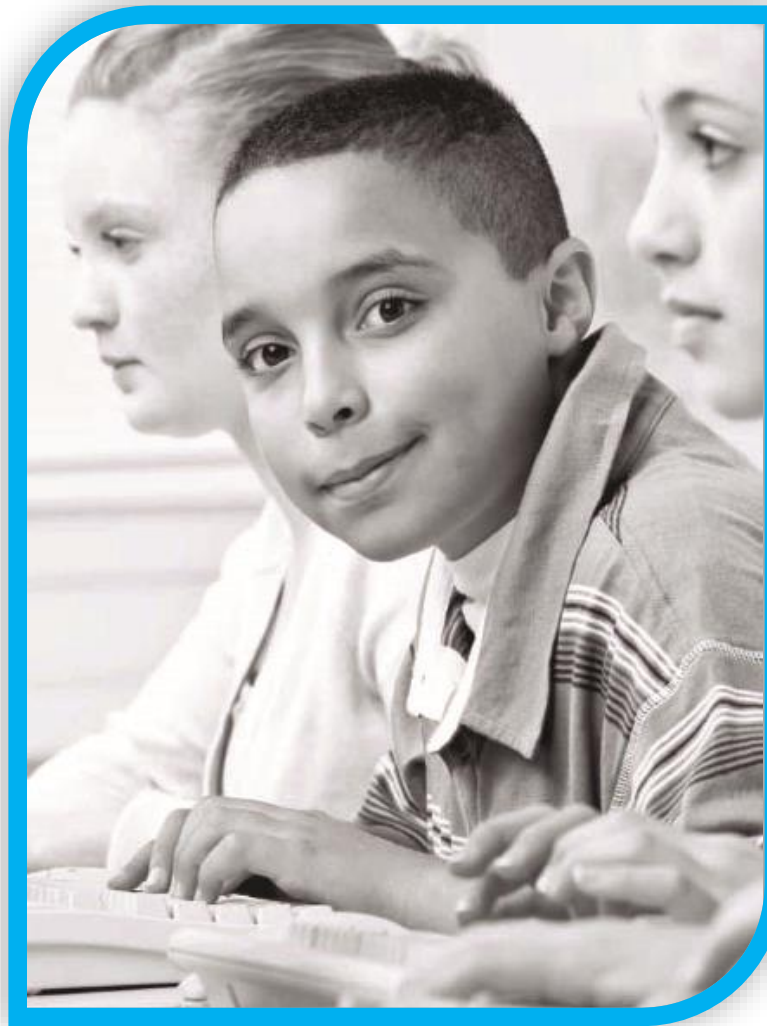


EDMONTON REGIONAL LEARNING CONSORTIUM

COMBINED ANNUAL REPORT & CURRICULUM REDESIGN IMPLEMENTATION FINAL REPORT 2014-2015



EDMONTON
Regional Learning
CONSORTIUM

Partners in adult learning for students' sake

www.eric.ca



Alberta **Regional Consortia**

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MESSAGE FROM THE BOARD CHAIR

The Edmonton Regional Learning Consortium (ERLC) continues to be a professional development leader in Alberta, providing relevant, quality professional development to administrators, teachers, staff and parents in support of provincial and school district goals and programming.

We are proud of the model approach to providing professional development that strengthens and builds leadership capacity to facilitate the vision in *Inspiring Education: Dialogue with Albertans* and support for the *Ministerial Order on Student Learning: Goals and Standards Applicable to the Provision of Education in Alberta (#001/2013)*. Our professional learning opportunities continue to be provided by staff from our member jurisdictions as well as by national and international experts in education and leadership roles. The breadth and depth of our professional development is a testament to our ERLC team and our members' commitment to the highest quality, current research-based practices available.

Partnership is a key value for the ERLC Board of Directors. Our Board is represented by the College of Alberta School Superintendents (CASS), Alberta Teachers' Association (ATA), Association of School Business Officials of Alberta (ASBOA), Alberta School Boards Association (ASBA), Faculty of Education, University of Alberta, Alberta Education (AB Ed), and Alberta Schools Councils' Association (ASCA). Each Board member continues to bring their members' perspective to planning professional development, thus ensuring we truly represent and meet the needs of the community we serve.

We fully support the important role of the learning consortium and continue to be committed to providing quality professional development. We will continue to advocate for professional development that effectively supports your local professional learning needs.

Lastly, we offer our sincere appreciation to the education partners who believe in the value of our professional learning. We are '*Partners in Adult Learning for Students' Sake*' and will continue to create the structure in which we continuously improve. We remain committed to you and being a highly responsive and responsible learning organization.



Dr. Brenda Sautner

Board Chair

Zone 2/3 - College of Alberta School Superintendents



PART II: MESSAGE FROM THE EXECUTIVE DIRECTOR

As Executive Director for the Edmonton Regional Learning Consortium (ERLC), I feel honored to present the 2014-2015 Combined Annual Report as a record of the types of professional learning opportunities and resources that have been planned and completed during the past year to meet the needs of educators in Alberta and most specifically, all Zone 3 educators.

The 2014–2015 year has been filled with many successes, challenges and ‘lessons learned’! Our most valued asset continues to be our personnel, both administrative and educational consultants, and the stakeholders we serve. It is their continued commitment to the success of the ERLC that carries us through and permits us to accomplish all that we do.

The spirit of collaboration is alive and well within our region! Our ERLC District Contacts, Advisory Committee Members and our ERLC Board of Directors continue to provide strong leadership that forms the foundation of our core. Their dedication to the commitment of *"Partners in adult learning for students' sake"* is exemplary and second to none in the province. The collaborative partnerships with our member districts has been strengthened by our efforts to consciously connect professional learning to districts’ three year education plan. The intentional integration of the Alberta Education Business plan, district and school three year education plans is now an integral part of ERLC supporting the building of professional capital of educators with the ultimate goal of providing targeted and meaningful supports to enhance learning for all students. ERLC continues to look for all avenues to support leadership development and teacher growth.

In an effort to look for ways to improve, ERLC restructured District Contact and Advisory Committee meetings. The feedback indicated that our change in the meeting format to include additional targeted supports to regional leadership, through the “Ed Camp”, was well received. Looking forward, ERLC will continue this format with a new name, “ERLC Leaders Learning Symposium,” in which our goal is “Supporting the Leaders to Support the Leaders.”

ERLC continues to see an increase in the number of district days being accessed from member districts. This has allowed for focused professional learning, aligned to the goals and needs of districts. Going forward, ERLC will continue to analyze our professional learning supports for all educators.

I look back on 2014-2015 as a great year of continued refinement and enhancement of existing supports, as well as introducing some innovative new supports to staff across the region, that has resulted in meaningful, deep and relevant learning for all.

Thérèse de Champlain-Good

Respectfully submitted

Thérèse de Champlain-Good

“There is not a day that goes by that we are not accessing the ERLC in some way to better the learning environment for our children. We have benefitted from the ERLC in the past and we look forward to continuing this great relationship in the future.”

Evergreen Catholic Schools

PART III: ACCOUNTABILITY STATEMENT

The Edmonton Regional Learning Consortium Annual Report for the 2014-2015 school year and the Plan to Support Curriculum Redesign 2014-2015 were prepared under the direction of the Board of Directors of the Edmonton Regional Learning Consortium and in accordance with the reporting requirements provided by Alberta Education.

Alberta Education has provided a grant to the ARPDC/ERLC to support implementation of Curriculum Redesign, as well as identified priorities of Alberta Education. This report contains a summary of information relative to the ARPDC/ERLC's outcomes in relation to the six broad goals of consortia including annual results, analyses, and financial statements.

The results of this report are used to provide accountability of our services as a regional professional development provider to our stakeholders and Alberta Education for the provision of grant funding to support deliverables. In addition, it allows the ERLC to fulfill:

Mission

Partners in Adult Learning for Students' Sake

Edmonton Regional Learning Consortium is committed to improving student learning through the provision of professional development programs, curriculum implementation and other professional growth opportunities to the K-12 education community.

Vision

As an advocate for quality professional development and as a service provider, ERLC works with its partners to develop, implement and assess professional development (PD) programs and comprehensive plans that support adult learning for students'sake.

Goals

- to **facilitate** professional development which supports the effective implementation of components of:
 - the Alberta Education Business Plan
 - Jurisdiction and school education plans
 - Regional School Council priorities
- to **facilitate** professional development which supports the effective implementation of curricula, including instruction, assessment, and student learning outcomes,
- to **coordinate, broker, and act** as a referral centre to assist stakeholders to identify available professional development resources,
- to **deliver** professional development based on the identified and emerging needs of educational stakeholders,
- to **promote and support** the development of professional development leadership capacity, and
- to **provide** educational stakeholders with access to professional development at a reasonable cost.



PART IV: ERLC REGIONAL CONTEXT AND GOVERNANCE

2014-2015 Board Member Representation

College of Alberta School Superintendents	Brenda Sautner
Faculty of Education University of Alberta	Olenka Bilash
Association of School Business Officials of Alberta	Tracy Meunier
Alberta Teachers' Association – Staff Representative	Monique Gravel
Alberta Teachers' Association – Teacher Representative	Pina Martinovich
Alberta Teachers' Association – Principal Representative	Laurie Kardynal-Bahri
Alberta Education	David Harvey
Alberta School Councils' Association	Tracy Kaley
Alberta School Boards Association	Tracy McKinnon

ERLC Regional Context:

The Edmonton Regional Learning Consortium provides services and learning opportunities for eighteen school jurisdictions with over 600 schools, seventy-five private schools and charter schools, sixteen First Nation, Métis and Inuit schools, and nine First Nations, Métis and Inuit Educational Authorities serving over 240,000 students within Zone 3. Approximately 13,500 FTE teachers are employed within these school authorities in various subject and grade configurations. ERLC services and learning opportunities include activities that individuals undertake to develop skills and knowledge, and to enhance practice and growth. Opportunities and supports for learning are provided in many ways including face-to-face sessions, such as workshops and presentations; courses and qualification programs; technology-based learning opportunities, such as webinars; job-embedded professional learning, such as mentoring, collaborative planning and learning communities; material development; and professional development resources available on websites and the ARPDC learning portal.

ERLC Committees (District Contact and Advisory Committees):

To ensure the needs of school districts, charter, private and band schools are met, ERLC collaborates by calling district representation to District Contact and Advisory Committee meetings which represent specific priority area outlines in the implementation grant and regional priorities. Our committees address the following Alberta Regional Professional Development Consortia goals:

For 2014-2015 ERLC Advisory Committees included:

- Career & Technology Foundations/ Career & Technology Studies
- Early Learning
- English Language Arts/Literacy/English Language Learners
- First Nation, Métis and Inuit
- French/French Immersion
- Inclusive Education
- Mathematics/Numeracy
- Technology Integration
- Zone 3 Leadership (District Contacts)

Beliefs About the Role of Edmonton Regional Learning Consortium

Beliefs about Curriculum Implementation

ERLC believes in:

- Providing **professional learning opportunities focused on enhancing student learning**
- Collaborating **with education partners to create meaningful professional growth opportunities**
- Providing **varied approaches of professional development**
- Modeling **effective professional development practice**
- Providing **accessible and affordable professional growth opportunities**
- Encouraging **networking among members of the K-12 education community, including but not limited to members of the consortia partner organizations: Alberta School Councils' Association, Alberta Education, Alberta School Boards Association, Alberta Teachers' Association, Association of School Business Officials of Alberta, College of Alberta School Superintendents, Post-secondary Institutions**
- Evaluating & revising **programs and services through ongoing feedback**

Overarching Understanding:

Effective curriculum implementation leads to a change in practice that enhances student learning.

Our pillars:

Effective Collaboration(process)
Effective Practice (content)
Effective Adult learning (context)

Enduring Understandings:

We have come to understand:

- Effective curriculum implementation is a shared responsibility for all stakeholders
- Effective curriculum implementation is developmental and contextual
- Effective curriculum implementation must be systemic, systematically planned and sustained.
- Collaboration leads to deeper understanding and shared commitment
- Professional Development is interactive, continuous and reflective
- Effective adult learning is meaningful, purposeful and provided through a variety of learning opportunities for all stakeholders



HIGHLIGHTS AND ACCOMPLISHMENTS

Overall Celebrations:

- The format for ERLC's District Contact and Advisory Committee (ACM) meetings evolved from attending only your own advisory committee meeting to a new format where attendees were given the opportunity to **engage in discussion** around all ACM topics over the course of two days. Where appropriate, sessions infused key ideas related to Educational Technology, First Nations, Métis and Inuit, Literacy and Numeracy and Inclusive Education. District leaders were invited to attend all 16 sessions offered, or selected sessions offered throughout two days in January 2015. All of the 75 minute sessions included information sharing, opportunities for dialogue, and time for providing input to ERLC related to future supports.
- 13 districts out of 18 sent their teams of teachers, administrators and district leaders to the Uplifting Leadership in Action: A Day with Andy Hargreaves in May 2015 to **learn strategies on how leaders can propel their schools, teams, and communities forward**.
- The ERLC offered 123 district days where an ERLC regional team member offered targeted session(s) in districts with a **focus on the intent of implementation of curriculum based on Alberta Education priority areas**.
- The ERLC developed a learning guide for Maximizing the Dividend of Professional Learning based on John Hattie's video where he discusses the principle of planning and evaluating teacher professional learning in terms of **potential impact on student learning**.
- Essential Conditions in Action with a collection of 7 videos and learning guides to stimulate dialogue were launched focusing on the 7 essential conditions and two Alberta schools and their journey towards **impacting student learning through an inquiry/competency focused approach**.
- A number of professional development resources were launched to help with implementation of ERLC's priority areas. Where appropriate, these resources will be highlighted on the list below.

Curriculum Redesign and the Ministerial Order on Student Learning: Goals and Standards Applicable to the Provision of Education in Alberta (#001/2013)

- The ERLC planned 69 sessions for the year with 54 completed and attended by 1,613 total participants.
- The ERLC provided a 5-day ongoing learning opportunity throughout 2014-2015 which focused on the teaching of John Hattie beyond his presentation in Alberta in August 2014. The ERLC used Google Hangouts that ran for approximately 60 minutes. In each session, participants engaged in professional dialogue around what John Hattie's teachings might say in relation to the **Cross-Curricular Competencies, as outlined in the Ministerial Order on Student Learning**. Participants also had the opportunity to utilize Google Communities as a forum to share their thoughts and questions.



- The ERLC facilitated and offered various action institutes at Michael Strembitsky School for participants to see **cross-disciplinary projects and competency development in action**. These institutes were attended by 220 participants in total.
- The ERLC facilitated and offered various walk/talk throughs or observation sessions at Elmwood School's early education, kindergarten and division 1 classrooms where participants saw **inquiry and deep learning in action**.
- To ensure that the principles of **project based learning/teaching align with the Alberta's Programs of Study**, the ERLC offered 2-day workshops for K-6 and 7-12 facilitated by an ERLC Consultant.
- ERLC also offered follow up sessions for participants who attended the Buck Institute PBL sessions in the previous years to help them **refine their planning and assessment practices**. A session for leaders was also offered to **enhance instructional leadership skills** in supporting project-based learning.
- A full day session on Practical Strategies for Supporting Student Development of Alberta's 10 Competencies was also offered, which provided participants with practical strategies related to **discovering, developing and applying all 10 competencies in their classrooms**.
- ERLC developed a series of Learning Guides entitled "Supporting Competency Development – In Conversation with Mayor Don Iveson", in which he presents his perspective on our roles in supporting competency development of all students to become successful and contributing citizens.
- Sandra Herbst, CEO for connect2learning, who is a noted system leader, author, speaker, coach, consultant, and educator with extensive experience in assessment, leadership, and adult learning offered a session on Learning for All: Assessment Practices that Boost Achievement. In this session, the participants explored the **importance of quality classroom-based assessment in relation to literacy and numeracy development, with a focus on Alberta's ten cross-curricular competencies**.
- Sue Jackson offered sessions on Project-Based and Inquiry-Based Learning. In these sessions, participants examined ways to stimulate open-ended investigations that promote **deep thought-processes and theory building as well as develop 21st century communication and collaboration skills**.
- The ERLC launched a video on Critical Thinking with Garfield Gini-Newman where he provides concrete examples of **inviting critical thinking across Alberta programs of study**.
- ERLC developed a range of practical Learning Guides entitled..."What does a school staff need to know about..." to support school administrators in the **implementation of key Alberta Education initiatives**. The package consists of 11 topics that outline key messages, questions to consider and additional support resources.
- ERLC developed a range of practical Learning Guides entitled... "What do parents/guardians need to know about..." to support parents/guardians in the understanding of **key Alberta Education initiatives**. The package consists of 6 topics that outline key messages, questions to consider and additional support resources.
- ERLC partnered with school districts to share their stories and captured them in videos. The intent of the videos is to demonstrate **how professional learning design provided by ERLC has provided support for educator capacity and implementation**.



Literacy

- The ERLC planned 59 sessions for the year with 39 completed and attended by 2,123 total participants.
- Lori Jamison (Rog) offered a session on WRITE from the Start! Grades K-2 stressing the **importance of learning to write and writing to learn**. Participants examined actual student writing samples and learned practical teaching ideas for each stage of writing development.
- The ERLC brought back the “2 Sisters” who authored Daily 5, Daily 3 and CAFÉ. The session was attended by 500 participants and they learned basic and advanced Daily 5 techniques for structuring classroom literacy time so **students can work independently and productively while they deliver instruction in small groups and one-on-one**.
- Penny Kittle offered two sessions that focused on **increasing reading comprehension** among students and the balance of student conferences and other formative measures, final writing products, and student portfolios.
- Barbara Ehren offered a session on Adolescent Literacy in an Inclusive Learning Environment where she addressed why **content literacy** must be an essential part of literacy initiatives.

Numeracy / Mathematics

- The ERLC planned 21 sessions for the year with 15 completed and attended by 294 total participants.
- Marian Small offered a session on Inclusion Without Compromising Quality in Math which provided participants with strategies for providing **inclusive, equitable access** to all students in math.
- The ERLC partnered with Edmonton Catholic Schools to offer a session in Guided Math through the expertise of Tamara Leslie. In this session, participants explored how to effectively utilize small-group instruction, as well as how to plan math stations that will **engage all learners in connecting mathematics to their own lives**.
- Sessions on **Formative Assessments, Interventions and Differentiation** in Math 7-9 and Essential Strategies for Developing **Strong Number Sense** K-3 were offered at full capacity.

Student Learning Assessments

- The ERLC planned 6 sessions for the year and attended by 240 total participants.
- The sessions offered through the year outlined the procedures to administer SLAs. Participants also examined the interconnections between the SLAs and the benchmarks to ensure that **students develop the literacy/numeracy awareness, knowledge and understanding, and strategies they need to reach their full potential**.
- The ERLC hosted the Train the Trainer session as SLAs enter year 2 of the pilot. The session was designed to focus on the construction, delivery, philosophy and content of SLAs and the interpretation of the information and how the information can be used to **support ongoing planning for teaching and learning**.

First Nations, Métis, and Inuit

- The ERLC planned 15 sessions for the year and attended by 456 total participants.
- The ERLC partnered with Edmonton Public Schools to offer collaborative sessions on Understanding My Child's School. These sessions are offered for parents where they lay the **foundation of parenting, learning how to become involved in a school council and enhancing their responsibilities as parents.**
- The ERLC partnered with Grande Yellowhead Public School Division to offer the First Nations, Métis and Inuit Teacher Camp at The Palisades Centre, Jasper National Park. This 3-day learning opportunity gave participants the occasion to create a **community focused on engaging teachers, and Elders in support of First Nations, Métis and Inuit student success within their schools.**
- The ERLC launched the Empowering the Spirit website. This website is intended to provide opportunities to expand understanding of literacy and numeracy practices from First Nations, Métis and Inuit perspectives and gain **tools and strategies to support First Nations, Métis and Inuit and all students' success in the community.**

Career and Technology Foundations

- The ERLC planned 5 sessions for the year with 4 completed and attended by 249 total participants.
- The ERLC on its fourth year, partnered with Edmonton Catholic and Public Schools to offer the CTF/CTS Day with the theme **Competency-Driven**. CTF sessions were offered that engaged the participants in exploring the new CTF program.

Inclusive Education

- The ERLC planned 30 sessions for the year with 29 completed and attended by 971 total participants.
- Caroline Musselwhite offered a session on Language, Literacy & Learning: Putting it All Together for **Students with Disabilities** where participants learned the why, what, how, where, and who of **supporting students in learning and applying emergent literacy** in classrooms and homes.
- The ERLC partnered with Regional Collaborative Service Delivery groups to bring Derek Peterson to offer sessions on **resiliency** in youth and what it takes to sustain a community initiative.

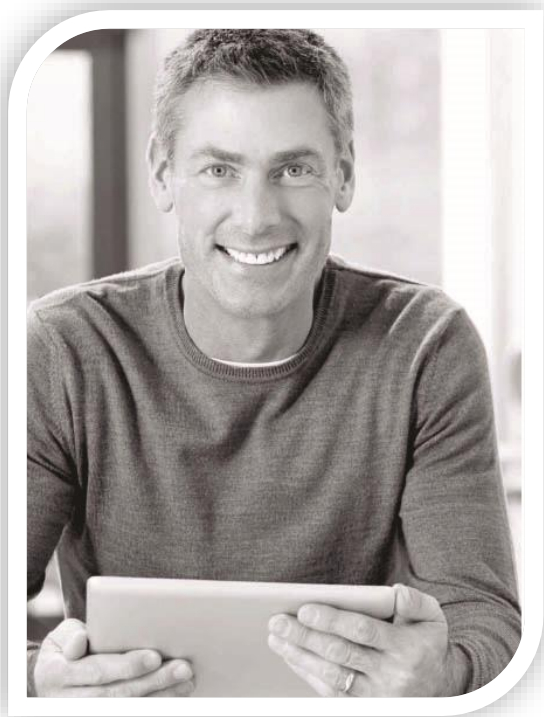


Learning Commons Policy

- ERLC offered two full sessions on From School Library to Learning Commons: Imagine the Possibilities, attended by 62 participants where participants were engaged in exploring the newly approved Alberta Education Learning Commons Policy and begun planning for the transformation of their libraries to **reflect a learning commons philosophy to support and enrich student learning.**

Moving Forward With High School Redesign (MFWHSR)

- Got Data? Now What? Creating and Leading Cultures of Inquiry with Laura Lipton had about 50 participants at a MFWHSR school where participants learned strategies to use both qualitative and quantitative data to help demonstrate that what Moving Forward schools are doing is making a difference in **student engagement, student achievement and teacher practice.**



CONSORTIUM GOAL ONE

Facilitate professional development, which supports the effective implementation of:

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

OUTCOME 1.1

Work collaboratively through ARPDC, Alberta Education, regional school authority District Contacts and Advisory Committees to establish plans, strategies and opportunities that are responsive to the provincial and locally identified needs in congruence with provincial directions for education. (Deliverable A,C)

OUTCOME 1.2

Demonstrate effective provincial planning through the development of a common consortia Provincial Plan to Support Curriculum Redesign that promotes consistency in learning opportunities. (Deliverable A,B,C)



MEASURES	RESULTS
2014-2015	
Overall percentage of stakeholders that are satisfied that the consortium effectively addresses provincial and regional needs identified in planning documents. (DC#1)	98% satisfaction
Overall percentage of stakeholders that were satisfied with the consortium's response to emerging PD needs, outside of those identified in planning documents. (DC#4)	96% satisfaction
Host formal/informal conversations with key Alberta Education personnel	Yes
Number of collaborative meetings for ARPDC in development of the provincial plan that meets the identified provincial and local needs.	20 collaborative meetings
Host regional jurisdictional District Contact and Advisory Committee meetings to provide direction for planning learning opportunities and to positively impact district leadership and teacher practice.	<p>A District Contact meeting was held in December and a joint District Contact/Advisory Committee meeting in May.</p> <p>Advisory Committees met in September, attended Ed Camp in January and a joint meeting with District Contacts in May.</p> <p>Advisory Committee Focus Areas: French, FNMI, Literacy, Math/Numeracy, Technology Integration, CTS/CTF, High School Redesign, Inclusive Education, Early Learning, Advisory Committee Ed Camp, District Contacts and Board of Directors</p> <p>18 meetings 469 participants</p>
Administer multiple surveys to gather data to inform future planning.	<p>Administered:</p> <ul style="list-style-type: none"> • Post session participant surveys • 30 day post session participants surveys • ATA/Consortium Needs Assessment (March 2015) • ERLC/Zone 3 Support Staff Survey (March 2015)



STRATEGIES USED TO ACHIEVE GOAL ONE

ERLC	ARPDC	Partners
<ul style="list-style-type: none"> • Host regional jurisdictional District Contact and Advisory Committee meetings around the key areas identified in the Curriculum Redesign grant 2014-2015. 	<ul style="list-style-type: none"> • Hold collaborative conversations with Alberta Education personnel to understand provincial direction and how the consortium may support their work in our region and through regional plans. 	<ul style="list-style-type: none"> • Hold meetings with stakeholders (ASCA, ATA) to determine deliverables related to Curriculum Redesign.
<ul style="list-style-type: none"> • Hold collaborative conversations with jurisdictional representatives to understand the needs for professional learning based on their Three Year Education Plan. 	<ul style="list-style-type: none"> • Hold meetings with key Alberta Education contacts to determine deliverables related to Curriculum Redesign and develop understanding of the Alberta Education Business Plan. 	<ul style="list-style-type: none"> • Hold collaborative conversations with stakeholders to understand how the consortium may support their work in the region related to Curriculum Redesign.
<ul style="list-style-type: none"> • Conduct post learning opportunity surveys with participants to help identify additional learning needs. 	<ul style="list-style-type: none"> • Conduct a common post survey for administration to session participants. 	<ul style="list-style-type: none"> • Develop a common needs assessment with ATA to determine stakeholder needs.



ANALYSIS OF OUTCOMES OF GOAL ONE

The consortium continues to work collaboratively with Alberta Education, ERLC Board of Directors, ARPDC Executive Directors and most importantly, engage in continual conversations with regional District Contacts, Advisory Committees and stakeholder groups. These ongoing collaborations and conversations are instrumental in developing plans, strategies and opportunities that build coherence among plans and priorities including, provincial and locally identified needs (3 year Education Plan), provincial direction for education (Business Plan) and ARPDC grant deliverables, ERLC has purposefully designed learning opportunities that supports these plans and priorities <http://www.erc.ca/uploads/district-contact-and-advisory-committee-2015-2016-pl-planning-mtg-may-2015.pdf>

This shared responsibility model has proven to be effective among stakeholders as a high satisfaction rate indicates that the consortium is responding to emerging professional learning needs. In striving to develop more meaningful and intentional efforts to build coherence among plans and priorities, ERLC's next steps include summarizing each regional school authority's 3 Year Education Plan to establish priority areas and emerging needs and highlight how ERLC can provide support and develop meaningful partnerships <http://www.erc.ca/programs/advisory-committees.php>

A new model was used this year for the format of the Advisory Committee meetings and was very well received [face-to face meeting (Sept.), Ed Camp (January) and a combined District Contact/Advisory Committee meeting (May)]. However, a continual struggle ERLC encounters is that some member districts with limited central office staff and/or a great distance from Edmonton find it difficult to represent their district at all meetings. Although video conferencing has been used as a means to support these districts, often times it is a lack of personnel that ultimately affects attendance at these meetings.



CONSORTIUM GOAL TWO

Facilitate professional development, which supports the effective implementation of curricula, including instruction, assessment, resources and student learner outcomes

OUTCOME 2.1

Develop processes, tools and resources to support school authority implementation and for the collection, tracking and reporting of 'evidence' including the change in culture required for the implementation of the policy changes as envisioned by *Inspiring Education*. (Deliverable A, C, E)

OUTCOME 2.2

Provide scheduled professional learning sessions in the following areas:
(Deliverable A)

- Curriculum Redesign; intent, competencies, literacy and numeracy benchmarks, curriculum standards
- Student Learning Assessments (SLA)
- First Nations, Métis, and Inuit
- Mathematics
- Inclusive Education
- Career and Technology Foundations
- High School Credentialing
- Learning Commons Policy

Other emerging regional and provincial needs



MEASURES	RESULTS
Overall percentage of school authorities that have access to online materials created by ARPDC and/or ERLC	100% satisfaction
Number of sessions and participants attending learning opportunities in the following areas: <ul style="list-style-type: none"> ○ Curriculum Redesign ○ SLA ○ First Nations, Métis, and Inuit ○ Mathematics ○ Inclusive Education ○ Career and Technology Foundations ○ High School Credentialing ○ Learning Commons Policy 	47 sessions/1,613 participants 8 sessions/276 participants 13 sessions/456 participants 13 sessions/294 participants 26 sessions/971 participants 4 sessions/249 participants N/A 2 sessions/62 participants
Overall percentage of participants satisfied that they were provided opportunities to be actively involved in the learning. (P#2)	93% satisfaction
Overall percentage of stakeholders satisfied that the consortium PD opportunities influenced leadership and/or teacher practice within my organization. (DC#5)	98% satisfaction
Overall percentage of stakeholders satisfied that the PD offered by the consortium supported effective curriculum implementation. (DC#2)	100% satisfaction



STRATEGIES USED TO ACHIEVE GOAL TWO

ERLC	ARPD	Partners
<ul style="list-style-type: none"> • Work with and model the use of “A Guide to Comprehensive Professional Development” and “A Guide to Support Implementation: Essential Conditions.” 	<ul style="list-style-type: none"> • Work with and model the use of “A Guide to Comprehensive Professional Development” and “A Guide to Support Implementation: Essential Conditions” to support jurisdictions in the curriculum redesign implementation. 	<ul style="list-style-type: none"> • Work with and model the use of “A Guide to Comprehensive Professional Development” and “A Guide to Support Implementation: Essential Conditions” to understand how the consortium may support stakeholders’ work related to curriculum redesign.
<ul style="list-style-type: none"> • Develop plans and processes that reflect change management elements and cultural shifts required for transformational change as envisioned in <i>Inspiring Education</i>. 	<ul style="list-style-type: none"> • Work towards developing provincial plans and processes that reflect change management elements and cultural shifts required for transformational change as envisioned in <i>Inspiring Education</i>. 	<ul style="list-style-type: none"> • Work with stakeholders to understand how the consortium may support provincial plans and processes that reflect transformational change as envisioned in <i>Inspiring Education</i>.
<ul style="list-style-type: none"> • Provide professional learning opportunities to support curriculum implementation based on regional needs. 	<ul style="list-style-type: none"> • Provide consortia support in developing learning opportunities to support curriculum implementation based on consortia expertise. 	<ul style="list-style-type: none"> • Work with stakeholders to align learning opportunities to support curriculum implementation.
<ul style="list-style-type: none"> • Assist educators with understanding components of new curriculum and their roles and responsibilities in implementation. 	<ul style="list-style-type: none"> • Assist consortia with understanding the components of new curriculum and their roles and responsibilities in implementation. 	<ul style="list-style-type: none"> • Assist partners with understanding the components of new curriculum and their roles and responsibilities in implementation.
<ul style="list-style-type: none"> • Establish communities of practice based on related research and/or field experts. 	<ul style="list-style-type: none"> • Support communities of practice based on related research and/or field experts. 	<ul style="list-style-type: none"> • Communicate with partners the available communities of practice in the region and province.



ANALYSIS OF OUTCOMES OF GOAL TWO

By modeling the use of key resources, 'A Guide to Comprehensive Professional Development' and 'A Guide to Support Implementation: Essential Conditions' ERLC has designed and facilitated a number of professional learning opportunities through various formats. The professional learning opportunities support key areas defined by Alberta Education in regards to implementation of curriculum redesign and transformational change as communicated in 'Inspiring Education'.

ERLC has also continued to build an extensive collection of online materials designed to support school authorities in their knowledge and understanding of key areas. In 2014-2015, 19 new online materials were added, primarily videos with accompanying learning guides. These materials are accessible through the ERLC website and continue to show increased access over the past few years. *See Appendix B.*

Participants and stakeholders continue to be satisfied that learning opportunities support them in curriculum implementation and in strengthening leadership and teacher capacity. As a continued effort to monitor the impact professional learning opportunities have on teacher practice and student learning, post session and post 30 day session evaluation tools are used. The post 30 day survey is a new instrument used this past year to gather the long-term effects of the professional development provided through ERLC. This data, along with other tools for tracking and reporting participant feedback, will continue to be analyzed to aid in future planning and improvement of professional learning opportunities.

ERLC has continued to lead and coordinate Communities of Practice. This PD design allows for content-focused learning opportunities along with a chance for participants to implement new learning and practices and then be supported with follow-up meetings where the learning is reinforced. These cohorts of teachers collaborate for a year or more. Over the past year, ERLC has seen an increase in the number of teachers and leaders interested in being a part of this model of professional learning. If resources are available, ERLC will continue to lead and coordinate this type of professional learning.

"ERLC has been instrumental in the establishment of communities of practice. Administrators and teachers are invited to be participants in these cross-district collaborative learning sessions. Participants are able to work with and learn from administrators or teachers in other districts who have similar roles and interests, creating a high quality, and very relevant, learning opportunity that would not normally be available within any single district."



CONSORTIUM GOAL THREE

Coordinate, broker, and act as a referral centre to assist stakeholders to identify available professional development resources.

OUTCOME 3.1

Collaborate with, share expertise and resources with, and secure the resources and services of other professional learning providers and stakeholders in the planning and developing professional learning opportunities for stakeholders (e.g., AAC, 2Learn, ATLE, Galileo, Alberta post-secondary institutions, ATA, TC2, CASS, CanLearn Society, RCSD) (Deliverable F)

MEASURES	RESULTS
2014-2015	
<p>Overall number of network meetings/sessions/conferences/learning symposiums provided through shared partnerships.</p>	<p>19 sessions/3243 participants</p> <ul style="list-style-type: none"> • ASCA webinars • FNMI Understanding my Childs School (EPSB, ERLC, ASCA) • The Importance of Early Childhood: Socio-Emotional Development and Early Intervention (EPSB, ERLC, Norlien Foundation) • Ed Tech/Google Summit
<p>Overall percentage of stakeholders satisfied with the Consortium’s effectiveness in coordinating, brokering, and/or referral services in helping access PD resources. (DC#3)</p>	<p>98% satisfaction</p>



STRATEGIES USED TO ACHIEVE GOAL THREE

ERLC	ARPDC	Partners
<ul style="list-style-type: none"> Identify regional learning needs that could be met by collaborating with professional learning providers and stakeholders. 	<ul style="list-style-type: none"> Identify provincial learning needs that could be met by collaborating with professional learning providers and stakeholders. 	<ul style="list-style-type: none"> Identify regional and provincial learning needs that could be met by collaborating with professional learning providers and stakeholders.
<ul style="list-style-type: none"> Explore potential partnerships and collaboration opportunities with professional learning providers and stakeholders through discussions and meetings. 	<ul style="list-style-type: none"> Explore potential provincial partnerships and collaboration opportunities with professional learning providers and stakeholders through discussions and meetings. 	<ul style="list-style-type: none"> Explore potential partnerships and collaboration opportunities with stakeholder partners through discussions and meetings.
<ul style="list-style-type: none"> Design learning opportunities with other professional learning providers to respond to regional needs. 	<ul style="list-style-type: none"> Design and deliver professional learning opportunities provincially that capitalize on the resources of partners. 	<ul style="list-style-type: none"> Design and deliver professional learning opportunities that capitalize on the resources of partners.



ANALYSIS OF OUTCOMES OF GOAL THREE

ERLC continues to receive requests from participants and stakeholders to offer sessions which require ERLC to collaborate and develop partnerships with other professional learning providers and stakeholders. These collaborative partnerships offer participants a wider scope of professional learning opportunities than ERLC can offer with its in-house staff. Although outside professional learning providers can be easily located, sometimes their lack of resources and cost of services make it difficult for them to provide learning opportunities and deliver appropriate services that meet defined needs. In moving forward, ERLC will continue to explore potential partnerships and nurture those partnerships which support emerging regional needs of our participants and stakeholders.

“That I was able to see in several of the sessions how it could immediately benefit my students and change my practices. I even learned how to create something for my students during a session and have them complete it while I was away. Absolutely everything was relevant and I only wish I could take in more. An unbelievable professional learning experience. .EXCELLENT IN EVERY WAY!!!!!!”



CONSORTIUM GOAL FOUR

Deliver professional development based on the identified and emerging needs of educational stakeholders.

OUTCOME 4.1

Work collaboratively with school districts, teachers and regional advisory committees (comprised of representatives from school authorities and others as appropriate) to develop plans, strategies and opportunities to meet locally identified needs in congruence with provincial direction.

OUTCOME 4.2

Work collaboratively with ARPDC to develop plans, strategies and opportunities to meet provincial identified needs in congruence with provincial direction.

OUTCOME 4.3

Work collaboratively with Alberta Education staff to develop plans, strategies and opportunities to meet provincial identified needs in congruence with provincial direction.

MEASURES		RESULTS
		2014-2015
Number of learning opportunities (*all formats) that were planned and delivered to support identified and emerging needs of educational stakeholders.		347 learning opportunities planned and delivered
Number of learning opportunities (all formats) that were planned and cancelled.		70 learning opportunities planned and cancelled
Overall percentage of participants satisfied that they were provided strategies for integration of the learning into their current practice. (P#3)		92% satisfaction
Overall percentage of participants satisfied that they increased their awareness and/or deeper understanding of the topic. (P#1)		95% satisfaction
Overall percentage of participants satisfied that they were provided opportunities to reflect on their knowledge, skills and attributes about the topic.(P#4)		95% satisfaction

*All formats: face-to-face, webinars, communities of practice, videoconferences, webcasts, wikis, websites, and videos



STRATEGIES USED TO ACHIEVE GOAL FOUR

ERLC	ARPDC	Partners
<ul style="list-style-type: none"> Develop professional learning opportunities based on identified jurisdictional needs through various advisory committees. 	<ul style="list-style-type: none"> Work collaboratively with Alberta Education staff to understand provincial emerging needs. 	<ul style="list-style-type: none"> Work collaboratively with partners to understand regional emerging needs.
<ul style="list-style-type: none"> Plan and develop a wide range of professional learning opportunities based on identified needs through the use of emerging technologies for adults to learn synchronously and asynchronously. (face to face, online, ...) 	<ul style="list-style-type: none"> Work collaboratively with ARPDC to develop professional learning opportunities based on provincial emerging needs. 	<ul style="list-style-type: none"> Work collaboratively with partners to develop professional learning opportunities based on regional emerging needs.
<ul style="list-style-type: none"> Identify feedback mechanisms to determine needs and impact of professional learning opportunities. 	<ul style="list-style-type: none"> Use a common post survey for administration to session participants to determine needs and impact of professional learning opportunities. ERLC/ARPDC attend train the trainer meetings (Gr. 3 SLAs) with Alberta Education staff to deliver accurate information in professional learning opportunities around the grant deliverables and Alberta Education priority areas. 	



ANALYSIS OF OUTCOMES OF GOAL FOUR

In order to develop successful professional learning opportunities, there needs to be coherence between plans and priorities. ERLC is dedicated to working with Alberta Education and regional school boards to ensure their plans and goals are addressed, which ultimately impacts student learning.

Participants indicate that they are satisfied that ERLC is meeting their professional learning needs, building teacher capacity and having an impact on student learning. To ensure that we are planning purposeful and focused professional development, ERLC will continue to offer learning opportunities using emerging technologies to meet the identified needs and priority areas. Although face-to-face sessions remain popular, the lack of system dollars to support expenses for attendance has impacted ERLC. This year 70 learning opportunities were planned and cancelled due primarily to low enrollment. ERLC will continue to administer post session surveys, host advisory committee and district contact meetings and collaboratively work with Alberta Education to ensure emerging needs and provincial education goals are being met. Without having direct access to classrooms and the necessary research instruments to measure change in instructional practice and impact on student learning, we rely upon teacher self-reporting as the primary method of assessing impact and determining benefit. The post 30 day data confirms that professional learning opportunities hosted by ERLC are having positive effects on teacher practice, therefore we can suppose that the sessions influence student learning. In moving forward, ERLC will continue to look for ways to increase the post 30 day feedback, as this tool is used to determine needs and impact of professional learning opportunities

Themes which emerged from the session surveys are:

<i>Post Session Survey</i>	<i>Post 30 Day Survey</i>
<ul style="list-style-type: none"> • <i>Permitted time to learn with colleagues from school in a focus area</i> • <i>Ability to learn from others enhances understanding and practice</i> • <i>Provided practical strategies to immediately use in the classroom with students</i> 	<ul style="list-style-type: none"> • <i>Ability to gain a deeper understanding and make changes to daily instruction</i> • <i>Impacted pedagogical approaches to teaching</i> • <i>Shared learning with grade level groups at the school impacting instructional practice and classroom structures</i>

Participant Quotes:

How has this learning opportunity influenced your leadership or teaching practice?

"It has greatly impacted my philosophy of teaching as well as my daily practice. I also had the opportunity to share my learning with my reading/writing community of practice professional learning group."

"It gave me an opportunity to teach my staff, and to show what I learned. It has given me insight into future teaching and lesson planning." "I have come back to the classroom with the skills and knowledge I need to incorporate my learning easily into my classroom."

What ideas, actions or strategies did you implement as a result of this learning opportunity?

"Modifications of the activities offered in our flex block. Looking at ways to incorporate the philosophy of high school redesign into daily instructional practice."

"I looked at my assessment in general and tried to curtail how my students are receiving



feedback. Also I love how my catchment is looking at developing a writing spectrum.”

The post 30 day response rate in 2014-25 was 3.44%, which represents 473 responses.

In order to continue to monitor the effects of the professional learning offered and the direct influence on student learning, we need to explore effective ways to increase the response rate.

Finally, the impact statements provided by regional district contacts (*see Appendix A*), highlight ERLC’s responsive role in meeting the professional learning needs of all educational staff and stakeholders. The field continues to emphasize our important role in supporting all educators build professional capital.

“We value ERLC’s support for our work, which continues to be the strength of the relationships that develop in the Liaison groups, the quality learning events that are hosted by ERLC, and the opportunity to work with Consultants in country... ie. In our classrooms and schools. In addition, we do value the collection of resources that have accumulated over time (Archived webinars etc.) These are good individualized learning opportunities that we are considering as we build a set of learning resources for our para professional staff.”



CONSORTIUM GOAL FIVE

Promote and support the development of professional development leadership capacity.

OUTCOME 5.1

Develop collaborative learning opportunities in the following areas with a focus on building leadership capacity within: (Deliverable A)

- Curriculum Redesign; competencies, literacy and numeracy benchmarks, curriculum standards
- Student Learning Assessments
- First Nations, Métis, and Inuit
- Mathematics
- Inclusive Education
- Career and Technology Foundations
- High School Credentialing
- Learning Commons Policy

OUTCOME 5.2

Develop collaborative learning opportunities to augment leadership capacity in support of emerging jurisdictional needs. (Deliverable C)

MEASURES		RESULTS
		2014-2015
Number of sessions provided for developing leadership capacity		2 planned and delivered 2 planned and cancelled Ed Camp - 16 sessions
Percentage of stakeholders satisfied that the Consortium has contributed to the development of PD leadership capacity. (DC#6)		96% satisfaction

STRATEGIES USED TO ACHIEVE GOAL FIVE

ERLC	ARPDC	Partners
<ul style="list-style-type: none"> Identify jurisdictional needs through various advisory committees. 	<ul style="list-style-type: none"> Work collaboratively with Alberta Education staff to understand provincial emerging needs. 	<ul style="list-style-type: none"> Work collaboratively with partners to understand regional emerging needs.
<ul style="list-style-type: none"> Plan, develop and facilitate a wide range of professional learning opportunities and/or resources based on identified needs. 	<ul style="list-style-type: none"> Work collaboratively with ARPDC to plan and develop professional learning opportunities and/or resources based on provincial emerging needs. 	<ul style="list-style-type: none"> Work collaboratively with partners to develop professional learning opportunities and/or resources based on regional emerging needs.

ANALYSIS OF OUTCOMES OF GOAL FIVE

ERLC continues to work collaboratively with stakeholders to develop leadership capacity in targeted areas as defined in grant deliverables as well as and through various Advisory Committee meetings. In addition to regular Advisory committee meetings, in January 2015, ERLC hosted a two-day professional learning Ed Camp centered around the grant priority areas. This learning model provided opportunities for system leaders to receive support/strategies on priority areas, opportunities to engage in dialogue, and time for providing input to ERLC related to future supports. Helen Timperley states in *Realizing the Power of Professional Learning*, "...it has become apparent that focusing on teachers and their learning is not enough. School leaders and others in the system involved in professional learning also need to learn and change in very specific ways if teachers learning is to result in the kind of system lift that 'raises the bar and closes the gap for all students'." The impact statements provided in *Appendix A* highlight stakeholders satisfaction that the ERLC has contributed to the development of leadership capacity. *"Our team leaders in areas such as literacy, numeracy, inclusive education, technology, and French Immersion also value the advisory meetings that are organized by the ERLC, allowing each team to talk to assignment specific colleagues about leadership."*

Moving forward, and in collaboration with our 18 member districts, ERLC will be hosting a year long community of practice for principals designed to meet the needs of school based leaders by providing support in instructional leadership necessary to support the educational transformation within our province. The goals of this project are to:

Observe how the seven competencies outlined in Alberta Education's Principal Quality Practice Guideline, 2009 are "lived" in today's schools, within the context of ongoing change and limited resources.

Engage in examining research (including the host principal's own "action research") related to the seven leadership dimensions; connect research to your own practice; and reflect on implications for your work as leader in your school.

This opportunity for school based leaders allows for continual collaboration throughout the year with 6 half-day meetings, allowing for job-embedded and research focused opportunities to build and strengthen leadership capacity related to the seven leadership dimensions outlined in the *Principal Quality Practice Guideline*.

"Community of Practice Series for Principals - 69% of our principals are participating in this networking opportunity offered by ERLC. It will provide a support structure for administrators to learn from their colleagues."



CONSORTIUM GOAL SIX

Provide educational stakeholders with access to professional development at a reasonable cost.

OUTCOME 6.1

Consortium will provide professional learning opportunities at a reasonable cost to participants.

MEASURES	RESULTS
	2014-2015
Overall percentage of participants satisfied that Consortium services are provided at a reasonable cost. (DC#7)	98% satisfaction
Percentage of stakeholders satisfied that the Consortium has contributed to the development of PD leadership capacity. (DC#6)	96% satisfaction



STRATEGIES USED TO ACHIEVE GOAL SIX

ERLC	ARPDC	Partners
<ul style="list-style-type: none"> Budget funds from grants to offset participation costs for learning opportunities. 		
<ul style="list-style-type: none"> Make fiscally sound decisions regarding operating costs for Consortium. 		<ul style="list-style-type: none"> Collaborate with RCSD to offer cost recovery services.
<ul style="list-style-type: none"> Develop fiscally sound processes to manage grant funds. 	<ul style="list-style-type: none"> Distribute grant dollars in support of learning through transparent formulas exhibiting fair and equitable distribution. 	


ANALYSIS OF OUTCOMES OF GOAL SIX

ERLC continues to provide a variety of learning opportunities in multiple formats at a reasonable cost to the participants. The feedback indicates that participants continue to be satisfied with the cost charged by ERLC for professional learning opportunities. The ability for ERLC to continue on a cost recovery basis, without an increase to participants, is directly linked to the grant funding provided by Alberta Education and the cost of operating over such an expansive area. The grant funding model change in 2015-16 will need to be monitored to assess the true impact to the region.

ERLC provided many sessions in-house in 2014-15 in order to keep the session cost at a minimum. The ERLC space at Elmwood School has been utilized to its full capacity rather than hosting sessions at an off-site location. In moving forward, ERLC will continue to host as many learning opportunities as possible at Elmwood School.



PART VII: ERLC FINANCIAL SUMMARY FOR CURRICULUM REDESIGN IMPLEMENTATION GRANT 2014-2015

		Regional Consortium Statement of Revenues and Expenses For the Year Ended August 31, 2015 (in dollars)		
CONSORTIUM NAME:		Edmonton Regional Learning Consortium		
	Budget 2014/2015	Actual 2014/2015	Actual 2013/2014	
REVENUES				
Alberta Education:				
Management & Infrastructure (Note 1)*	191,987	191,987	191,987	
Net Conditional Grant Revenues:				
Provincial Programs (Schedule 1)	365,000	248,155	322,909	
Regional Programs (Schedule 1)	848,182	836,831	892,500	
Fee For Service Contracts (Note 2)				
Other Alberta Education				
Total Alberta Education	1,405,149	1,276,773	1,407,396	
Other Revenue:				
Conditional Program Registration Fees:				
Provincial Programs (Schedule 1)	300,000	25,460	5,800	
Regional Programs (Schedule 1)		291,569	489,872	
Grants - Non government sources (Note 3)				
Cost Recovery Programs: (Note 5)				
Registration Fees (Schedule 4)		769,272	620,915	
Other fees (Schedule 4)				
Other (Note 4):				
Interest from GIC	6,000	7,322		
Interest from General Account	1,000	2,917		
Miscellaneous			15,585	
TOTAL REVENUES	1,712,149	2,373,303	2,539,568	
EXPENSES				
Management & Infrastructure (Note 6):				
Salaries, Wages, Benefits, Contracts and other fixed overheads (Note 7)	841,332	525,703	623,997	
Board expenses (Note 8)	4,000	4,225	11,813	
Less: Program Cost Allocations (Note 9)	450,304	362,705	577,667	
Net Management & Infrastructure expenses (Note 9)	395,028	167,133	258,143	
Program Delivery Costs (Note 10):				
Conditional programs:				
Provincial Programs (Schedule 1)	1,169,152	273,605	328,709	
Regional Programs (Schedule 1)		1,128,200	1,382,372	
Cost Recovery Programs (Schedule 4)		523,442	620,917	
Other:				
Fee for Service Contracts				
Accounting and Audit Fees	5,000	3,845	6,434	
Legal Fees			1,500	
Administration Expense	35,685	14,483	50,327	
Professional Services	1,500	6,790		
TOTAL EXPENSES	1,406,365	2,117,268	2,648,402	
ANNUAL SURPLUS (DEFICIT)	305,784	256,035	(108,834)	
Accumulated Surplus at beginning of year	(959)	(959)	107,875	
Accumulated Surplus at end of year	304,825	255,076	(959)	

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

PLEASE RETURN hard copies of completed statements and schedules and the certification to:
Allan Pan c/o School Finance Branch, 6th floor, Commerce Place, 10155-102 Street, Edmonton T5J 4L5
BY DECEMBER 31, 2015





Regional Consortium
Statement of Financial Position
As at August 31, 2015 (in dollars)

CONSORTIUM NAME:	Edmonton Regional Learning Consortium	
	August 31, 2015	August 31, 2014
ASSETS		
Cash in Bank and Temporary Investments	831,257	580,067
Accounts Receivable (Note 11):		
Province of Alberta		
Alberta school jurisdictions		
Other	60,515	74,759
Prepaid Expenses (e.g. deposits for future programming)	27,091	27,726
Other assets	289	16,377
TOTAL ASSETS	919,152	698,929
LIABILITIES		
Accounts payable (Note 12)	40,078	223,331
Accrued liabilities (Note 12)		
Deferred Revenue:		
Conditional Grants:		
Provincial Programs (Schedule 3)	536,764	334,919
Regional Programs (Schedule 3)	(0)	55,947
Prepaid registration (Note 13)		85,690
Other:		
Deferred 2015-2016	86,275	
(Specify)		
Total Deferred Revenue	623,039	476,556
TOTAL LIABILITIES	663,117	699,887
ACCUMULATED SURPLUS		
Unrestricted Funds (Note 14)		
Operating Reserves (Note 15)	256,035	(958)
Capital Reserves (Note 16)		
TOTAL ACCUMULATED SURPLUS (Note 17)	256,035	(958)
TOTAL LIABILITIES AND ACCUMULATED SURPLUS	919,152	698,929





Schedule 1 (Note 5, Note 10)
Conditional Grant Program Costs and Net Grants Revenue
For the Year Ended August 31, 2015 (in dollars)
 Edmonton Regional Learning Consortium

CONSORTIUM NAME:

	2013/2014				DEDUCT: Program Registration Fees Note (4)	Net Conditional Grant Revenue
	Cost of Delivering Programs (Note 7) Allocated (Note 18)	Cost of Delivering Programs (Note 7) Incremental (Note 19)	Total Cost of Delivering Programs	Program Registration Fees Note (4)		
Conditional Grant Programs:						
Provincial Programs						
Responsive & Flexible Learning # 2014-0271	61,594	-	61,594	-	61,594	61,594
Literacy for All # 2011-0154	71,161	-	71,161	-	71,161	71,161
Support to Students with Disability # 2013-0220	46,851	-	46,851	-	46,851	46,851
Fetal Alcohol Syndrome Disorder # 2014-0006	54,559	-	54,559	-	54,559	54,559
Low Incidence # 2015-0178	39,441	-	39,441	25,450	13,991	13,991
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
Total:	273,605	-	273,605	25,450	248,155	
Regional Programs						
Curriculum Redesign # 2014-2015	1,035,846	-	1,035,846	275,965	759,881	759,881
Official Language in Education Program French	62,354	-	62,354	15,604	46,750	46,750
Online Support to Build Teacher Capacity	30,000	-	30,000	-	30,000	30,000
(Specify)						
(Specify)						
(Specify)						
(Specify)						
Total:	1,128,200	-	1,128,200	291,569	836,631	

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



Schedule 2
Conditional Grant Transfers - (Provincial) to Other Consortia: Note 9
For the Year Ended August 31, 2015 (in dollars)

CONSORTIUM NAME: Edmonton Regional Learning Consortium

	Amount Transferred 2014/2015 Note (b)
(Specify Program)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
Program Total (Specify Program)	-
(Specify Program)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
Program Total (Specify Program)	-
(Specify Program)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
Program Total (Specify Program)	-
(Specify Program)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
Program Total (Specify Program)	-
(Specify Program)	
(Specify Consortium)	
(Specify Consortium)	
Program Total (Specify Program)	-
Total transfers to Other Consortia	-

Notes to Schedule 2:

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



**Certification of
Regional Consortium Financial Statements
For the Year Ended August 31, 2015 (in dollars)**

CONSORTIUM NAME: Edmonton Regional Learning Consortium

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

[Signature]

Chair of Consortium (Signature)

November 26/15

Date

[Signature]

Financial Officer (Signature)

November 26, 2015

Date

NOTES TO FORMS 1, 2 AND SCHEDULES

- Note 1** Management and Infrastructure grant from Alberta Education (total amount received for the year).
- Note 2** Alberta Education pays consortia for services provided under certain contracts/agreements.
- Note 3** E.g. grants and subsidies from private partnerships (e.g. Shaw).
- Note 4** Funding from other provincial government departments or the Federal government; bank interest, conference and cost recovery program registration and other cost recovery revenue, and operational fees recovered from other consortia.
- Note 5** Cost Recovery Programs are Programs that are not supported through Conditional Grants. Such programs are funded through provincial or regional registration fees and other fees.
- Note 6** Costs of operating and maintaining the consortium office.
- Note 7** Including Office Staff (Executive Director, Executive Assistant and other office staff). Fixed overheads include office space, utilities, and office supplies. These are indirect costs that benefit all programs. Where Office Staff work on a particular program or, for example where leased space is used to deliver programs, these costs should be allocated to programs. Purchases for equipment used primarily for office overhead (e.g. photocopiers), some of which should be allocated to programs (See Note 18), should also be charged to management and infrastructure expense.
- Note 8** Including meeting fees, supplies, travel and subsistence and board development.



- Note 9** ENTER AS POSITIVE: Program cost allocations are M&I (Head Office) expenses that have been charged to conditional grant or cost recovery programs because the program benefited directly from M&I employee time or other overheads. (Where M&I expenses benefit all or many programs equally (indirect benefit) these costs should not be allocated to programs). The entry to charge M&I expenses to programs is Dr. Program costs (by program); Cr. Program cost allocations. This method will leave all M&I expenses, whether allocated or not, on the Note 7 expense line. It is hoped that "Net Management & Infrastructure" expenses (i.e net of program cost allocations) will be less than or approximately equal to the M & I grant from Education.
- Note 10** Program delivery costs include part-time staff and contracted coordinators or consultants (e.g. program host, presenters, registration staff), and other direct costs including materials, site, audio-visual, catering, leased space, equipment used primarily for conditional programs, etc. Equipment costs attributed to more than one program (e.g. video conferencing) should be allocated to programs proportionate to other program costs. These are direct costs that can be attributed to programs. These costs do not include amounts transferred to other consortia, but do include costs invoiced to other consortia.
- Note 11** Amounts owed to the consortium at the end of the year.
- Note 12** Unpaid balances pertaining to the year. E.g. Unpaid wages, vacation pay.
- Note 13** Pertaining to programming planned for subsequent year(s).
- Note 14** Unrestricted Funds represent the net assets (total assets minus total liabilities) less any operating or capital reserves for earmarked programming.
- Note 15** Funds earmarked for future operations or programming.
- Note 16** Capital Reserves represents the net assets restricted for future capital expenditures.
- Note 17** Total Accumulated Surplus is the total of operating and capital reserves and unrestricted funds.
- Note 18** Allocated costs are M&I costs that directly benefit a specific conditional grant or cost recovery program controlled by the consortium and that have been credited to Program Cost Allocations (see Note 9). Allocated costs are funded by registration fees, conditional grants, or other cost recovery fees.
- Note 19** Incremental costs are out-of-pocket expenses attributable to specific programs controlled by the consortium, also funded by registration fees, conditional grants or other cost recovery fees. They include costs incurred by participating consortia and reimbursed to them. These other consortia net their reimbursement against their initial expense, thereby zeroing out the expense. This eliminates the duplication of expenses. Where other consortia bill an administration fee in addition to their out-of-pocket costs, miscellaneous revenue should be credited with that portion of the reimbursement.



APPENDIX A

Impact Statement from the College of School Superintendents

On behalf of the Board of Directors and the members of the College of Alberta School Superintendents (CASS), I am pleased to provide this message acknowledging the work of the Regional Professional Development Consortiums to provide outstanding professional learning opportunities for teachers, education assistants, school leaders, system leaders and parents in Alberta.

While the majority of the learning opportunities are a result of collaboration between the respective consortiums and school authorities, CASS as an organization also works directly with the Consortiums. Below is an outline of recent or ongoing collaborative events that exemplify this strong working relationship.

- Representatives from the Consortiums on the planning committees of CASS conferences, including the CASS / Alberta Education Annual Learning Conference and the First Nations, Métis & Inuit Education Symposium being jointly hosted by CASS and the First Nations, Métis & Inuit Education Division of Alberta Education.
- Support of the Consortiums to provide registration services for CASS professional learning events. CASS & the Consortiums in Grande Prairie, Edmonton. Calgary & Lethbridge co-hosted presentations by Dr. John Hattie in 2014. As a result of this collaborative initiative, over 1,100 Alberta educators and Alberta Education representatives had the opportunity to learn from one of the most renowned education researchers in the world. Further, Dr. Hattie met for a half day with leaders from Alberta Education.

These examples are a small representation of ways that the Consortiums have supported professional learning of educators, which ultimately results in excellent learning environments for students in the province.

Barry Litun

Executive Director

IMPACT STATEMENTS FROM ERLC DISTRICTS

Edmonton Public Schools

Hundreds of Edmonton Public Schools teachers are served through various PL opportunities provided through ERLC. ERLC successfully strives to tailor the PL opportunities to meet the specific needs of our large school district, and is responsive to requests for alternative support models. The funding targeted to assisting in developing cross-curricular competencies was an example of a strong model that enabled us to build capacity and teacher leadership in teachers who then went forward to support this skill development in further groups of teachers. The support ERLC is providing in collaboratively bringing new FNMI teacher PL opportunities and resources has also been much appreciated. As a big district, EPSB requires supports for a broad range of teachers; the emerging models from ERLC will very much help to fill today's PL support gaps.

Janice Aubry

Director, Curriculum and Resource Support

Black Gold Regional School Division No. 18

Learning Opportunities from ERLC have had a positive impact on teachers in Black Gold Regional School Division No. 18. Not only do these sessions help our teachers deepen their understanding of curriculum and Alberta Education initiatives but also effective teaching practices. While we can't quantify the direct impact of ERLC on student learning as we can't isolate this factor from others, teachers report that the learning that have gained from ERLC sessions have translated into improved student learning in their classrooms.

Black Gold Regional School relies on the sessions that the ERLC provides as a key pillar in professional learning opportunities for our teachers. We would not be able provide professional learning in all of the areas that the ERLC can as we don't always have a critical mass of teachers who have learning needs in a given area. Also, we do not have the time or expertise to find people who can provide quality learning opportunities for our staff. The ERLC sessions have allowed our division to build the capacity of our teachers in a number of areas

Edmonton Catholic School District

The collaborative partnership that exists between the Edmonton Regional Learning Consortium (ERLC) and the Edmonton Catholic School District (ECSD) is one that truly continues to inform pedagogical practice thereby enhancing learning, instruction, and assessment. As members of the consortium, we participate in the advisory committees, and therefore have a direct role in shaping the PL offerings so that they directly align with our curricular needs and our focus. The value added opportunities that ERLC offers has enriched the professional learning of teachers and administrators. The excellent array of sessions and keynote speakers serve as an integral

Elk Island Catholic

The collaborative partnership between Elk Island Catholic Schools and the Edmonton Regional Learning Consortium (ERLC) continues to be an integral part of supporting our professional learning. Through ERLC's ongoing support, consultants were able to provide deeper learning opportunities for administrators and K-12 teachers around:

- *Active School Engagement - An ERLC facilitator worked collaboratively with the EICS Learning Consultants to provide monthly sessions focused on Instructional Leadership skills to the school and division administrative staff.*
- *Numeracy - Within EICS we rely heavily on the support around Math/Numeracy for our teachers, as we do not have a consultant specialized in this area.*
- *ERLC Professional Learning Opportunities - EICS Consultants attended sessions, which allowed them to build capacity back at their division around the following:*
 - *Project Based Learning*
 - *Student Learning Assessments*
 - *English Language Learners*
- *Advisory Meetings - This allows leaders to gain a perspective of what is happening across the region. All districts have input in determining the priorities for ERLC within the parameters outlined in the goals set out by Alberta Education*
- *Review 3 year Education plans - Provides support to districts to help achieve their goals.*
- *Community of Practice Series for Principals - 69% of our principals are participating in this networking opportunity offered by ERLC. It will provide a support structure for administrators to learn from their colleagues.*
- *ERLC Website - The on line resources support leaders, administrators, teachers, and parents. These resources assist our administrators in delivering PD to their staffs.*
- *Liaison with Alberta Education - ERLC staff work closely with Alberta Education staff looking at provincial programs and the implementation needs. Information shared with districts is current with the goals of Alberta Education being high priority. These conversations are essential as we gain a deeper understanding around the provincial perspective.*

Utilizing the supports of ERLC in a variety of ways allow us to personalize the professional learning to meet Elk Island Catholic's priorities. Without their support, professional learning opportunities such as these would not be possible.

Shawn Haggerty, Deputy Superintendent

Debra Nelson, Learning Consultant

Debbie Quick, Curriculum Consultant

Elk Island Public Schools

The ERLC has provided support to teachers and administrators in Elk Island Public Schools in a number of ways. Teachers from our district most recently have attended the SLA support sessions and have reported that the information and expertise shared were invaluable, as they have begun the SLA process. We have also recently had teachers attend writers' workshops; project based learning, elementary and secondary literacy, and CTF sessions.

In each of their sessions, presenters with the ERLC not only share information, resources, and mentorship, but they also encourage the formation of professional learning communities among participants. District leaders in Elk Island have also benefited from ERLC learning opportunities. Our numeracy and literacy consultants have spent one on one time with ERLC staff. ERLC subject area specialists have led sessions at our professional learning days and are always available for teachers' and administrators' calls.

We are most appreciative of the provincial perspective the ERLC shares with our district. They give us the opportunity to learn from other districts in our area and in doing so, we strengthen our programs and provide better services for our students.

We strongly endorse the ERLC and recommend that funding continue for this worthwhile and effective organization.

Eileen Zimmerman, Associate Superintendent
Deb Barron, Director, Learning Supports

Fort McMurray Catholic Schools

The Fort McMurray Catholic Schools has worked in collaboration with ERLC for a number of years to offer quality professional development to our certificated staff. Due to our northern location, limited substitute teacher availability and associated travel costs, our teachers are often not able to participate in PD opportunities offered in the province. Our partnership with ERLC allows us access to VC, video and speakers within our own community. The services provided by ERLC allows an opportunity to provide valuable PD to teachers that would otherwise be unavailable to us.

Patricia Nameth
Director of Curriculum, Instruction and Assessment

Parkland School Division No. 70

The ERLC has been instrumental in consistently providing quality professional learning opportunities for Parkland School Division (PSD) teachers and district leaders. We are able to access focused support from ERLC's internal facilitators, as well as from external experts that we could not otherwise afford to access. Last year, for example, our intentional focus and deep learning in numeracy, assessment and literacy would have been minimized without the variety of strong supports provided by the ERLC.

We are seeing evidence of improved teacher practice in PSD, and we know that part of it is due to the support we receive from ERLC. We know that one-day sessions, on their own, have little impact on improving teacher practice. That is why, in addition to one-day sessions, we access ERLC's wide variety of types of learning opportunities and archived resources. Even the one-day sessions from "big-name" presenters that are brought in by ERLC are not viewed by our district as one-time events, though these sessions, too, play a significant role in supporting teachers' ongoing professional learning journeys in their chosen areas of focus.

Additionally, the ERLC supports collaboration between districts. The ERLC's continued focus on facilitating collaborative conversations has broadened our perspective and enhanced our growth as district leaders.

**Diane Lander, Curriculum Facilitator
Learning Services**

Evergreen Catholic Schools

Without the Edmonton Regional Learning Consortium (ERLC), Evergreen Catholic Schools would not be in the tremendous state that we currently are moving forward. With smaller boards that have more difficulty providing centralized support, the ERLC provides expertise and guidance that is invaluable. Accessing their specialists, as well as their PD opportunities and online resources, Evergreen Catholic Schools are able to be involved in learning that may be much harder to provide without access to the ERLC's fantastic web of support. There is not a day that goes by that we are not accessing the ERLC in some way to better the learning environment for our children. We have

Living Waters Catholic Schools Regional Division No. 42

Living Waters Catholic Schools relies on ERLC to provide Professional Development Opportunities to our schools and staff. ERLC has played a pivotal part in supporting the change process in our jurisdiction and supporting new initiatives. ERLC has become the "go to" source for professional development in areas such as CTF, PBL, Mathematics, Learning Commons and Inclusive Education to name just a few. The opportunity to collaborate with other educators in the province is a hallmark of the process that ERLC employs. ERLC is a key Professional Development provider for jurisdictions in our area and the impact of their work and support cannot be overstated.

Pembina Hills Regional Division

Edmonton Regional Learning Consortium represents a critical and highly valued partner in the jurisdiction's comprehensive professional development structure. PHRD teacher and administrator representatives participate in an advisory role on various ERLC committees. This consultation helps to inform ERLC of the district needs relative to professional development and what is anticipated as necessary supports to implementation of Ministry objectives and initiatives. PHRD relies on the capacity of ERLC to lead and facilitate professional learning that is ahead of the curve. During the 2014-2015 school year, PHRD registrations at ERLC sessions totalled 188. In addition, ERLC consultants facilitated sessions at PHRD jurisdiction days for specific Collaborative Groups. PHRD specifically integrated ERLC's support to develop capacity in three areas of need: Junior and senior high literacy (related to building student capacity for comprehension across curriculum, and to build cross-curricular connections) Division 1 Numeracy and mathematics (related to enhancing teachers' understanding of the notions of Numeracy and Mathematics in the context of cross-curricular considerations). This has led to the emergence of a Numeracy project that is being developed on a Daily 5 foundation. Support for teachers in the preparations for implementation of the new CTF program of studies. This has contributed to the broader discussions and preparations for Moving Forward With High School Redesign.

Mark Thiesen
Assistant Superintendent of Education Service

Sturgeon School District

As with every school division in Alberta, we have many projects, initiatives and required priorities on the go in Sturgeon School Division. These projects are both long term and short term and require many supports to ensure their success. One of the crucial supports we rely heavily on is the Edmonton Regional Learning Consortium (ERLC). The ERLC provides the professional development, expert consultants, and the networking opportunities that are critical to supporting the people involved in these initiatives. Many of our initiatives are required projects that come from Alberta Education, and like many school divisions, we have limited resources in terms of people and finances to meet the requirements of these initiatives. With the help, guidance and direct involvement of the ERLC we are able to do what is in the best interest of student learning in our division. Without the ERLC, many of our initiatives would fail or not even get off the ground.

Sturgeon has had, and continues to have, a very positive and effective relationship with the ERLC since its inception. We could not continue to have the success we have had without their involvement. There are many specific examples I can provide either through a discussion or other forum. Please feel free to contact me at any time. Thank you.

Mark Lockwood
Director of Curriculum and Instruction

Fort McMurray Public School District

The Edmonton Regional Learning Consortium (ERLC) is a key source for professional learning for Fort McMurray Public School District. As a northern school district, accessing professional learning in major centres is limited by budget constraints. Quality professional learning has been provided for our teachers locally through ERLC. Greater numbers of teachers have had opportunities for support in implementing provincial, jurisdiction and school initiatives through face to face session and use of technology offered by the consortium. Building teacher capacity on a large scale has resulted.

During the 2014-2015 school year, over thirty division one teachers participated in two Student Learning Assessment sessions offered through ERLC in Fort McMurray. These sessions prepared teachers for the administration of the pilot assessment and built further knowledge and skills around the instructional use of the data generated.

Instructional practices including project based learning, reading comprehension strategies supported by CAFE, word study through Words Their Way and guided Math have been implemented across schools as a result of teachers attending sessions through ERLC and returning to share their knowledge with colleagues.

Since 2007, ERLC has partnered with Fort McMurray Public and Fort McMurray Catholic School Districts to provide professional development for over 500 teachers each January. For twenty dollars per participant, ERLC provided a full day of curriculum focused, small group professional learning. These expertly facilitated sessions allowed teachers to dig deeply into specific areas of curricula. In comparison, a half day keynote, large group professional development session generally costs the district a minimum of thirty three dollars per participant.

Support for professional learning at a reasonable cost through the ERLC is greatly appreciated by Fort McMurray Public District schools and staff.

Myrna Matheson
Literacy Coordinator

St. Albert Public Schools

The Edmonton Regional Learning Consortium is central the professional learning work of St. Albert Public Schools. Our staff access a variety of learning opportunities in the region and appreciate the opportunity to come together with colleagues from different jurisdictions. Our teachers also appreciate that they are able to access valuable resources from the ERLC website at any time. Our team leaders in areas such as literacy, numeracy, inclusive education, technology, and French Immersion also value the advisory meetings that are organized by the ERLC, allowing each team to talk to assignment specific colleagues about leadership.

Our district also values the funding that comes back to the district so that we may tailor ERLC offerings to our specific needs. We have used the funds in the past to support leadership capacity building in a number of areas. Central to this is our ability to use funds provided through ERLC to invite in different speakers and support the attendance of as many people as possible by also assuming the cost of the subs. Without the funding of the ERLC, we would not be able to impact as many teachers as we do. Unfortunately, if we cannot fund teachers' release time, being able to provide a speaker and venue is meaningless. It is essential to our district's continued profession growth that we have sustainable funding in place that allows for flexibility in professional learning opportunities.

Catherine Coyne
Supervisor, Curricular Services K-12

St. Thomas Aquinas Catholic School Division

With the demise of AISI, the ERLC has been the main driver of PD in Star Catholic School Division. We have used their sessions as catalyst PD and accessed their consultants to guide our in school PD initiatives. It is powerful to have a learning organization work in partnership with our school division to plan PD efforts and support our initiatives. At a division level, it is vital to me to have sharing meetings with fellow school divisions to share what is happening, what is working and what is not working.

Pius MacLean
Director of Curriculum and Instruction

Northern Gateway Public Schools

On behalf of Northern Gateway Public Schools (NGPS), please accept this as an endorsement of the efforts and the effects of the Edmonton Regional Learning Consortium (ERLC), an arm of the Alberta Regional Professional Development Consortium (ARPDC). The professional development presented in NGPS by ERLC, as well as the sessions attended by our teachers hosted by ERLC in other venues (both local and in Edmonton), was invaluable to the growth of our educators in their abilities and confidence in reaching the needs of their students and the goals of our division and Alberta Education. With the exception of our two colony schools, every school in NGPS was the beneficiary of the multi-faceted professional development opportunities provided by ERLC. Best practices and varied strategies have been tried and adopted within classrooms. Initiatives are being implemented with confidence and a secure understanding of the expectations. Further information and support is being requested because teachers have developed an interest or excitement in expanding their teaching practices.

As a connection between Alberta Education and school jurisdictions, ERLC is relied upon to support schools and its educators in implementing initiatives and meeting the desired outcomes of the Province and the divisions.

Educators have come to see ERLC as a credible and reliable organization. ERLC provides timely and quality professional development as well as resources that can be personalized and tailored to jurisdictional and school contexts. The experiences of being connected to ERLC (central PD, division PD, and school PD) have allowed for the broadening of possibilities as the facilitators are able to bring a regional perspective and initiate networking opportunities.

Within Northern Gateway Public Schools, we gathered the thoughts of our ERLC session attendees in the 2014-15 school year using a Thought Exchange process. The comments gathered from our teachers and administrators in regard to the effectiveness of our PD can be summarized as follows: Participants appreciated bringing PD to NGPS rather than travelling to other areas. They appreciated the collaboration with other teachers in our division, feeling it provided team building opportunities and consistency. They appreciated that the PD was relevant to the goals of the division and the teachers. They appreciated the knowledgeable presenters and the experiences in the classroom they could share. They feel they will need more time and support in implementing CTF in their schools. In general, participants were pleased with the subject matter, content, presentation style, and new learnings they found in our ERLC-led sessions this year. ERLC is integral to the continued growth and progress that is envisioned for NGPS.

Michelle Brennick
Deputy Superintendent

Greater St. Albert Catholic Schools

GSACRD's partnership with ERLC benefits district administrators and teachers in a variety of ways:

Professional Development

National and international expertise: As a district we are able to benefit from national and international experts that as a medium sized district we would not otherwise be able to afford or utilize.

- Targeted professional development specific to the needs of a small group of teachers: As a district we may have two or three teachers who need professional development in a particular topic. It would be difficult for us to meet their needs. By working with ERLC our two or three teachers get to join with teachers from other districts who have similar needs or interests, creating a high quality learning environment for these teachers.*
- Cross district collaboration opportunities are increased: Teachers are able to meet, learn, and work with teachers from other districts who would normally not be a part of their collaborative group, thus broadening the discussion and learning for the benefit of all attending.*
- ERLC professional development is available any place, any time as webinars. ERLC now has extensive professional learning opportunities for teachers who are entering the profession or who are changing roles within their district. ERLC has an excellent working relationship with Alberta Education*
- ERLC staff work closely with Alberta Education staff looking at provincial programs and the implementation needs. ERLC staff can then work with districts to plan appropriate professional development for teachers who are involved in provincial pilots, initiatives and curriculum changes. Our ongoing involvement with the Student Learner Assessments in grade three is a good indication of ERLC's success in working with Alberta Education, districts and teachers to ensure a deeper understanding and a willingness to participate in these important pilot years.*
- The implementation of provincial initiatives and curriculum is much more consistent from district to district as a result of the work done through ERLC. ERLC is responsive to the needs of districts*
- The advisory committee structure ensures that every member district has a say in determining the priorities for ERLC within the parameters outlined in the goals set out by Alberta Education.*
- ERLC staff conducts a full review of the member districts three-year education plans in an effort to assist each district in achieving these goals through high quality professional development offerings.*

- *ERLC staff is able to assist districts in the planning of local PD days through the provision of high quality presenters and the agenda and organization of the day to ensure district and Alberta Education goals are achieved. ERLC has been instrumental in the establishment of communities of practice.*
- *Administrators and teachers are invited to be participants in these cross-district collaborative learning sessions. Participants are able to work with and learn from administrators or teachers in other districts who have similar roles and interests, creating a high quality, and very relevant, learning opportunity that would not normally be available within any single district.*

Districts are stronger working together in a consortium than any one district would be working toward achieving the goals on their own.

David Quick, Assistant Superintendent - Learning Services
Marina Lotoski, District Principal

APPENDIX B

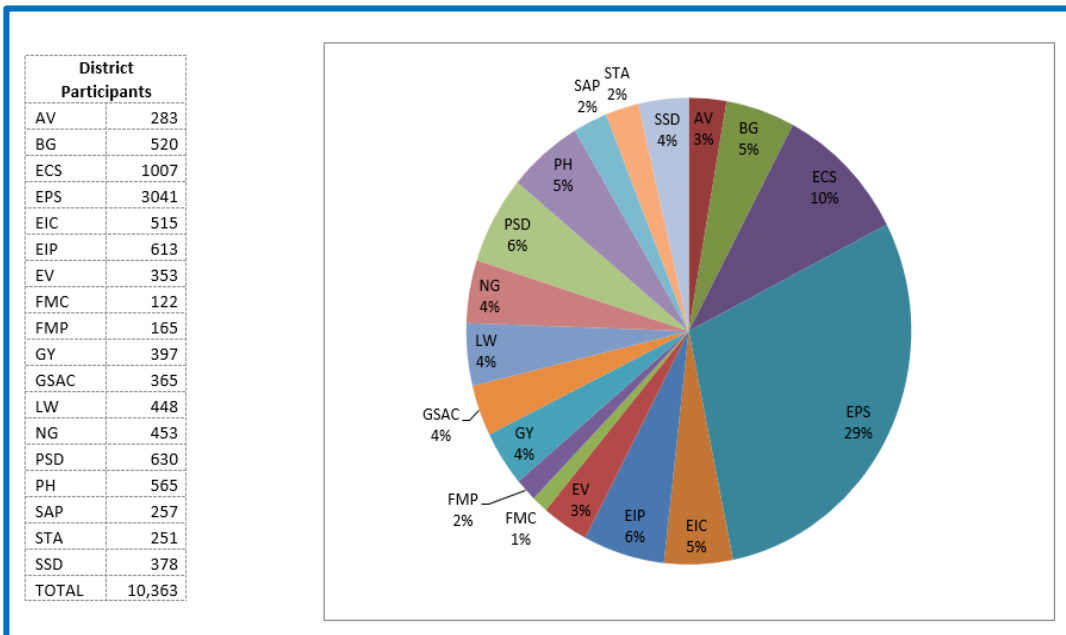
ERLC Regional Learning Opportunities 2014-2015		Number of Participants		
	# of Learning Opportunities	Face to Face / In Person	Attending via Technology	Total Participants
A. Learning Opportunities				
Advisory Committee Meetings	22	445	24	469
PD Learning Opportunities	399	13,278	220	13,498
Subtotal	421	13,723	244	13,967
B. Technology Mediated Learning Opportunities				
Synchronous (real time)				
Webinars	17	0	220	220
Video Conferences	9	445	24	469
Webcasts	0	0	0	0
Skype Meetings	23	37	20	57
Asynchronous (online)				
		Page Views	Unique Visitors	Unique Visitors
<u>Wiki Pages</u>	274	115,529	55,408	55,408
<u>Learning Portal-Moodle Courses</u>	15		40,630	40,630
<u>Community of Practice, NING</u>	1		1,220	1,220
<u>Videos/Learning Guides</u>	79	6,511	4,604	4,604
Websites	6	118,704	50,084	50,084
Text Resources	3	490	393	393
Subtotal	427	241,234	152,339	152,339
C. District Delivered Learning Opportunities				
Consortium Regional Teams	132	2,956	13	2,969
PD Leadership Capacity	22	445	26	471
Subtotal	154	3,401	39	3,440
D. Fee for Service Learning Opportunities				
RCSD – October 2014	1	64	0	64
RCSD – February 2015	1	47	0	47
Subtotal	2	111	0	111
	1,004			170,603



Professional Learning Opportunity Trend Data				
	2011-2012	2012-2013	2013-2014	2014-2015
Total Sessions	471	409	457	421
Full Sessions	64	47	91	19
Cancelled Sessions	74	35	58	70
External Sessions	89	81	62	21

Details of PD Resources Added in 2014-2015		
Videos/Learning Guides	Page Views	Unique Visitors
Critical Thinking with Garfield Gini-Newman	954	768
The Importance of Storytelling	969	526
Storytelling, Its Many Forms	917	525
Engaging all Students through Numeracy	782	515
Exploring Numeracy through Traditional Games	782	515
Maximizing the Dividend of Professional Learning	134	117
Inspiring Education Through Communities of Practice	238	188
Learning Guides for School Administrators	802	704
Essential Conditions in Action	783	610
Learning Guides for Parents	150	136
	6,511	4,604
Websites		
Empowering the Spirit	9,141	4,704

District Participation Stats September 1, 2014 to August 31, 2015





Alberta Regional Consortia

Coordinated, Collaborative, Comprehensive Provincial Professional Development Leadership

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

During 2014—2015, ARPDC took a leadership role in many provincial initiatives based on direction and grant deliverables provided by Alberta Education. ARPDC provides in-person, as well as synchronous and asynchronous, technology-mediated learning opportunities to support adult learning, relying on consultation from the region to ensure professional development program designs support participants’ and school authorities’ context. Programs are based on our expertise and knowledge of effective professional learning design and delivery, aligned with the Alberta Programs of Study and are research sound. In 2014—2015, besides regional PD delivery and implementation support work, the following provincial activities occurred:

- Provincial pilot projects / Communities of Practice
- Provincial projects
- Provincial teacher collaborative
- Technology-mediated learning opportunities

The information that follows includes a reporting of ARPDC’s provincial work in 2014 -2015, lessons learned and implications for the future of PD design, delivery and implementation support in Alberta.

Provincial Pilot Projects / Communities of Practice

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



For 2014-2015, Pilot Projects included:

<p>Literacy for All – Community of Practice</p> <p>7 learning opportunities 39 participants in person and 100 participants online via webinar 1 website created – 4,799 unique visitors; 12,835 page views https://www.literacyforallab.ca</p> <p style="text-align: right;"> ERLC</p>	<p>FNMI Professional Development Project</p> <p>7 pilot authorities involved 59 pilot authorities meetings 33 education partner meetings 56 resource development & project meetings 25 meetings with ARPDC regional consortia 8 meetings with Alberta Education 96 courses on learning portal with 72,000 page views 3,538 hits on online resource http://fnmied.blogspot.ca/</p> <p style="text-align: right;"> NRLC</p>
<p>Numeracy for All – Community of Practice</p> <p>9 face-to-face learning opportunities 84 participants in person 4 webinars – 112 online participants 1 wiki space created 16 unique visitors 2,948 page views http://abnumeracyforall.wikispaces.com/</p> <p style="text-align: right;"> CARC</p>	<p>Learning for All – Community of Practice</p> <p>7 learning opportunities 95 participants in person 132 participants via technology http://learningforallab.weebly.com/</p> <p style="text-align: right;"> ERLC</p>

Lessons Learned Based on Facilitating Pilot Projects:

- Pilot participants appreciate the opportunities to collaborate with other provincial pilot participants.
- Personal connections developed between participants during initial face to face events, encourages interactions in the online environment throughout the rest of the project.
- Learning has the propensity to stay with the group involved in the pilot.
- Pilot project design varies depending on grant resources and deliverables.

Implications for Future Pilot Projects Design:

- Creating intentional opportunities for learning to be shared with a broader audience beyond pilot participants.
- Creating opportunities for more participants to have equitable access as pilot participants.
- Developing collaborative relationships between Consortium pilot lead, Alberta Education, and other partners.
- Consideration for all pilots to use technology to connect pilot participants and develop a Community of Practice between face-to-face opportunities.

Provincial Projects

Alberta Education requests regional consortium to manage professional development design for a number of provincial projects. These projects vary in scope and requirements. Project deliverables can range from setting up a series of learning opportunities across the province, hiring and coordinating provincial team members, or the development of various professional development delivery designs using technology such as, but not limited to, Communities of Practice, provincial conferences or networking meetings. Many projects or grants require digital support in a variety of formats. Provincial projects design and delivery is to the benefit of all school authorities and regions in the province.

Fetal Alcohol Syndrome Disorder (FASD)

5 learning opportunities

46 participants in person

81 participants online via webinar

PD Resources: <http://www.engagingalllearners.ca/il/supporting-students-with-fasd/>



Responsive and Flexible Learning

2 learning opportunities

54 participants in person



Official Languages in Education Program

160 learning opportunities, 1628 participants in person



Elementary Mathematics Professional Learning

19 meetings - 137 participants



Moving Forward With High School Redesign

10 Provincial Networking meetings held (1223 participants)

1 Teacher Collaborative symposium held (619 Participants)

2 ARPDC Consultants hired to work with individual Phase 3 schools across the province

4 Provincial Network Steering Committee meetings held (46 participants)

1 Talk Redesign Day (Ted Talks) – 20 talks archived as a PD Resource

Provincial Website enhanced and maintained <http://abhsredesign.ca/>



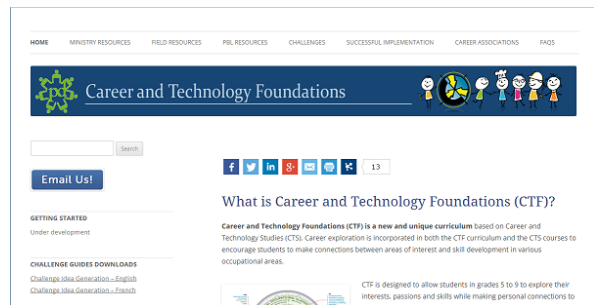
Digital Resource Access, Development and Support



Through 2014-2015, Alberta educators continued to access learning opportunities as a result of technology tools that facilitated the distribution of learning. Synchronous learning opportunities provided in-person access via webinars, webcast, and videoconference. Asynchronous learning opportunities, that participants could access at their own time, pace and place, were

provided via video, wiki spaces, learning portals and Communities of Practice. Provincial websites created for *Career and Technology Foundations* <http://albertactf.ca> and *Moving Forward with High School Redesign*. A provincial ARPDC Learning Portal has been active for five years and houses many opportunities for educators to find a variety of resources, strategies and ideas for implementation of the Alberta curriculum <http://learning.arpdc.ab.ca/>. As well, to assist educators with implementation of curriculum, ARPDC provides access to Alberta resources including videos and learning guides, archived webinars, facilitator guides and links to Communities of Practice.

<http://www.engagingalllearners.ca>



Professional learning resources for Alberta educators
Educators need new ways of thinking about how to engage and better meet the learning needs of all students. This collection of professional learning resources can be used to build educator capacity through self-study, in-school professional learning communities, and district-wide learning opportunities. Aligning with the calls to action of *Respiring Educators*, *Inclusive Education*, *High School Redesign* and *Curriculum Redesign*, these Alberta resources include videos and learning guides, archived webinars, facilitator guides, links to communities of practice and more!

Synchronous		
Webinars	115 webinars 69 meetings	1766 webinar participants 226 meeting participants
Videoconferences	9 sites	224 participants in person 56 participants at remote sites
Virtual Coaching (VC, Skype, Adobe Connect)	11 sessions	
Skype	23 meetings	37 participants in person 20 participants at remote sites

Asynchronous - Online Resources

Wikis Numeracy for All http://interactivesites.weebly.com/math.html Literacy for All http://www.literacyforallab.ca/ 2014-2015 Learning Network Educational Services Learningnetworkcommunity@wikispaces.com	1 weebly 1 website 1 wiki	226 unique users 53 pages on the wiki 3,028 page views 3,801 unique visitors 12,835 page views 6,855 unique users 46 pages on the wiki 7,177 page views
Career and Technology Foundations http://albertactf.ca/		9,700 unique users 11,787 page views
Engaging All Learners www.inclusiveeducationpdresources.ca/		2,036 unique users 6,143 page views
Provincial First Nations, Métis, and Inuit Professional Learning Project http://fnmied.blogspot.ca/	1 blog	3,538 hits
Francophone Moodle	91 courses 4 most active courses : <i>Googles en éducation</i> <i>Redéfinition du Curriculum</i> <i>Enseignement Réciproque</i> <i>Ressources pour les aides élèves</i>	521 registered users 163,046 accesses
Learning Portal 2014—2015	195 courses; 185 of which are open to all and do not require a log-in	10, 535 registered users 118,613 activities on the top 30 active courses (activities include any view or addition made by logged-in users)
Moving Forward with High School Redesign http://abhsredesign.ca/		8,585 unique users 11,760 page views



Lessons Learned Based on Digital Resource Development and Support:

- Creating “black books” containing organizational operations allows Consortia to learn from one event to the next.
- Continue to provide a variety of support materials, including learning guides, to assist educators in using the resources for professional development.
- Participant accessibility, time and cost savings are reflected when utilizing synchronous or asynchronous digital support.

Implications for Future Digital Resource Development and Support:

- Continue exploration of emerging technologies to support the delivery of professional learning.
- Ensure regular evaluation of usage and applicability of professional development resources to determine continuation or archival of the resource.
- Seek cost effective strategies to maximize allocations for supporting technology mediated learning.

ARPDC Learning Portal Courses and Page View Activity

Course	Activity
ARPDC	6745
Chem 20 30	13302
Classroom Resources Div1	2719
Classroom Resources Div2	4754
Classroom Resources Div3	6378
Classroom Tools Div1	3266
Classroom Tools Div2	3100
Classroom Tools Div3	2317
Classroom Tools Div4	3169
Classroom Tools K	2346
ERLC Math 10C	4464
ERLC Math 20-1	2721
ERLC Math 20-2	4184
ERLC Math 30-1	4450
ERLC Math 30-2	4914
First Nations Métis Inuit	72000

Course	Activity
Flipped Classroom	3946
google	2872
High School Math Community	4626
HSMI	4398
jrhighlesson2012schaub	4356
ERLC Math 20-1 Summative Assessment	2264
ERLC Math 20-2 Summative Assessment	2220
ERLC Math 30-1	2233
ERLC Math 30-1 Summative Assessment	3183
ERLC Math 30-2 Summative Assessments	4662
Professional Resources Div1	2923
Professional Resources Div2	2836
Professional Resources Div3	3223
Professional Resources K	3034
woc 2012	2999



Consortia Partnerships

ARPCD collaborates and partners with other PD providers and provincial organizations to support and enhance professional learning opportunities to support grant deliverables and/or regional determined needs. Over the past year, ARPCD has established or continued many partnerships with education stakeholders: Alberta Education, CASS, ASBA, ASBOA, ASCA, Post-Secondary and ATA. These partnerships have resulted in a variety of learning opportunities such as: specific events and projects, resource development, innovative programming and logistical support.

For 2014-2015 Fee for Service Partnerships included:

Event	Service Provided	# of Registrants
Alberta Rural Education Symposium (ARES)	Webcast, Webinar Registration, Follow-up Survey	1 event – 220 registrations unknown webcast/webinar sites
ATA Specialist Councils	Registration, Coordination, Delivery	1 event – 24 registrations
CASS Events	Registration and/or Coordination	5 events – 1494 registrations
Celebrating Collaborative Practice Conference	Registration, Financial Management, Survey	1 event – 44 registrations 1 survey – 75 respondents
Collaborative Inquiry Assessment Project (GPPSD/PWSD/ATA/AAC)	Registration, Event Management, Coordination, Follow-up Survey	1 event – 54 registrations
Holy Spirit Professional Learning Days	Registration	3 events – 2008 registrations
Lethbridge School District #51 Professional Learning Day	Registration, Event Management, Financial Management	5 events – 1101 registrations
LethCAMP	Registration, Evaluation	1 event – 55 registrations
Medicine Hat School District #76	Registration	4 events, 122 registrations
RCSD Meetings	Registration and Coordination	2 event - 111 registrations
Réseau entre aides	Registration, Event Management, Coordination, Follow-up Survey	1 event – 188 participants
VI Encuentros de Profesores de Español de Alberta	Registration, Coordination, Event Management, Evaluation, Financial Management	1event; 124 participants
Zone 4 - Conversa Spanish	Event Management	29 events - 245 attendees
Zone 4 FNMI Coordinators Conference	Event Management	1 event - 21 attendees



Challenges, Celebrations & Trends in Professional Learning

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

We strive to support/prepare educators in Alberta by providing adult learning opportunities designed to impact professional practice and enhance student learning. Consortia accept and celebrate these changes and challenges and have responded by:

- Researching trends and current developments in the field of education, selecting best practices, and sharing this information with our stakeholders.
- Finding a balance between process, content and relevance when providing access to a variety of professional learning opportunities.
- Collecting and analyzing data, and utilizing the evidence to collaboratively plan programs responsive to the needs in each region.
- Maximizing the use of technology to coordinate provincial learning opportunities.
- Forming partnerships with a variety of PD providers, or brokering presentations on behalf of regional stakeholder groups.
- Hiring, training, and supervising staff involved in regional and provincial projects, such as the ARPDC First Nations, Métis, Inuit PD Facilitator project and the Moving Forward with High School Redesign consultants.
- Leading, modelling and exploring new learning strategies, such as Communities of Practice. (Online and face-to-face)
- Providing cost effective, long term planning, and maintaining staff without sustained funding commitment.
- Responding to the requests from Alberta Education, districts, community partners and having the scope of staff that can bring integrity and quality to the work.

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