education Handbook	1	Active	Edmonton (Elmwood School)
2010-10-25	11-CT-194	Athletic Injury Management	1	Active	Sherwood Park (Strathcona Christian Academy)
2010-10-25	11-CT-195	Sports Nutrition	1	Active	Sherwood Park (Strathcona Christian Academy)
2010-11-30	11-CT-094	An Administrator's Guide to Implementing CTS Courses in Health,...	1	Active	Virtual
2011-01-07	11-CT-015	CTS and K&E Advisory Committee Meeting	1	Active	Edmonton (Elmwood School)
2011-01-26	11-CT-259	Resistance Training Leadership: HRH REC 3080 - CTS Recreation...	1	Active	Edmonton (St. Francis Xavier High School)
2011-01-27	11-CT-093	CTS: Engaging Students in 21st Century Skills	1	Active	Edmonton (Jasper Place High School)
2011-01-28	11-CT-296	The New CTS Curriculum – Finding the Help You Need	1	Active	Fort McMurray (Fr. Patrick Mercredi Community High School)

2011-01-28	11-CT-260	Resistance Training Leadership – (HRH) REC 3080 –CTS Recreation...	1	Full	Fort McMurray (Fr. Patrick Mercredi Community High School)
2011-01-31	11-CT-247	Coaching 1 to Support Implementation of REC 2120 CTS Course	1	Active	Sherwood Park (Bev Facey Community High School)
2011-01-31	11-CT-099	Sports Taping & Strapping	1	Active	Sherwood Park (Bev Facey Community High School)
2011-02-11	11-CT-226	Athletic Injury Management	1	Active	Edmonton
2011-04-19	11-CT-023	CTS and K&E Advisory Committee Meeting	1	Active	Edmonton (Elmwood School)
2011-06-17	11-CT-439	Digital Embroidery Tools (FAS1170)	2	Cancelled	St. Albert (Paul Kane High School)
2011-06-21	11-CT-451	Coaching 1 and 2 to Support Implementation of REC 2120 and REC 3120...	1	Active	Edmonton (Elmwood School)
2011-06-28	11-CT-447	Athletic Injury Management	1	Active	Thorhild (Thorhild Central School)

Summary Data for Career and Technology Sessions in 2010-2011

FOCUS	FACE TO FACE	WEBINAR/ WEBCAST	VC	MEETING	EVENING	SATURDAY
Career and Technology	16	1	1	3	0	0

Summary Data for Career and Technology Participants in 2010-2011

FOCUS	ATTENDANCE (IN PERSON)	ATTENDANCE (VIRTUAL)*	TOTAL ATTENDANCE
Career and Technology (19 sessions)	471	39	510

Career and Technology Studies PD Resources:

- [An Administrators' Guide to Implementing CTS Courses: Health, Recreation & Human Services with Emilie Keane](#)
- [ARPCD Cached CTS Webinars](#)
- [CTS Training and Support Website](#) with ARPCD

**Knowledge & Employability Sessions
From September 2010 to August 31, 2011**

DATE	CODE	SESSION TITLE	DAYS	STATUS	LOCATION
2011-02-11	11-KE-234	Increasing Success for K&E Students- NCTC	1	Active	Edmonton
2011-05-04	11-KE-413	Scaffolding Learning Using the Social Studies -4/-2 Instructional...	1	Active	Edmonton (Elmwood School)

Summary Data for Knowledge & Employability Sessions in 2010-2011

FOCUS	FACE TO FACE	WEBINAR/ WEBCAST	VC	MEETING	EVENING	SATURDAY
Knowledge & Employability	2	0	0	0	0	0

Summary Data for Knowledge & Employability Participants in 2010-2011

FOCUS	ATTENDANCE (IN PERSON)	ATTENDANCE (VIRTUAL)*	TOTAL ATTENDANCE
Knowledge & Employability (2 sessions)	54	0	54

EDMONTON REGIONAL LEARNING CONSORTIUM
CTS/K&E Advisory Committee
Meeting Summary



September 13, 2010

Agenda

1. Meeting intent

- collaborative opportunities for input and direction for ERLC professional development programs and plans e.g., consider how best to use grant dollars to support implementation
- opportunities for networking with other district leaders involved in supporting implementation

2. Welcome and Introductions

In attendance: Aspen View, Elk Island Catholic via VC, Edmonton Catholic, Elk Island Public, Evergreen Catholic, Grande Yellowhead, Northern Gateway via VC, Parkland via VC, Pembina Hills, St. Albert Catholic, St. Thomas Aquinas, Sturgeon

3. District Sharing and Updates

Thanks to all who were able to attend and share updates and emerging needs from their districts.

a. A Guide to Support Implementation: Essential Conditions

www.essentialconditions.ca

- shared vision
- ways to meet diverse needs
- offering more diverse programs
- leadership is pushing the agenda, advocating for kids and programs
- research & evidence – increased enrollment, more courses, student engagement
- resources – stimulus from government helps move us forward; need plan for evergreening or continuing for another 3 yrs of funding to support planning. Want long-term solutions rather than band-aid solution.
- teacher PG – few K&E teachers out there, isolated (same as CTS); provide programs for our counselors, how do we support admin in further understanding
- time – need more time
- community engagement – huge potential for CTS to work with community (Portage/Marvel college, bridging program etc.)

b. District Feedback

What are you accepting as evidence, that implementation is occurring?

- Classroom walk through (session factors have been used)
- Teacher requests for further PD I appropriate CTS pathways
- Greater student enrolment/engagement in CTS courses
- CTS parental and community involvement and knowledge of CTS through surveys
- Increase in high school completion by all students
- Number of program offerings available to students
- Diversity of course offerings, numbers enrolled, satisfaction surveys and high school completion

- Pushing the availability of period one apprentices in school was always there but changes now make it better
- Changing terms using the word “pathways” now so students know they can pick lots of courses
- Teachers are clear about new CTS curriculum
- Students are engaged as evidence by enrollment in CTS courses
- Students understand what CTS pathways are and howt they can access them
- Partnerships with ADLC team teaching
- Successful PAT results
- Parental understanding/ materials with special ed. personnel
- Teachers hired specifically to provide instruction in K&E with Education assistance support
- Enrollment of students
- Number of available programs
- Student engagement
- Number of student enrolled and successful
- Students completing 3400 level courses in partnership with Portage College
- Increased interest in RAP
- Implementing welding and carpentry at 3400 level. Culinary Arts program in partnership with Portage College Evergreen funding ungraded
- Health Care Aide program (1 school)
- Sports medicine Programs (3 school)
- Auto Service Tech Apprenticeship program (1 school)
- Carpentry program (2nd semester)
- New Cosmo lab; foods labs
- Increased enrolment in CTS (district wide)
- Teachers implementing the new strategies behind CTS
- Counselors and principals helping with pathway identification
- Higher high school completion rates
- Students excited about/requesting courses/pathways
- High school communicating with middle years student regarding their interests- What pathways are they interested in- building pathways at high school in accordance with those interest
- We would like some AE guidance as to articulation into post-secondary and the industry. Otherwise, our administrator have often met with us to gain clear understanding of the pathways

4. ERLC Updates

Career and Technology Studies

- CTS Moodle & CTS Webinars/New ERLC website www.ctspd.ca; www.eric.ca
- Grant updates
- Program plans 2010-11

Edmonton Catholic Schools and Edmonton Public School District together with ERLC are planning a joint CTS PD Day scheduled for January 27, 2011 with Jasper Place CHS and St. Francis Xavier as sites.

Knowledge & Employability

- Grant updates
- Program plans 2010-11
ERLC has scheduled a number of sessions for K&E teachers as follows:
 1. Knowledge and Employability for English Language Arts with Kerry Tennant on Nov 22
 2. Knowledge and Employability in Science with Jason Zackowski on Feb 22
 3. Knowledge & Employability and Mathematics with Ulana Soletsky on Mar 09
- ERLC is exploring a project to provide some ongoing support to K and E teachers starting with social studies using a Learning Management System – Moodle.

5. Direction to ERLC to support your district role with implementation

- Support for CTS day in January 2011
- A need to provide professional development to support administrators and counselors.
- A need to clarify status of Junior High CTS
- If Moodle is used for K and E there would need to be some kind of learning and support to help people use it.

6. Other

Next Meetings: January 7, 2011 from 12:00 – 3:00 p.m.
April 19, 2011 from 12:00 – 3:00 p.m.

CTS K & E Highlights & Lessons Learned 2010-2011

Advisory Committee:

- Document – CTS/KE advisory committee meeting Sept. 13 2010.

Highlights 2010-2011

- The Edmonton Regional Learning Consortium was able to offer learning opportunities, which were well attended, for teachers of K & E students in Mathematics, Science, English language Arts, and Social Studies through the ERLC calendar.
- A learning opportunity in May of 2011 allowed social studies teachers a chance to explore the new Instructional Support Resource (ISR) being developed by Alberta Education and a team of K & E teachers.

Lessons Learned 2010-2011

- Numbers of Knowledge & Employability teachers in the ERLC region and the province are relatively small. As a result the numbers of potential presenters is also relatively small. There is an expressed need among K & E teachers to work together and to share ideas on an ongoing basis. Technological solutions such as the moodle site at <http://lms.albertapd.ca> may provide an avenue for collaborative work.
- K & E teachers are in need of materials and resources, and opportunities to share these as noted above are seen as valuable. The idea of establishing cohort groups of teachers to share ideas and develop materials has been proposed by advisory committee members as a possible structure for collaborative work.

**Literacy Sessions
From September 2010 to August 31, 2011**

DATE	CODE	SESSION TITLE	DAYS	STATUS	LOCATION
2010-09-22	11-LI-190	13 Parameters - CRC	1	Active	Edmonton
2010-10-14	11-LI-031	Exemplars - A Powerful Resource to Differentiate Instruction in...	1	Active	Edmonton (Fantasyland Hotel)
2010-10-15	11-LI-032	Writing Process Needs a Makeover	1	Active	Edmonton (Fantasyland Hotel)
2010-10-15	11-LI-029	Curriculum, Assessment and 6+1 Traits of Writing - How do they fit?...	1	Full	Edmonton (Hilton Garden Inn)
2010-10-22	11-LI-030	Curriculum, Assessment and the 6+1 Traits of Writing – How do they...	1	Full	Edmonton (Hilton Garden Inn)
2010-11-22	11-LI-179	Knowledge and Employability for English Language Arts	1	Active	Edmonton (St. Anthony's Centre)
2010-12-02	11-LI-219	Smart Start in Language Arts Workshop, Grades 1-2	1	Active	Edmonton (St. Anthony's Centre)
2010-12-03	11-LI-218	Writing with Results Grades 2-6	1	Active	Edmonton (St. Anthony's Centre)
2011-01-07	11-LI-275	Literacy Advisory Committee Meeting	1	Active	Edmonton (Elmwood School)
2011-01-10	11-LI-274	The Fountas and Pinnell Benchmark Assessment System: Building...	1	Full	Edmonton (Hilton Garden Inn)
2011-01-11	11-LI-248	The Fountas and Pinnell Benchmark Assessment System: Building...	1	Full	Edmonton (Fantasyland Hotel)
2011-02-11	11-LI-106	Reggio Philosophy in Action - NCTC	1	Active	Edmonton
2011-02-24	11-LI-249	Teaching the Critical Essay to 21st Century Learners	1	Full	Edmonton (Elmwood School)
2011-	11-LI-309	A Strategic Approach to Reading	3	Active	Edmonton

02-28		Instruction K–3			(Fantasyland Hotel)
2011-03-03	11-LI-127	Reaching 21st Century Learners: The Imperative for Visual Literacy...	1	Cancelled	Edmonton (Fantasyland Hotel)
2011-03-10	11-LI-310	A Supported Approach to Writing Instruction K–3	1	Active	Edmonton (Fantasyland Hotel)
2011-03-22	11-LI-250	Teaching The Novel To 21st Century Learners	1	Full	Edmonton (Elmwood School)
2011-03-31	11-LI-130	Pan-Canadian Literacy Legacy Webinars	1	Cancelled	Virtual
2011-04-04	11-LI-128	Spend a Day with Tony Stead - Powerful Oral Language and Inquiry...	1	Active	Edmonton (Fantasyland Hotel)
2011-04-06	11-LI-352	Literacy Advisory Committee Meeting	1	Active	Edmonton (Elmwood School)
2011-04-12	11-LI-311	Supporting Independent Reading and Writing- Literacy Stations	1	Full	Edmonton (Fantasyland Hotel)
2011-04-14	11-LI-251	An Exploration Of Christopher Nolan's Memento	1	Active	Edmonton (Elmwood School)
2011-05-31	11-LI-131	Teaching the Critical Essay to 21st Century Learners	1	Full	Edmonton (Elmwood School)
2011-06-02	11-LI-431	Literacy for All: A Community of Practice for Teachers of Students...	2	InviteOnly	Edmonton (St. Anthony's Centre)
2011-06-07	11-LI-430	Teaching the Critical Essay to 21st Century Learners	1	Active	Edmonton (Elmwood School)

Summary Data for Literacy Sessions in 2010-2011

FOCUS	FACE TO FACE	WEBINAR/ WEBCAST	VC	MEETING	EVENING	SATURDAY
Literacy	25	1	0	2	0	0

Summary Data for Literacy Participants in 2010-2011

FOCUS	ATTENDANCE (IN PERSON)	ATTENDANCE (VIRTUAL)*	TOTAL ATTENDANCE
Literacy (23 sessions)	624	4	700

Literacy PD Resources accessed in 2010-2011: 160 times

- [Engaging Learners in Literacy First](#) with Siobhan Murphy
- [Google Earth in the Classroom Series: Seeing a World of Possibilities Across the Curriculum 3](#)
– Session 3 of 3: Using Google Earth in Language Arts & Social Studies with Danny Maas
- [SMART Board Early Literacy Series](#) with Candace Beaton
- [Weaving Children’s Literature into Social Studies K-5](#)
- [Inquiry in Social Studies – David’s Story](#)
- [Early Literacy & Numeracy Strategies Using the SMART Board \(K-2\)](#) with Candace Beaton
- [Literacy Audit – Creating & Implementing a Literacy Action Plan](#) with Miriam P. Trehearne
- [Serious Games: Engaging Students in Inquiry-Based Learning](#) with Aaron Ball

EDMONTON REGIONAL LEARNING CONSORTIUM
Literacy Advisory Committee
Meeting Summary

January 7, 2011



1. Meeting intent

Consultation focused on supporting adult learning related to Literacy. District Networking.

2. Welcome and Introductions

In attendance: Black Gold, Elk Island Catholic, Fort McMurray Public via VC, Northern Gateway, Parkland via VC, St. Albert Catholic, St. Thomas Aquinas

3. District Sharing and Updates

a. **A Guide to Support Implementation: Essential Conditions** www.essentialconditions.ca

b. **District Feedback**

Literacy: A World to Discover <http://education.alberta.ca/teachers/program/literacy.aspx>

4. ERLC Updates

- www.erlc.ca - to see [Literacy sessions](#) offered. [PD Resources](#) – please review any resources and offer suggestions for posting archived materials.
- Tony Stead coming April 4 & Lynell Burmark coming March 3
- Pan Canadian Literacy follow- up Modules - Support for implementation of Alberta education literacy action plan. Being completed - invitation to provide feedback will be forthcoming. Webinar series this fall and/or spring as well as materials posted online for use at your site. (e.g. job embedded learning PD resources)

5. Direction to ERLC to support your district role with implementation

- Explore - LLI (Levelled Literacy Intervention) workshop like the BAS or RTI (response to intervention). How do you do LLI as an inclusive not pull out model? Pyramid of interventions – LLI deals with kids who have a smaller gap – what resources do we apply for kids with greater needs?
- 13 parameters-What was learned? Pearson Pilot – how might we all access information/learning?
- Explore request for information sharing at the next meeting: ECS literacy & AISI project. EPS – district literacy focus.
- Marzano and the vocabulary model (highly engaged classroom) – explore access to districts implementing or the Marzano research lab.
- Continue to track what is happening with Alberta Education and supports for implementation specific to Literacy First: a plan of action
- Best practice using a textbook–secondary, reading across the content areas– e.g., C. Tovani?
- The Daily 5 – SAP teachers to do an introductory session as they have been trained. Therese to ask the teachers.
- Continue to offer: 6 + 1 sessions – Siobhan Murphy; Graham Foster sessions
- Complete Pan Canadian Literacy Modules -access to videos from Pan Canadian Literacy event available at: <http://www.forum2008.cmec.ca/en/index.html>

Next Meeting: TBD in April

**FNMI Sessions
From September 2010 to August 31, 2011**

DATE	CODE	SESSION TITLE	DAYS	STATUS	LOCATION
2010-09-13	11-AB-006	Aboriginal Advisory Committee Meeting	1	Active	Edmonton (Elmwood School)
2010-11-05	11-AB-220	FNMI Family, Parent and Community Engagement in support of Goal...	1	Postponed	Edmonton (Hilton Garden Inn)
2010-11-16	11-AB-242	FNMI Family, Parent and Community Engagement in support of Goal...	1	Active	Edmonton (Hilton Garden Inn)
2010-11-19	11-AB-243	FNMI Family, Parent and Community Engagement in support of Goal...	1	Active	Fort McMurray
2010-11-30	11-AB-244	FNMI Family, Parent and Community Engagement in support of Goal...	1	Active	Edmonton (Hilton Garden Inn)
2011-01-05	11-AB-014	Aboriginal Advisory Committee Meeting	1	Active	Edmonton (Languages Centre)
2011-01-18	11-AB-239	Literature to Support First Nations, Métis and Inuit (FNMI) Student...	1	Active	Edmonton (Elmwood School)
2011-01-19	11-AB-240	Literature to Support First Nations, Métis and Inuit (FNMI) Student...	1	Active	Edmonton (Elmwood School)
2011-01-20	11-AB-057	Implementing FNMI Collaborative Frameworks	1	Active	Edmonton (Amiskwaciy Academy)
2011-01-25	11-AB-254	Supporting FNMI Student Success Webinars - Humble beginnings: Essence...	1	Active	Virtual
2011-01-28	11-AB-288	Teaching, Song, Dance & Legends of Alberta's Native Peoples (FNMI)	1	Full	Fort McMurray (Fr. Patrick Mercredi Community High School)
2011-01-28	11-AB-293	Literature to Support First Nations, Métis and Inuit (FNMI) Student...	1	Active	Fort McMurray (Fr. Patrick Mercredi Community High School)
2011-	11-AB-255	Supporting FNMI Student Success	1	Active	Virtual

02-15		Webinars - History: Impacts of Formal...			
2011-03-16	11-AB-256	Supporting FNMI Student Success Webinars - Reconnection: FNMI...	1	Active	Virtual
2011-03-23	11-AB-370	FNMI Family, Parent and Community Engagement	1	Active	Edmonton
2011-04-19	11-AB-022	FNMI Advisory Committee Meeting	1	Active	Edmonton (Elmwood School)
2011-04-19	11-AB-257	Supporting FNMI Student Success Webinars - Future: Balance of Cultures	1	Active	Virtual
2011-04-27	11-AB-435	FNMI Parent, Family and Community Engagement	1	Active	Edmonton
2011-04-27	11-AB-450	FMNI AB ED	1	Active	Edmonton
2011-04-30	11-AB-273	Edmonton as Traditional Gathering Place: A Walking Tour	1	Active	Edmonton (University of Alberta)
2011-05-14	11-AB-313	Understanding the Pow Wow – A Celebration for All	1	Active	Edmonton (Education South Building - U of A)
2011-05-17	11-AB-426	FNMI Parent, Family and Community Engagement	1	Cancelled	Whitecourt (St. Joseph Parish Hall)
2011-05-20	11-AB-048	Fitness the Traditional Way: Traditional Aboriginal Games	1	Cancelled	Edmonton (Languages Centre)
2011-05-25	11-AB-428	FNMI Families, Parents and Communities Engagement	1	Cancelled	Fort McMurray
2011-05-26	11-AB-427	FNMI Parent, Family and Community Engagement	1	Cancelled	Edmonton (Sacred Heart Centre)

Summary Data for Literacy Sessions in 2010-2011

FOCUS	FACE TO FACE	WEBINAR/ WEBCAST	VC	MEETING	EVENING	SATURDAY
FNMI	18	4	0	3	1	2

Summary Data for Science Participants in 2010-2011

FOCUS	ATTENDANCE (IN PERSON)	ATTENDANCE (VIRTUAL)*	TOTAL ATTENDANCE
FNMI (20 sessions)	312	69	381

FNMI PD Resources accessed in 2010-2011: 128 times

- [Our Words, Our Ways](#) with Debbie Mineault
- [Supporting FNMI Student Success](#) with Debbie Mineault
- [Benchmarks of Historical Thinking](#)
- [Aboriginal Perspectives & the Curriculum – Discussion Papers](#) with Dwayne Trevor Donald
- [FNMI Collaborative Frameworks, FNMI Student Success](#)

**EDMONTON REGIONAL LEARNING CONSORTIUM
Aboriginal/FNMI Advisory Committee
Meeting Summary**

September 13, 2010

1. Meeting intent

Seek consultation from districts/region about how your grant dollars can best be put to use to support implementation and complement your district plans. Opportunities for networking with other district leaders involved in supporting implementation.

2. Welcome and Introductions

In attendance: Alberta Education, Edmonton Public, Elk Island Catholic, Elk Island Public, Living Waters Catholic, Grande Yellowhead, Northern Gateway, Pembina Hills, St. Thomas Aquinas, Sturgeon,

Other Organizations Represented: FNMI Services

3. District Sharing and Updates - thanks for sharing!

c. A Guide to Support Implementation: Essential Conditions www.essentialconditions.ca

This is the final year of the curriculum support grant that includes implementation support for mathematics and FNMI. Longer term grants have given us opportunity to engage in long term, more comprehensive PD planning.

• Continued conversation about “how do we know”....

- *How do we know implementation is occurring?* A question that will assist us collectively know if our work is supporting adult learning for students sake and a question that Alberta Education is also asking.
- Are there other “essential conditions” we can address, being mindful of the good things that are happening in implementation? (i.e. working with community partners/community engagement?)
- Essential Conditions guide is a quick, go-to guide that has the potential to support your district implementation plan – visit the site to access the document
- www.essentialconditions.ca
- Implementation planning tool from spring 2010 meeting included with meeting

d. District Feedback – What are you accepting as evidence that implementation is occurring?

- | | |
|--|---|
| • Focus on reviewing FNMI resources | • Happiness and wanting to come to school |
| • Increase in numbers of FNMI students and in number self indentifying | • Increase in number of schools/teachers requesting support |
| • Increase in number of FNMI students graduating from grade 12 | • Increased number of students are taking Cree classes |
| • Learning is happening | • Success and school |
| • Higher achievement scores on test | • Increased attendance |
| • Relationship are being built | • Families, parents and community initiative |
| • School leaders are asking more questions and requesting support | • Students are engaging and sharing cultural identity |

- Implementation FNMI Awareness
- DVD LTFS Conference link to Companion resources
- Parent Interviews
- Level of student Engagement
- Change in practice (teacher)
- Focus on reviewing FNMI resources
- More teachers taking part in webinars, and asking about ERLC sessions to support FNMI students
- FNMI G-1 (ARC) January 2011 Collaborative Framework zone workshops - Leads: Sandra Skare and Leslie Snyder
- PD webinars/WIKI (Elder interviews)
- FNMI/Cultural activities integrated into learning
- Satisfaction survey results
- High school completion
- Change in achievement (student)

4. ERLC Updates

Support for Implementation identified

- Access to “job embedded pd” via www.eric.ca PD resources.
 - Dwayne Donald Discussion papers on Aboriginal Perspectives and the Curriculum available at PD Resources <http://www.eric.ca/resources/default.php> and then visit FNMI focus area. You will find materials to support PLC groups/leaders, instructional leaders as well as materials that will support individuals that wish to learn more. Copies of conference materials are on the ERLC wiki and available at the same location.
 - Information on various CTS programs, as well as archived sessions available at www.ctspd.ab.ca and www.arpdc.ab.ca.
- Your advice and direction: Book a session on the FNMI Literature Box with Thalia Hartson. Purchase an FNMI literature box for each district and make available for district leaders that attend the session. Once session planned we will forward information to advisory committee.
- FNMI sessions planned to date available at www.eric.ca click on FNMI focus.
- Your advice and direction for future learning opportunities:
 - Book a session on aboriginal games, as well as learning opportunities suggested by Earl Choldin
 - Dwayne Donald Aboriginal history of the river valley. Apply technology to the walk so teachers can access later- what are the correct terms to use here for what Leanne asked us for Jann?
 - A session on the significance of treaties – access interview with Perry Bellegarde from Debbie Mineault
 - A panel identifying current FNMI issues. (Perhaps most suitable for a conference?)
 - A workshop on how to integrate FNMI perspective in math and science
 - A guided tour of the Bearclaw gallery and link to art program of studies.
 - Explore who is offering Aboriginal Studies course – offer support network.
 - Explore services of Métis Nation Alberta
<http://www.albertametis.com/MNAHome/Home.aspx>
 - Explore services of Métis Nechi Centre <http://www.nechi.com/>
 - Explore videotaping Paula’s classroom environment in Wetaskiwin to model effective/inviting classroom environment and learning center.
- Please save the dates! Two Alberta Education sessions ERLC will facilitate: Session information being confirmed/prepared and will be forwarded as soon as complete – heads up:

- **FNMI FAMILY, PARENT AND COMMUNITY ENGAGEMENT- November 5th** (To be confirmed)
- In support of Goal three, Strategy 3.1 FNMI Services branch is providing this learning opportunity.

FNMI Families, Parents and Communities Supporting Engagement Workshop is designed to support jurisdictions and community members with FNMI engagement. This workshop is designed to address roles and responsibilities of families, parents and communities. A presentation from Alberta Education, as well as participant focus group work will provide learning about strategies and approaches to support FNMI student and community engagement. This workshop will be offered across the province and the FNMI Branch will collect strategies from each site for a parent handbook. At end of day, parents, community members and school district leaders will be better informed about the education system and impacts of FNMI student success.

- **COLLABORATIVE FRAMEWORK WORKSHOP/REGIONAL SYMPOSIUM – January 20th** – more information to come – follow up from last year’s conference focused on goal 3.

Conversation on developing PD leadership capacity – variety of sessions offered that may be of support – www.erlc.ca visit leadership focus area for sessions with Jim Knight and Laura Lipton.

5. Direction to ERLC to support your district role with implementation

6. Other

Resources for your information based on sharing at meeting.

- Blueprint for the Future – Aboriginal Youth Career Fair October 8, 2010
<http://www.naaf.ca/BFF%20edmonton%20poster>
- Access Edmonton Public Schools information from Aboriginal Services
<http://aboriginaleducation.epsb.ca/services.html> check out the education resources and research sections! (Thanks for sharing Donna and to EPS for making available for all to access)
- Thanks in advance for “reply all” to share information with others – specifically your promising practices and community connections.

Next Meetings:

- January 5, 2011 from 1:00 – 4:00 – Please notice date and location change! This meeting will now be held at Woodcroft Language Center 13750 Woodcroft Avenue in the FNMI meeting space. The meeting will not have VC access and will follow the French Advisory Committee meeting.
- April 19th 9:00 a.m. -12:00 p.m.

**Technology Integration Sessions
From September 2010 to August 31, 2011**

DATE	CODE	SESSION TITLE	DAYS	STATUS	LOCATION
2010-09-14	11-TI-009	Technology Integration & Distributed Learning Advisory Committee...	1	Active	Edmonton (Elmwood School)
2010-09-28	11-TI-033	SMART Board 101 Webinar Series Grade K-6	4	Active	Virtual
2010-09-29	11-TI-034	SMART Board 101 Webinar Series Grade 7-12	4	Active	Virtual
2010-09-30	11-TI-049	Using Online Resources in the Classroom - An Introduction to Online...	1	Cancelled	Virtual
2010-10-01	11-TI-063	Developing and Using TPACK: Teachers' Technology Integration in Action	1	Cancelled	Edmonton (Hilton Garden Inn)
2010-10-02	11-TI-180	SMART Boards 101 – Get SMART for Beginners	1	Active	Edmonton (Elmwood School)
2010-10-04	11-TI-064	Designing and Leading TPACK-Based Professional Development	1	Active	Edmonton (Hilton Garden Inn)
2010-10-04	11-TI-146	SMART Boards 101 - Get SMART for Beginners	1	Full	Edmonton (Elmwood School)
2010-10-07	11-TI-050	Using Online Resources in the Classroom - Getting Started with Online...	1	Cancelled	Virtual
2010-10-14	11-TI-164	SMART Boards 101 - Get SMART for Beginners, K-6	1	Full	Spruce Grove (Millgrove School)
2010-10-14	11-TI-039	SMART Boards 103 - SMART Board Implementation Support PD Resource for...	2	Active	Virtual
2010-10-14	11-TI-051	Using Online Resources in the Classroom - Teaching with Online...	1	Cancelled	Virtual
2010-10-14	11-TI-165	SMART Boards 102 - Get SMARTer	1	Active	Spruce Grove (Millgrove School)
2010-10-16	11-TI-181	SMART Boards 102 - Supporting FSL the SMART (Board) Way! Grades 4-6	1	Active	Edmonton (Elmwood School)

2010-10-21	11-TI-037	SMART Boards 102 - Visual Literacy Through Your SMART Board	1	Active	Edmonton (Elmwood School)
2010-10-22	11-TI-144	Go Get Googified! Anytime, Anywhere Learning Using Google Apps in the...	1	Full	Edmonton (Elmwood School)
2010-10-26	11-TI-038	Teaching with Google Apps - An introduction to Google Documents and...	1	Active	Edmonton (Elmwood School)
2010-10-26	11-TI-041	Promethean ACTIV Board Implementation Support PD Resource for...	2	Cancelled	Virtual
2010-10-27	11-TI-035	Early Literacy Webinar Series Grade K-3	3	Active	Virtual
2010-10-28	11-TI-036	Using Social Media for Transformative Teaching & Learning Webinar...	3	Active	Virtual
2010-11-01	11-TI-147	SMART Boards 101 - Get SMART for Beginners	1	Full	Edmonton (Elmwood School)
2010-11-03	11-TI-237	Digital Resources for Today's Math Classrooms Webinar	3	Active	Virtual
2010-11-05	11-TI-061	SMARTboards 102 - La litt�ratie visuelle : une fa�on simple...	1	Active	Edmonton (Elmwood School)
2010-11-17	11-TI-103	Google Earth in the Classroom Webinar Series: Seeing a World of...	2	Active	Virtual
2010-11-17	11-TI-103a	Google Earth in the Classroom Webinar Series: Seeing a World of...	3	Active	Virtual
2010-11-17	11-TI-143	Google Earth in the Classroom Webinar Series: Seeing a World of...	2	Active	Virtual
2010-11-18	11-TI-166	SMART Boards 102 - Get SMARTer	1	Active	Spruce Grove (Millgrove School)
2010-11-18	11-TI-167	SMART Boards 102 - Get SMARTer with Math K-3	1	Full	Spruce Grove (Millgrove School)
2010-11-19	11-TI-043	Google Apps in Your Classroom	1	Active	Edmonton (Elmwood School)
2010-11-25	11-TI-168	SMART Boards 102 - Get SMARTer	1	Active	Spruce Grove (Millgrove School)
2010-11-25	11-TI-169	SMART Boards 102 - Get SMARTer with Math 4-6	1	Active	Spruce Grove (Millgrove School)

2010-11-25	11-TI-040	SMART Boards 103 - SMART Board Implementation Support PD Resource for...	2	Cancelled	Virtual
2010-11-26	11-TI-145	SMART Boards 102 - Assessment for Learning with Notebook and SMART...	1	Cancelled	Edmonton (Elmwood School)
2010-12-06	11-TI-148	SMART Boards 102 - Get SMARTer with Language Arts	1	Full	Edmonton (Elmwood School)
2010-12-13	11-TI-149	SMART Boards 102 - Get SMARTer with Math	1	Full	Edmonton (Elmwood School)
2011-01-12	11-TI-017	Technology Integration Advisory Committee Meeting	1	Active	Edmonton (Elmwood School)
2011-01-13	11-TI-171	SMART Boards 102 - Get SMARTer	1	Active	Spruce Grove (Millgrove School)
2011-01-13	11-TI-170	SMART Boards 101 - Get SMART for Beginners, K-6	1	Full	Spruce Grove (Millgrove School)
2011-01-21	11-TI-057	SMART Boards 103 - AIM SMART!!	1	Active	Edmonton (Elmwood School)
2011-01-25	11-TI-252	SMART Board 102 - Assessment for Learning using SMART Notebook...	1	Active	Edmonton (Elmwood School)
2011-01-27	11-TI-172	SMART Boards 102 - Get SMARTer	1	Full	Spruce Grove (Millgrove School)
2011-01-27	11-TI-182	SMART Boards 102 - Get SMARTer with Language Arts	1	Full	Spruce Grove (Millgrove School)
2011-01-28	11-TI-299	The TPACK Approach - Technology Integration That Works!	1	Active	Fort McMurray (Fr. Patrick Mercredi Community High School)
2011-01-28	11-TI-295	"Inspire Learning" Integrating Your ActivBoard and ActivInspire...	1	Full	Fort McMurray (Fr. Patrick Mercredi Community High School)
2011-02-02	11-TI-270	SMART Board 101 Webinar Series	5	Active	Virtual
2011-02-10	11-TI-060	Multiple Means of Representation in Reading and Writing: Where do...	1	Cancelled	Edmonton (Elmwood School)
2011-02-22	11-TI-184	SMART Boards 102 - Get SMARTer	1	Active	Spruce Grove (Millgrove School)

2011-02-22	11-TI-183	SMART Boards 101 - Get SMART for Beginners, K-6	1	Full	Spruce Grove (Millgrove School)
2011-03-08	11-TI-278	The Networked Educational Leader: Leading 21st Century Educational...	3	Active	Edmonton/Virtual
2011-03-15	11-TI-319	SMART Boards 101 - Get SMART for Beginners K-6	1	Full	Edmonton (Elmwood School)
2011-03-17	11-TI-186	SMART Boards 102 - Get SMARTer with Math K-3	1	Full	Spruce Grove (Millgrove School)
2011-03-17	11-TI-185	SMART Boards 102 - Get SMARTer	1	Active	Spruce Grove (Millgrove School)
2011-03-23	11-TI-150	SMART Boards 102 - Big Ideas in K-3 Math	1	Full	Edmonton (Elmwood School)
2011-04-06	11-TI-268	SMART Board 103: Creating Literature Studies for the Early Years...	3	Cancelled	Virtual
2011-04-14	11-TI-188	SMART Boards 102 - Get SMARTer with Math 4-6	1	Full	Spruce Grove (Millgrove School)
2011-04-14	11-TI-187	SMART Boards 102 - Get SMARTer	1	Active	Spruce Grove (Millgrove School)
2011-04-18	11-TI-353	SMART Boards 101 - SMART Boards for Absolute Beginners	1	Active	Edmonton (Elmwood School)
2011-04-30	11-TI-355	SMART Boards 101 - SMART Boards for Absolute Beginners	1	Active	Edmonton (Elmwood School)
2011-05-02	11-TI-025	Technology Integration Advisory Committee Meeting	1	Active	Edmonton (Elmwood School)
2011-05-04	11-TI-269	SMART Board 103: Addressing Alberta's Social Studies Critical...	3	Active	Virtual
2011-05-05	11-TI-374	Creating Innovative Learning Environments Supported by Technology 4-6	1	Cancelled	Edmonton (Monsignor Fee Otterson)
2011-05-10	11-TI-354	SMART Boards 101 – What Is a SMART Board and What Can I Do With It?	1	Active	Edmonton (Elmwood School)
2011-05-26	11-TI-375	Creating Innovative Learning Environments Supported by Technology K-3	1	Cancelled	Edmonton (Monsignor Fee Otterson)
2011-05-30	11-TI-422	Google Workshop for Educators Introductory Level	1	Active	Edmonton (University of Alberta)

					Education Center North)
2011-08-22	11-TI-386	SMART Boards 101 - SMART Boards for Absolute Beginners	1	Full	Edmonton (Elmwood School)
2011-08-22	11-TI-387	Google Apps in Your Classroom	1	Active	Edmonton (Elmwood School)
2011-08-22	11-TI-385	SMART Boards 101 - Get SMART for Beginners K-6	1	Full	Spruce Grove (Millgrove School)
2011-08-22	11-TI-384	SMART Boards 103 - Designing, Implementing and Evaluating Engaging...	1	Active	Edmonton (St. Anthony's Centre)
2011-08-23	11-TI-388	SMART Boards 102 – Get SMARTer	1	Active	Spruce Grove (Millgrove School)
2011-08-23	11-TI-390	Teaching with Google Apps - An Introduction to Google Documents and...	1	Cancelled	
2011-08-23	11-TI-389	SMART Boards 101 – What Is a SMART Board and What Can I Do With It?	1	Full	Edmonton (Elmwood School)
2011-08-23	11-TI-391	Using Google Earth in the Inclusive UDL Classroom	1	Cancelled	Edmonton (St. Anthony's Centre)
2011-08-23	11-TI-443	SMART Board 101/102	1	Active	Edmonton (Lillian Osborne High School)
2011-08-24	11-TI-394	Google Apps in Your Classroom	1	Active	Edmonton (Elmwood School)
2011-08-24	11-TI-395	Inquiry Learning Projects in Science and Social Studies Using...	1	Active	Edmonton (St. Anthony's Centre)
2011-08-24	11-TI-445	Digital Video and Stop-Motion Animation in the UDL Classroom	1	Cancelled	Edmonton (Lillian Osborne High School)
2011-08-24	11-TI-392	SMART Boards 102 - Exploring the SMART Exchange	1	Active	Spruce Grove (Millgrove School)
2011-08-24	11-TI-444	SMART Boards 102 and Web 2.0 Tools	1	Cancelled	Edmonton (Lillian Osborne High School)
2011-08-24	11-TI-425	Creating Teacher & Student Google Sites	1	Cancelled	Edmonton (Lillian Osborne High

					School)
2011-08-24	11-TI-396	SMART Boards 102 - Supporting FSL the SMART (Board) Way! Grades 4-6	1	Cancelled	Edmonton (Elmwood School)
2011-08-24	11-TI-393	Transparent & Transportable Teaching Strategies to Support 21st...	1	Cancelled	Edmonton (St. Anthony's Centre)
2011-08-24	11-TI-397	Using Social Media to Support Student Learning in Secondary Social...	1	Cancelled	Edmonton (Lillian Osborne High School)
2011-08-25	11-TI-398	SMART Boards 102 - Designing SMART Lessons for Secondary Social...	1	Cancelled	Edmonton (Lillian Osborne High School)
2011-08-25	11-TI-424	Google and Assessment	1	Cancelled	Edmonton (Lillian Osborne High School)
2011-08-25	11-TI-401	SMART Board 102 - Assessment for Learning Using SMART Notebook...	1	Active	Edmonton (Elmwood School)
2011-08-25	11-TI-399	Digital Assessment in the Elementary Classroom	1	Cancelled	Edmonton (St. Anthony's Centre)
2011-08-25	11-TI-400	SMART Boards 102 - Get SMARTer with Math, K-3	1	Active	Spruce Grove (Millgrove School)
2011-08-25	11-TI-446	My Story – Digital Literacy and Storytelling in the Classroom (Focus...	1	Cancelled	Edmonton (Lillian Osborne High School)
2011-08-26	11-TI-404	SMART Board 102 - Early Literacy and Numeracy Strategies Using the...	1	Full	Edmonton (Elmwood School)
2011-08-26	11-TI-403	Digital Citizenship: Fostering Communities in a Digital Age	1	Cancelled	Edmonton (St. Anthony's Centre)
2011-08-26	11-TI-405	SMART Boards 102 - Get SMARTer with Math, 4-6	1	Active	Spruce Grove (Millgrove School)
2011-08-26	11-TI-402	Advanced Google Sites/Apps in Your Classroom	1	Active	Edmonton (Elmwood School)

Summary Data for Technology Integration Sessions in 2010-2011

FOCUS	FACE TO FACE	WEBINAR/ WEBCAST	VC	MEETING	EVENING	SATURDAY
Technology Integration	74	47	3	3	2	3

Summary Data for Technology Integration Participants in 2010-2011

FOCUS	ATTENDANCE (IN PERSON)	ATTENDANCE (VIRTUAL)*	TOTAL ATTENDANCE
Technology Integration (68 sessions)	761	149	1247

Technology Integration PD Resources accessed in 2010-2011: 387

- [Learn Alberta Science Gizmos](#)
- [Learn Alberta Math Gizmos](#)
- [Rehearsing MORE Coding if Literacy – Adapting and Transforming for Walk-Throughs](#) with Bernajeau Porter
- [SMART Board 101 Webinar Series](#) with Candace Beaton
- [Addressing Alberta’s Social Studies Critical Challenges using SMART Notebook Software](#) with Candace Beaton & Wally Diefenthaler
- [Uncovering Critical Thinking in Social Studies](#) with Wally Diefenthaler, Diane Lander & Karen Laronde
- [Digital Resources for Today’s Math Classrooms Webinar](#) – An Introduction to Learn EveryWare with Terri Reid
- [SMART Board 2 Minute Tutorial: Changing the Pen Settings on a PC](#) with Sherri Fricker
- [SMART Board 2 Minute Tutorial: Changing the Pen Settings on a Mac](#) with Sherri Fricker
- [SMART Board 2 Minute Tutorial: Importing Power Point Presentations on a Mac](#) with Sherri Fricker
- [SMART Board 2 Minute Tutorial: Importing Power Point Presentation on a PC](#) with Sherri Fricker
- [SMART Board 2 Minute Tutorial: Inserting Hyperlinks in Notebook 10](#) with Karla Holt
- [SMART Board 2 Minute Tutorial: Customizing the Lesson Activity Toolkit in Notebook 10](#) with Karla Holt
- [SMART Board 2 Minute Tutorial: Linking Pages within Notebook on a Mac](#) with Sherri Fricker
- [SMART Board 2 Minute Tutorial: Linking Pages within Notebook on a PC](#) with Sherri Fricker
- [SMART Board 2 Minute Tutorial: Linking Sounds in Notebook 10](#) with Karla Holt
- [SMART Board 2 Minute Tutorial: Saving Favourite Resources into My Content Folder](#) with Karla Holt
- [SMART Board 2 Minute Tutorial: Renaming Pages in Notebook](#) with Sherri Fricker
- [SMART Board 2 Minute Tutorial: Using Ink Aware Applications](#) with Karla Holt
- [SMART Board 2 Minute Tutorial: Using Layers in Notebook 10](#) with Karla Holt
- [SMART Board 2 Minute Tutorial: Exploring the Properties Tab](#) with Sherri Fricker
- [Activ Inspire: The Resource Browser](#) with Karla Holt
- [Activ Inspire: Creating Interactivity by Layering Objects](#) with Karla Holt
- [Activ Inspire: Inserting Sounds Into Your Flipcharts](#) with Karla Holt
- [Activ Inspire: Switching between the Studio and Primary Look and Feel](#) with Karla Holt
- [Activ Inspire: Using the Magic Ink Tool](#) with Karla Holt
- [Activ Inspire: Using the Screen Recorder Tool](#) with Karla Holt
- [Google Earth in the Classroom Series: Seeing a World of Possibilities Across Curriculum 3](#) – Session 3 of 3: Using Google Earth in Language Arts and Social Studies with Danny Maas

- [Google Earth in the Classroom Series: Seeing a World of Possibilities Across Curriculum 3](#) – Session 3 of 3: Using Google Earth in Math and Science with Danny Maas
- [Google Earth in the Classroom Series: Seeing a World of Possibilities Across Curriculum 3](#) – Session 3 of 3: Using Google Earth in the Inclusive, UDL Classroom with Danny Maas
- [SMART Board Early Literacy Webinar Series](#) with Candace Beaton
- [Applying Differentiation Strategies using SMART Boards and Notebook Software](#) with Candace Beaton
- [Using Social Media for Transformative Teaching & Learning](#) with Alec & George Couros
- [Get Your Junior High Math Program Rolling](#) with Cathy Campbell
- [What in the World is a Webinar?!](#)
- [SMART Board Implementation Support PD Resource for Facilitators](#) with Jann Edney & Karla Holt
- [Promethean ACTIV Board Implementation Support PD Resource for Facilitators](#) with Jann Edney & Karla Holt
- [Getting to Know LearnAlberta](#) with Diane Lander
- [Supporting FSL the SMART \(Board\) Way! Grades 4-6](#) with Roxanne Wiebenga
- [Early Literacy & Numeracy SMART Strategies, Grades K-2](#) with Candace Beaton
- [Using the Lesson Activity Toolkit to Address Higher-Order Thinking Skills, Grades 4-9](#) with Candace Beaton
- [Serious Games: Engaging Students in Inquiry-Based Learning](#) with Aaron Ball

EDMONTON REGIONAL LEARNING CONSORTIUM Technology Integration/Distributed Learning Advisory Committee Meeting Summary



September 14, 2010

1. Meeting intent

Seek consultation from districts/ region about how your grant dollars can best be put to use to support implementation and complement your district plans.

2. Welcome and Introductions

In attendance: Elk Island Catholic, Black Gold, Edmonton Public Schools, St Albert Protestant, Elk Island Public, Aspen View, Northern Gateway, Parkland School Division, Sturgeon School Division, Evergreen School Division, Ft McMurray Public via VC

3. District Sharing and Updates

Thanks to all who were able to attend and share updates and emerging needs from their districts. A common thread for most districts were changing conversations that represented a shift in focus from technology to pedagogy, further implementation of a full TPACK model, and exploring the use of student-owned devices.

e. **A Guide to Support Implementation: Essential Conditions** www.essentialconditions.ca

f. District Feedback – What are you accepting as evidence that implementation is occurring?

- Changing conversations
- Technology used to address HOTS. Student use is seamless
- Teachers using “WIKI’s” and “Moodle” for course content
- Support of Senior Executives and Administrators
- Teacher requests for support are about better meeting learning needs- NOT tech
- Teachers are asking to move forward with more sharing time
- Increase engagement in the AISI inquiring project
- Growth in use of distance learning tools such as VC and bridgit by students with outreach
- Dramatic increase in requests for IPADs, document cameras, etc
- Teacher collaboration with one another or best practices and new strategies using technology
- Portal: Teachers and admin reflections as to what is working well and what is not (with possible solutions)
- Admin walk-through using H.E.A.T. framework (Higher-order thinking, Engaged learning, Authenticity and Tech use) where track and blooms taxonomy are its foundation. More
- Common language
- Teachers using teacher blog to connect and share experience
- Sharing of lessons that integrate technology
- Inclusion of technology in vision of school division
- Modeling use of technology by most administrators and Senior Executives
- PD: embedded works best, being creative with costs and timetabling
- Level of teacher use of innovative uses for technology
- Increased demands by teachers and students to use module labs
- Teachers incorporate appropriate technology in lessons

concentrated discussions with staff on best practices for learning

- There is a change in the types of requests from schools and teachers as to the type of professional learning they want. From “sit and get” (how do I learn the tool) to wanting to work at effectively integrating technology in the learning for their students

4. ERLC Updates

- Website updated to promote ease of access/registration
 - Changed name from DL to TI
 - ERLC wiki linked to the website to provide “one stop”
- Overview of Essential Conditions document noted that implementation is a shared responsibility as a key concept. The document is intended as a planning tool. ERLC has received a grant from Alberta Education to work with some districts to pilot the use of the document.
 - www.essentialconditions.ca has been launched. PDF document is also located on the website.
- Promethean resource regarding facilitating PD on IWB now also rolled out and sessions available on the resource. This to add to IWB 101, 102, 103.
- Leading our Way Forward – April 14/15 at Fantasyland Hotel – teams, coaches. Focus on “coaches”.
- Reminder: Jim Hirsch webinar on Nov. 17 -- The three question technology plan.

5. Direction to ERLC to support your district role with implementation

- ERLC should pursue sponsoring a Digital Citizenship event similar to Calgary conference after Christmas.
- Offer to all districts to have “What in the World is a Webinar” webinar for groups in ERLC districts so that people can learn about webinars through a webinar email Jann Edney at jann.edney@erlc.ca.
- Would be desirable to label TI sessions with TPACK model logo to identify where on the model the session fits
- Direction to continue to explore a variety of adult learning opportunities including in person, webinars, VC, webcasts, wikis, moodle etc. (DL is good but direction not to lose face to face).

6. Next Meeting:

- January 12, 2011 from 1:00 p.m. – 3:00 p.m.
- May 2, 2011 from 1:00 p.m. – 3:00 p.m.

**EDMONTON REGIONAL LEARNING CONSORTIUM
Technology Integration Advisory Committee
Meeting Summary**



January 12, 2011

1. Meeting intent

- collaborative opportunities for input and direction for ERLC professional development programs and plans e.g., consider how best to use grant dollars to support implementation
- opportunities for networking with other district leaders involved in supporting implementation

2. Welcome and Introductions

In attendance: Aspen View via VC, Black Gold, Edmonton Public, Elk Island Catholic, Evergreen Catholic via VC, Northern Gateway, Parkland, St. Albert Protestant, Greater St Albert Catholic, Sturgeon (10 districts with 14 reps in total –3 via VC)

3. Review of September 2010 Meeting Summary

4. TPACK Shared informal analysis done on technology integration sessions from April 2009- Dec 2010 through the lens of TPACK.

- Where is the work ERLC is doing under your direction and advice positioned?
- Where is your school division's TI work positioned?
- Where to next and in what ways can ERLC support that?

District Response:

- Context specific – each jurisdiction must align with district agendas
- Consider strategies about how we can support “implementation” of TPACK
 - E.g., referencing that it is all about good teaching and learning – curriculum and pedagogy
- Consider sessions for admin about TPACK/ISTE Nets e.g., 30 min conversation/webinar/podcast/face to face (see [The Networked Educational Leader: Leading 21st Century Educational Communities](#))
- Model TPACK at Leading Our Way Forward (LOWF)
- Develop sessions that combine all aspects of TPACK but still offer ones how to use the technology
- Continue to meet the needs of all teachers
- TPACK symbol everywhere not just on [TI sessions](#)

5. ERLC Updates – “Support for Implementation”

- [Alberta PD](#)- archived webinars that support implementation of [“Making a Difference. Conversation Guides](#) from Parkland/ERLC will be posted on the [ERLC wiki](#) and linked from [www.erlc.ca](#) as new PD Resources by end of January.
- **A Guide to Support Implementation:** Essential Conditions [www.essentialconditions.ca](#) Grant dollars available to districts that want to pilot.
- [What in the World is a Webinar](#)

Webinars are increasingly being recognized as a flexible, convenient and cost-effective alternative. To take advantage of learning more about webinars, please contact Jann Edney at 780-288-8524, 780-444-2497 ext. 230 or jann.edney@erlc.ca. who can offer an archived webinar recording [here](#).

- www.erc.ca – notice theme title change from Distributed Learning to [Technology Integration](#)
 - **Leading our Way Forward** – focused on supporting your districts understanding about developing “PD leadership capacity” April 14 and 15th Oasis Centre.
 - Districts expressed desire for more time to collaborate, more table talk/working time
 - Would like a heads-up on collaborative technology tools to be used in order to prepare participants prior to conference
 - **Assistive Technologies:** [session](#) on symbol-based apps like Boardmaker Plus, Classroom Suite, and how to integrate into SMART software with presenter Susie Blackstien-Adler of Bridges.
 - Practitioner to practitioner learning at model school sites (Millgrove, Fee Otterson) - Kinds of sessions that would be useful:
 - Examples of using assistive technologies to improve learning for **all** students
 - iPads /iPod Touch in the classroom
 - managing classrooms that are opened to student owned devices
 - ½ day session for admin where Marie and Marnie share their journey thus far and where they want to go next
 - consider other school sites to model variety of levels of tech integration
- 6. Direction to ERLC to support your district role with implementation/District Feedback**
- Consider having a session for presenters on 5 most important messages they have to support in their sessions
 - Student owned devices – training our teachers in using different tools
 - How to design learning that considers the use of student-owned devices
 - All new initiatives should lead to the same end – can LOWF help pull these together to support the “tidal wave of change” that is coming
 - PD resources provides an opportunity for participants to access archived materials www.erc.ca <http://www.erc.ca/resources/default.php>
 - Explore offering 30 minute webinars, explore series and chunking learning around shorter times. (e.g., 3:30 – 4 or 4:30)
- 7. Other (including links to items discussed at the meeting)**
- Alberta Education is conducting a public consultation to inform the development of a policy framework for professional learning for teachers in Alberta’s K-12 education system. The Ministry’s Workforce Planning and Development Branch and the External Advisory Committee – Workforce Planning Initiative invite you to contribute to this dialogue online at: [Professional Learning for Teachers in Alberta’s K-12 Education System](#). Please visit the discussion guide and provide your input and ideas for future directions.
 - ERLC is seeking your advice on direction for the consortium model in [this google doc](#)
 - Sturgeon Moodle – e.g., watch the video announcing the district tech fair session! <https://moodle.sturgeon.ab.ca/> More information about tech session – Leanne McMillan at lmcmilla@sturgeon.ab.ca
 - What Instructional Coaches need to know about Assessment [webinar](#) upcoming

Next Meeting: May 2, 2011 from 1:00 p.m. – 4:00 p.m. (ERLC Room 17)

**EDMONTON REGIONAL LEARNING CONSORTIUM
Technology Integration Advisory Committee
Meeting Summary Notes**



May 2, 2011

1. Meeting intent

- collaborative opportunities for input and direction for ERLC professional development programs and plans
- opportunities for networking with other district leaders involved in supporting implementation

2. Welcome and Introductions

In attendance: Black Gold, Edmonton Public, Parkland, Pembina Hills, Greater St. Albert Catholic (VC), St. Albert Protestant, Sturgeon, ATA ETC council

3. Walt Saville – representing Alberta PD www.albertapd.ca presented an overview of the work of the demonstration project. Committee provided feedback to the resource

- a. Viewed as having valuable tools to support adult learning and many districts focus
- b. Belief that tech savvy folks will visit
- c. Suggestion to explore ways to make it easier to access, enrollment keys an issue, website design may limit access to excellent materials available.
- d. Request to offer more subject specific sessions – e.g., Differentiated instruction in the math classroom.

4. District Sharing – themes

- TPACK focus continues
- Google Doc use increasing
- How technology can support student learning - Universal Design for Learning framework.
- How technology can assist teachers with differentiating instruction
- Power school and assessment agenda
- Some District central office working towards a more coordinated and collaborative team (e.g., curriculum, special education and technology leaders)
- Not known how district budgets will affect professional development.

5. ERLC Updates and direction/follow up from committee

ERLC update	Direction to ERLC to support your district role with implementation
<ul style="list-style-type: none"> • Use of TPACK images on summer sessions 	<p>Committee follow up</p> <p>TPACK logos attached for your use – please ensure you always add TPACK website</p>
<ul style="list-style-type: none"> • Judi Harris TPACK sessions this fall 	<ul style="list-style-type: none"> • TPACK: New Understandings of Knowledge for Technology Integration • Strategies for TPACK-based Instructional Coaching

<ul style="list-style-type: none"> • Continue with school site sessions – 	<ul style="list-style-type: none"> • Ensure description identifies time in classroom as well as “staff room” – conversation time with teacher about how they plan using technology. Millgrove and Fee Otterson schools will host sessions.
<ul style="list-style-type: none"> • Many summer sessions focused on technology integration 	<ul style="list-style-type: none"> • <u>Google Apps in Your Classroom</u> with Trevor Lampen • <u>SMART Boards 101 - Get SMART for Beginners K-6</u> with Kelli Holden & Sharon Lundeen • <u>SMART Boards 101 - SMART Boards for Absolute Beginners</u> with Roxanne Wiebenga • <u>SMART Boards 103 - Designing, Implementing and Evaluating Engaging and Collaborative Classrooms</u> with Danny Maas • <u>SMART Boards 101 – What Is a SMART Board and What Can I Do With It?</u> with Karla Holt • <u>Teaching with Google Apps - An Introduction to Google Documents and Presentations</u> with Rick Stiles-Oldring • <u>Using Google Earth in the Inclusive UDL Classroom</u> with Danny Maas • <u>Google Apps in Your Classroom</u> with Trevor Lampen • <u>Inquiry Learning Projects in Science and Social Studies Using Technology: Creating Learning Opportunities which are Manageable, Meaningful, and Differentiated</u> with Danny Maas • <u>SMART Boards 102 - Exploring the SMART Exchange</u> with Kelli Holden & Sharon Lundeen • <u>SMART Boards 102 - Supporting FSL the SMART (Board) Way! Grades 4-6</u> with Roxanne Wiebenga • <u>Transparent & Transportable Teaching Strategies to Support 21st Centuries Learners</u> with Aaron Ball • <u>Using Social Media to Support Student Learning in Secondary Social Studies</u> with Rick Stiles-Oldring • <u>Digital Assessment in the Elementary Classroom</u> with Aaron Ball • <u>SMART Board 102 - Assessment for Learning Using SMART Notebook Software and SMART Response</u> with Karla Holt

	<ul style="list-style-type: none"> • <u>SMART Boards 102 - Designing SMART Lessons for Secondary Social Studies</u> with Rick Stiles-Oldring • <u>SMART Boards 102 - Get SMARTer with Math, K-3</u> with Kelli Holden & Sharon Lundeen • <u>Advanced Google Sites/Apps in Your Classroom</u> with Trevor lampen • <u>Digital Citizenship: Fostering Communities in a Digital Age</u> with Aaron Ball • <u>SMART Board 102 - Early Literacy and Numeracy Strategies Using the SMART Board (K-2)</u> with Karla Holt • <u>SMART Boards 102 - Get SMARTer with Math, 4-6</u> with Kelli Holden & Sharon Lundeen <p>Thanks for helping to promote summer sessions</p>
<ul style="list-style-type: none"> • Universal Design for Learning summer conference 	<p>Watch the website – leadership and inclusive education focus areas. Initial “invitation” sent to advisory committee members.</p>
<ul style="list-style-type: none"> • High school demo class teacher – sharing via a moodle 	<p>Ideas for moodle design – invite from ERLC to follow ERLC to share ad for math demo teacher position</p>
<ul style="list-style-type: none"> • Gizmo sessions attempted – math gizmos available 	<p>ERLC to create resource (2-5 minute tutorials, webinar) on how to use gizmos in a class and how they align with program of studies. (e.g., lesson plan using gizmos) Nicole has potential contact.</p>
<ul style="list-style-type: none"> • 	<p>Explore GeoGebra</p>
<ul style="list-style-type: none"> • ERLC recently made use of webcast technology to deliver Early Learning Symposium, Leading our Way Forward and High School Math institute 	<p>Committee supported ERLC continued exploration and application of technologies to deliver learning opportunities.</p>
<ul style="list-style-type: none"> • Review of PD resources section of <u>www.eric.ca</u> 	<p>Repurpose/repackage pd resources to support access by all, communication and awareness</p> <p>Agreed that resources can be used for job embedded pd – need to make others aware of list of resources should be shorter, titles should better describe what is available (e.g. PD resources for leaders also provide learning opportunities for teachers – e.g., archived webinars)</p> <ul style="list-style-type: none"> • Implementation Strategies for Online Resources was discussed
<ul style="list-style-type: none"> • 	<p>ERLC to explore RSS fee for website and how content of Friday emails may be reformatted</p>

<ul style="list-style-type: none"> • 	<p>ERLC to share Google calendar with school district pd days included.</p>
<ul style="list-style-type: none"> • ATA Educational Technology Council is hosting Google workshop for Educators. ERLC more than pleased to assist with promotion and looking forward to further opportunities to collaborate. 	<ul style="list-style-type: none"> • <u>Google Workshop for Educators</u>
<ul style="list-style-type: none"> • 	<p>Continue to offer SMART Board sessions (pending registration) with a focus on SMART Board 102 – alignment with the program of studies (e.g., math)</p>

Committee appreciated opportunity to meet and network and requested that committee continue with a fall meeting.

Fall meeting date to be determined.

**Inclusive Education
(Programming for Student Success) Sessions
From September 2010 to August 31, 2011**

DATE	CODE	SESSION TITLE	DAYS	STATUS	LOCATION
2010-10-15	11-PS-178	Academic Round Table - Early Learning and Learning through Play	1	InviteOnly	Edmonton (Four Points by Sheraton)
2010-10-18	11-PS-203	Early Learning Retreat	2	Active	Edmonton
2010-10-28	11-PS-105	Programming for Student Success Advisory Committee Meeting	1	Active	Edmonton (Elmwood School)
2010-12-06	11-PS-044	Inclusion in the Early Years: Promising Practices Provincial Symposium	1	Active	Edmonton (Fantasyland Hotel)
2010-12-06	11-PS-044f	L'inclusion chez les jeunes enfants : des pratiques prometteuses	1	Active	Edmonton (Fantasyland Hotel)
2011-01-20	11-PS-261	Engaging Learning for Early Childhood Professionals	3	Full	Edmonton
2011-02-02	11-PS-262	Engaging Learning for Early Childhood Professionals	3	Active	Fort McMurray
2011-02-09	11-PS-320	Speech-Language Collaboration: Moving from Pull-Out to the Grade 1...	1	Active	Edmonton (Elmwood School)
2011-03-09	11-PS-321	Speech-Language Collaboration: Moving from Pull-Out to the Grade 2-3...	1	Active	Edmonton (Elmwood School)
2011-03-21	11-PS-297	Principles of Standardized Testing and Issues in Administration of...	3	Full	St. Albert (Learning Technology Services)
2011-03-23	11-PS-322	Speech-Language Collaboration: Moving from Pull-Out to the...	1	Full	Edmonton (Elmwood School)
2011-01-11	11-IE-277	Inclusive Education Advisory Committee Meeting	1	Active	Edmonton (Elmwood School)

2011-05-03	11-IE-379	Inclusive Education Advisory Committee Meeting	1	Active	St. Albert (St. Albert Protestant District Office)
2011-08-02	11-IE-366	Response to Intervention (RTI) – System Leaders Overview	2	Active	Jasper (Jasper Park Lodge)
2011-08-22	11-IE-318	Alberta UDL Summer Institute - Making Connections	3	Full	Edmonton (Telus Centre)
2011-08-25	11-IE-421	Speech-Language Collaboration: Moving from Pull-Out to the...	1	Full	Edmonton (Elmwood School)

Summary Data for Inclusive Education (Programming for Student Success) Sessions in 2010-2011

FOCUS	FACE TO FACE	WEBINAR/ WEBCAST	VC	MEETING	EVENING	SATURDAY
Inclusive Education (Programming for Student Success)	21	1	0	3	0	0

Summary Data for Inclusive Education (Programming for Student Success) Participants in 2010-2011

FOCUS	ATTENDANCE (IN PERSON)	ATTENDANCE (VIRTUAL)*	TOTAL ATTENDANCE
Inclusive Education (Programming for Student Success) (16 sessions)	830	256	1086

[Inclusive Education \(Programming for Students Success\) PD Resources:](#)

- [IEPT Pilot Information Webinar Sessions for Jurisdictional & School Authority Contacts](#) with Catherine Walker and Lise Belzile
- [Implementation Support for Adults Working with ELL/ESL Learners](#) – Four Part Webinar with Ray Campbell
- [Supporting FNMI Student Success](#) with Debbie Mineault
- [Google Earth in the Classroom Webinar Series: Seeing a World of Possibilities Across the Curriculum](#) – Using the Google Earth in the Inclusive, UDL Classroom with Danny Maas
- [Early Learning & Learning Through Play – Academic Round Table](#)
- [Inclusion and Play in the Early Years – Promising Practices](#)
- [Early Literacy & Numeracy SMART Strategies, Grades K-2](#) with Candace Beaton

**EDMONTON REGIONAL LEARNING CONSORTIUM
Inclusive Education Advisory Committee
Meeting Summary**

October 28, 2010



Agenda

1. Meeting intent

Stem to pictures
Inclusive education is . . .

2. Welcome and Introductions

In attendance: Black Gold, Edmonton Public, Elk Island Public via VC, Evergreen Catholic, Fort McMurray Catholic via VC, Grande Yellowhead, Parkland, Pembina Hills, St. Albert Catholic, The GRIT Program, Kathy Howery U of A.

3. District Sharing and Updates

Major themes-- Inclusive education:

- In some districts no special education classes even though some students may be “pulled out” at times. Some other districts do have congregated sites and some parents want that even though inclusion is the first choice/suggestion. It seems like more classes are being deactivated than before. That may have implications for supporting staff and for “coaching” models.
- Integration and inclusion – what is the difference? Not all may be clear on this. Communication is and will be important. What does the government mean by full inclusion? Cognizant of the use of consistent language and clear communication of what these things mean.
- Technology is being used by all students in one school – not all using the same technology. It was noted that there still is some concern that technology is being used to “dumb down” learning for students – are we preparing teachers for the 20th or 21st century?
- Transdisciplinary teams have helped support inclusive education in one district. Team members inservice each other. Don’t have special ed. and regular ed. programs. Focus is on fixing the environment not the child. Other districts are also doing more of this joint work so that when they go to schools they are all talking the same language. One district doing a joint book study using Making a Difference and has created a set of DI critical challenges and identifying look for’s. *Note that there are archived webinars on chapters in this book on www.albertapd.ab.ca
- Most difficult to serve those students who are emotionally fragile or have mental health issues.
- Capacity building among all involved is an issue. The ability to deal with highly complex needs for students – may need a broader base and expertise and less reliance on consultants. PD for program assistants may be an important piece. A challenge for many is that EA’s may be velcroed to a student and may be counterproductive to supporting increased independence for every student. Another important piece is working with parents so that parents also are partners.

- Inclusive futures – not necessarily that the child is ready but that schools are ready for the child.
- We are not hiring people with disabilities in Alberta but rather bringing in others from outside the province – and not using the human capital we have.
- Dr. David Edyburn coming to Edmonton Public and U of A and evening sessions will be open to all.
- U of A hopes to have David Rose from Harvard come to Alberta to talk about Universal Design for Learning and develop district action plans. May provide a way we might be able to differentiate for truly inclusive practice, leveraging of emerging and assistive technology to support moves to independence, and help teachers differentiate more realistically.
- What supports are there for the teacher in the classroom?

3a. A Guide to Support Implementation: Essential Conditions

www.essentialconditions.ca

This tool can support planning around change. A project that will allow districts to pilot the document with implementation of a priority area is available. Please call Val.

Districts indicate that dollars for PD leadership capacity is important and up to \$10, 000 is available to help build capacity.

4. ERLC Updates

- Overview of project – Implementation support for setting the direction policies – inclusive education videos.
- December webcast on Early Learning <http://www.erc.ca/programs/theme.php?theme=58>
- Won't use total amount of grant for the Dec. session. If resources are left over what will those learning opportunities be?

5. Direction to ERLC to support your district role with implementation

- Have talked to Ross Ehalt around R/W Gold. Not more tools training but process training and how you can build it in to program supports.
- Put assistive technologies on future agenda.
- Need some feedback on Leading the Way Forward.
- DI assessment and AT. Which technologies are removing barriers? Right now we have very form dependant assessments.

6. Other

- Districts Supported hosting a summer institute on Universal Design for Learning August 16 - 19, 2011 ERLC will continue to work with Kathy Howery to design this Learning Opportunity – and bring ideas back for support from the advisory committee.

Next Meeting: January 2011