Report and Results

2013-2014

**Edmonton Regional Learning Consortium
Support Implementation of
Curriculum Redesign, High School Redesign and FNMI Success**
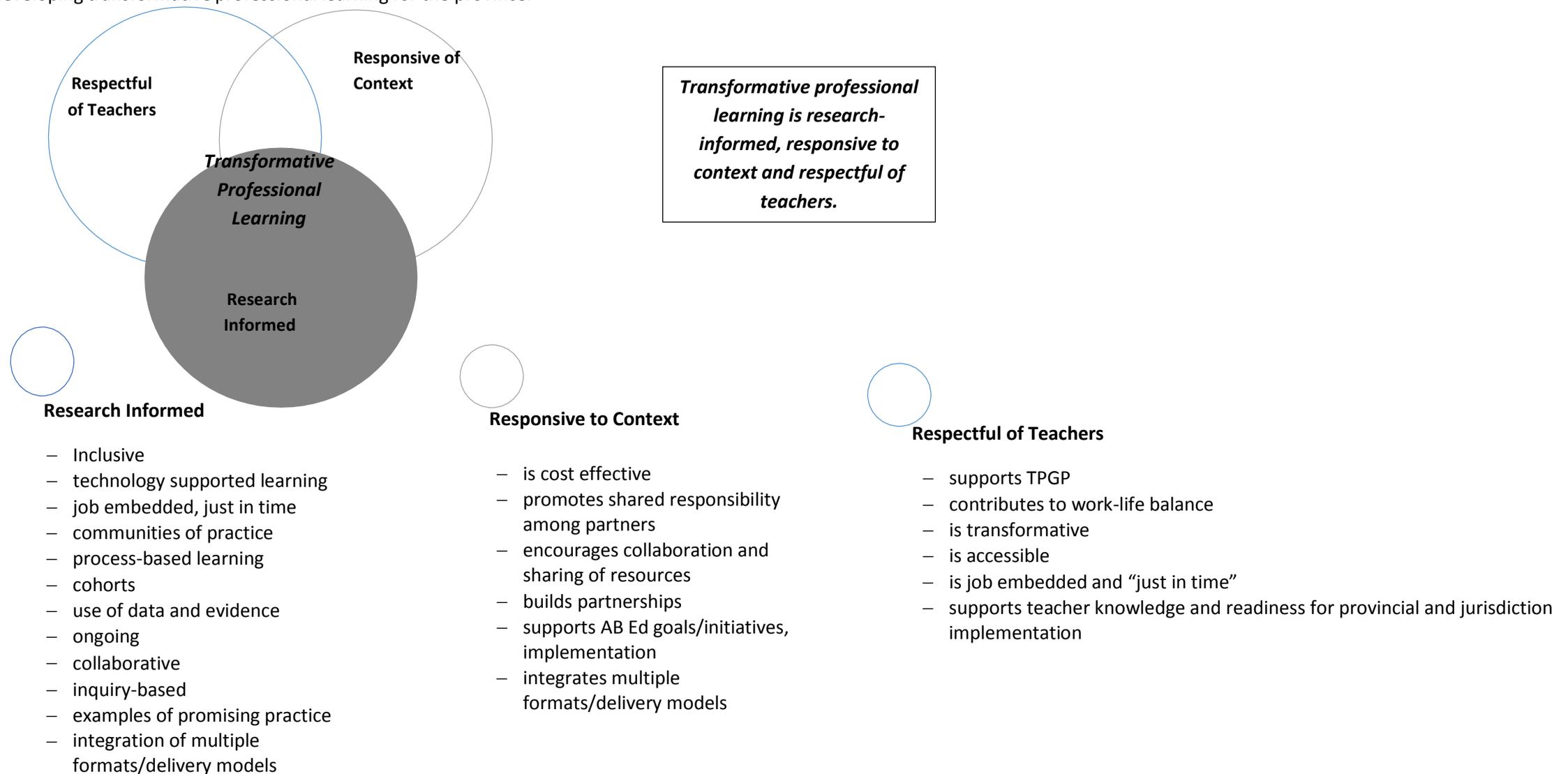
www.erlc.ca

Background

Alberta Education has provided a grant to the Edmonton Regional Learning Consortium (ERLC) to support implementation of Curriculum Redesign and identified priorities of Alberta Education. For the 2013 – 2014 school years, the ERLC region will receive $716,101 to address the identified areas of implementation work. As well, an amount of $63,860 will be provided to facilitate the work of IHLA. In consideration of the ERLC/ARPDC goals, regional and provincial priorities, the needs of Zone 3 school authorities, ERLC will work collaboratively with regional advisory committees (comprised of representatives from school authorities and others as appropriate), Alberta Education staff and other consortia to develop plans, strategies and opportunities to meet provincial and locally identified needs in congruence with provincial direction.

Regional Characteristics/Context

The ERLC provides service to eighteen school authorities, forty six independent schools, eighteen band schools, four charter schools and covers a vast geographical area. Of the 35,000 teachers in Alberta, ERLC serves over one-third of the population representing an approximate total of 590 schools. Current context, literature about effective professional learning approaches, past experiences and data from work to support implementation have set the stage for a different year of designing and delivering adult learning for the region.

Alberta Regional PD Consortia

ERLC is one of 7 professional learning consortiums in the province. There is an increased emphasis on provincial projects and designs, largely in part due to the ability to distribute learning using technology and the aim to develop a more coordinated service accessible for all. Collectively the Executive Directors believe that by facilitating adult learning opportunities, we increase human capital and that there are efficiencies by working together. This image represents Executive Director thinking* and interpretation of a variety of data sources with the focus of developing transformative professional learning for the province.*

Respectful of Teachers

Responsive of Context

Transformative Professional Learning

Research Informed

Transformative professional learning is research-informed, responsive to context and respectful of teachers.

Research Informed

- Inclusive
- technology supported learning
- job embedded, just in time
- communities of practice
- process-based learning
- cohorts
- use of data and evidence
- ongoing
- collaborative
- inquiry-based
- examples of promising practice
- integration of multiple formats/delivery models

Responsive to Context

- is cost effective
- promotes shared responsibility among partners
- encourages collaboration and sharing of resources
- builds partnerships
- supports AB Ed goals/initiatives, implementation
- integrates multiple formats/delivery models

Respectful of Teachers

- supports TPGP
- contributes to work-life balance
- is transformative
- is accessible
- is job embedded and "just in time"
- supports teacher knowledge and readiness for provincial and jurisdiction implementation

ERLC on Support for Implementation of Curriculum Redesign, High School Redesign and FNMI Success:
Grant Outcomes/Results from Alberta Education

Alberta teachers and leaders use innovative and inclusive approaches to teaching and learning.
Teachers and school leaders have the capacity for new implementation initiatives.

Key Deliverables 2 (A-D)

Each consortium, in consideration of the ARPDC goals, regional and provincial priorities, and the needs of school authorities, will work collaboratively with regional advisory committees (comprised of representatives from school authorities and others as appropriate), Alberta Education staff and with one another to develop plans, strategies and opportunities to meet provincial and locally identified needs in congruence with provincial direction. To promote effective provincial planning, relative consistency and clarity for working in all seven consortia, a Common Provincial Plan to Support Curriculum Redesign (referred to as the "Plan") will be developed. (Deliverable A, B, C, D)

STRATEGIES (How and What)	MEASURES	RESULTS Quantitative	RESULTS Qualitative

ERLC will:
 	
- Identify regional needs related to all deliverables in the grant through meetings with Alberta Education, and school authorities as well as teacher needs assessments
- Work collaboratively to develop a common provincial plan that meets the identified provincial and local needs.
	Learning Opportunity **Participants Survey** data
	
	School authorities consultations
	
	ATA / Consortium Teacher
	
	Needs Assessments
	
	Alberta Education / **discussions and direction**
		• ERLC facilitated 33 consultation meetings with 746 district representatives attending 9 different content and regional advisory committees.
		• ATA consortium needs assessment was not completed during the 2013-14 year
			Regional Needs Identified and consultation occurred throughout the year
			   • Advisory committee meeting summaries posted
			   • (see Google doc for district sharing for all advisory committees)
			   • Fall 2013 17/18 individual 60 minute district contact meetings held to gather further data on district directions and confirm alignment with regional ERLC plan developed/confirmed in June-September 2013
			   • Regional Plan developed based on regional needs, participants survey data, grant deliverables and district dialogue from April 2013 and June 2013 district contact meetings.

	ARPDC collaboration on provincial learning opportunities design	• District Contact Comment *The consortium is critical to our jurisdiction's strategic development of professional capital. We rely on services of the consortium for our comprehensive PD plan. We deeply value the effectiveness of the consortium's capacity to facilitate collaboration and relationships between school districts*	District contact meetings held in December 2013, March 2014 and June 2014 continued to provide regional input into the plan and delivery of implementation supports via ERLC and modelled a community of practice. • All meeting summaries and documentation at http://www.erlc.ca/programs/advisory_committee_previous.php?committee=District+Contact

RESULTS ANALYSIS:

Consortium leadership and operations model a coordinated, collaborative and comprehensive approach to support provincial needs and regional context. The intent of our work is to develop a regional plan that takes advantage of the consortium structure and model, reflects the regions needs and context and based on the ministries vision and intent. The archived data represent numerous learning opportunities provided, high number of participants attending and extensive consultation with the region, our ARPDC colleagues and Alberta Education (ARPDC and Alberta Education meeting data provided in provincial report). The consortium model is most successful when there is time to meet and develop plans that can best support the school authorities' context. As ERLC provides service to 18 school districts, many with limited central office staff and that are a distance from Edmonton, there is a challenge with access and provision of/ to service. Those districts that have determined how best to take advantage of the ERLC are making the best use of grant dollars to support implementation. Further analysis of how districts are making use of the model, as well as how ERLC can demonstrate that infrastructure is limited. A provincial needs assessment, with specific regional questions, would be cost effective if developed collectively. Providing high quality service that would enhance implementation continues to be a challenge. A need to determine "collective measures" that will support districts three year education plans as well as Alberta Education business goals is required so that an enhanced coordinated, collaborative and comprehensive approach can be developed. The purpose of the data will be to measure the impact of professional learning and further represent the intent of inspiring education.

  Data represents that the regional consortium emphasized these **Essential Conditions** to support implementation for this deliverable: **Shared Vision, Leadership, Resources and Time**

Key Deliverable 2 (E)

The Consortia will develop processes and tools to assist school authorities in the school authorities' implementation processes and for the collection, tracking and reporting of "evidence" including the change in culture required for the implementation of the policy changes (e.g., student focus) as envisaged by *Inspiring Education*. This includes student, parent, teacher, community engagement as part of implementation as idealized. The Consortia will work with and model the following documents: "A Guide to Comprehensive Professional Development Planning" and "A Guide to Support Implementation: Essential Conditions'. (Deliverable E)

STRATEGIES (How and What)	MEASURES	RESULTS Quantitative	RESULTS Qualitative

ERLC will:
− Co-create materials to share with school authorities for awareness and understanding of curriculum redesign
− Collaboratively create a process with tools to support school authorities in the Curriculum Redesign Implementation for the 2014 – 2016 'plan' using "A Guide to Support Implementation: Essential Conditions".
− Identify school authorities' awareness of curriculum redesign
− Identify feedback mechanisms, tools and strategies for measuring the impact and effectiveness of professional learning opportunities and subsequent follow-up activities
	Materials created
	- % of school authorities that have access to materials
	-number of people that accessed materials
	
	Process and tools created and utilized
	
	-% of school authorities that created plans
	
	Level of awareness
	-% of increase of educators awareness
		100 % of school authorizes have access to online materials – mostly posted at http://www.erlc.ca/resources/ and http://www.engagingalllearners.ca/
		
		Over 200 online professional learning resources available to support implementation (e.g., videos, posters learning guides, wikis) and accessed by 17,774 unique visitors viewing 46,350 pages of online learning. This data is for ERLC PD resources only. Inclusive Education PD resources received 29,686 unique visitors during the year with 86,553 page views. Total 47,460 online users viewing 132,903 pages of online
			• **Online Professional Learning Tools developed** and posted to support awareness and understanding of c u r r i c u l u m redesign/ministerial order. Wiki initiated by ERLC and adapted with ARPDC branding **for provincial access** - Continued management by ERLC.
			• http://arpdccurriculumredesign.wikispaces.com/Curriculum+Redesign
			• Cross Curricular Competencies support materials developed by ERLC for provincial use, in collaboration with Alberta Education and ARPDC colleagues
			• http://erlc.ca/resources/resources/cross_curricular_competencies_overview/
			• **Regional Professional Tools** developed:
			  o Support for Implementation – Realizing the Vision of Inspiring Education workshop that many districts have used and ERLC has presented. Google docs cross posted include link to ERLC regional team workshops.
			  o http://erlc.wikispaces.com/Support+for+Implementation+-+Realizing+the+Vision+of+Inspiring+Education
			  o District Support for Implementation – Plan and Process for

		learning.

3 wikis developed with multiple pages of content to support capacity.

66% of school authorities created plans in support for implementation of Curriculum Redesign/Inspiring Education. https://erlc.wikispaces.com/Support+for+Implementation+of+Intent+of+Inspiring+Education

43 posts on the ERLC Blog with 14/18 school districts in the region sharing increased awareness and understanding of intent of inspiring education/curriculum redesign.

12/18 districts created video, in collaboration with ERLC, focused on supporting implementation of Inspiring Education through Communities of Practice. 12 videos with approx. 50 minutes of footage

http://erlc.ca/resources/resources/inspiring_education/ | ERLC region posted at: (e.g., professional learning designed to support a implementation)
- o http://erlc.wikispaces.com/Support+for+Implementation+of+Intent+of+Inspiring+Education
- School Authorities awareness of curriculum redesign/ministerial Order represented on the collaborative regional blog "150 Days of Professional Learning in the ERLC Region and representing school authorizes capacity for implementation. http://erlcblog.wordpress.com/ Blog post from Pembina Hills June 2014
  - o *As an activity with the intent to review and analyze understanding and implementation of the many elements of Inspiring Education, PHRD admin and Trustees used a resource created by the regional consortium. …PHRD continues to rely on the capacity to coordinate professional learning opportunities with consortium to meet the needs of our district and school leaders.*
  - o Guide to Support Implementation: Essential Conditions used in various advisory committee meetings.(e.g., FNMI advisory committee)
  - o 7 Videos representing the Teaching Practices that Inspire Student Learning and two schools journey with implementation were developed. The videos model the Essential conditions to support implementation in action*.* Learning guides were also developed to support job embedded learning after a school staff/district team watches the video(s). http://www.essentialconditions.ca/videos/ |

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RESULTS ANALYSIS:

Districts resources to access face to face learning opportunities are limited and reduced and teachers (and the research) are sharing they appreciate job embedded learning as a strategy to complement other approaches. ERLC PD design has been shifting to include more regional team "district days" and development of online materials that can be accessed from personalized sites. Continued learning about implementation efforts is not thoughtfully acknowledged as districts work to address multiple, and at times competing, initiatives with limited resources. Cost analysis of consortium grant funds that provide access to adult learners, regardless of time, space or pace, should continue to be explored. (e.g., online learning opportunities) Continued efforts to support districts and teachers in accessing and making use of this emerging trend of online professional learning should continue. (e.g., Learning and Technology Policy Framework – direction 3. Consortium hypothesis is that as teachers experience professional learning using various technologies (e.g., blended approach with communities of practice) they will feel more confident and competent in using these technologies in the classroom)

ERLC blog posts and school authorities' stories represented by video are the most promising data collected to date about impact and value of ERLC services to support educators' capacity based on ministries goals. (e.g., change in practice to support student learning and ministry intent). Continued analysis of this data, of the stories and stages of implementation, should occur. Determining, with districts and the ministry, indicators of implementation will assist in measuring impact of grant dollars. (e.g., what is the "IT" we are trying to implement?)

Data represents that the regional consortium emphasized these **Essential Conditions** to support implementation for this deliverable: **Leadership, Teacher Professional Growth, Resources**

Key Deliverable 2 (F)

The Consortia will collaborate with, share expertise and resources with, and secure the resources and services of other professional learning providers and stakeholders (e.g., AAC, 2Learn, ATLE, Galileo/Alberta post-secondary institutions, ATA, and select school authorities.) in the planning and development as well as in the coordination of program offerings and supports. (Deliverable F)

STRATEGIES (How and What)	MEASURES	RESULTS Quantitative	RESULTS Qualitative
ERLC will: − identify regional learning needs that could be met by collaborating with professional learning providers and stakeholders − explore potential partnerships and collaboration opportunities with professional learning providers and stakeholders through discussions and meetings − design and deliver professional learning opportunities to capitalize on the resources of partners .	**Identification of *needs* that can be collaboratively met** **Partnerships and collaborations explored** -Number of organizations that were approached -% of partnerships formed Learning Opportunities **designed and delivered with partners**.	ERLC collaborated with 20 different organizations offering over 30 learning opportunities. (e.g., ATA, AAC, Nelson, CASS, Google, ATLE, Tc2) ERLC also explored partnerships that did not result in learning opportunities.	CTS/CTF programming provides an opportunity to collaborate with industry. Regional learning opportunity engaged in Adobe, NAIT, University of Alberta, Walls Alive and regional hair salon. Alberta's Cross-Curricular Competencies to Support Learning for All Students Summer 2014 conference engaged a community panel in sharing about competencies required in the workforce. Panel included Edmonton Mayor, Safeway executive, CBC Edmonton and Simons consulting. Google Summit conference partnered with ATLE, Google for educators and secured 15 sponsors providing booths on site to share industry expertise.

RESULTS ANALYSIS:

Collaboration and partnerships take time. Forging new sponsors for the Google Summit this year was a new venture so added hours of resource time was required. Initial time spent securing sponsorship is intended to nurture ongoing relationships. Growing partnerships to enhanced levels also takes time. ERLC approached Alberta PD providers requesting that links to their sites online materials be cross posted at ERLC and on http://www.engagingalllearners.ca/ One of 4 organizations responded to the request. Appreciate that consortium grant funding requests we collaborate with others and believe there would be value in having similar deliverables in other organizations grants. In the continuum of collaboration, we are between coordination and collaboration stages. With some partnerships formed, there is still more collaboration that needs to take place to move further along the continuum.

Data represents that the regional consortium emphasized these **Essential Conditions** to support implementation for this deliverable: **Leadership, Community Engagement**

Priorities

A. Curriculum Redesign is the primary focus of the 2013 - 2014 Grant

Provide scheduled professional learning sessions that are collaboratively planned as a joint effort of the Consortium staff and the Alberta Education staff in Education Program Standards and Assessment Division (EPSA) in the following areas:

- Curriculum Redesign
- Components that anchor curriculum development prototyping.
- Scaling up to provincial implementation

For educators, administrators and varied school leadership teams (e.g., curriculum coordinators, department and initiative leads) as well as additional stakeholders (e.g., parent groups, industry, business, post-secondary, communities). (Priority A)

STRATEGIES (How and What)	MEASURES	RESULTS Quantitative	RESULTS Qualitative
ERLC will: – Collaboratively develop 'needs based' Professional Learning opportunities, professional development resources and learning guides. – Design, develop, manage and deliver online PD resources – Foster communities of practice (e.g., Google docs, twitter, cohorts for pilot projects)	**Data to demonstrate** that learning opportunities were organized, communicated and delivered (e.g., technology used to distribute learning, online materials developed, sustained learning opportunities provided)	448 learning opportunities planned with 390 delivered and 350 focusing on the grant deliverables 12,349 participants attended 390 ERLC face to face learning opportunities with 97% reporting that they have increased their ability to implement curriculum and initiatives into their classrooms.	Learning opportunities posted at www.erlc.ca and online learning opportunities developed by ERLC posted at http://www.erlc.ca/resources and http://www.inclusiveeducationpdresources.ca/ with inclusive education PD resources transferred, updated and developed to align with intent of inspiring education at http://www.engagingalllearners.ca/learning-supports/ Data reported for Deliverable 2 (A-D and E)

		11,622 participants attended sessions focused on content identified in grant deliverables. Over 200 online professional learning resources available to support implementation (e.g., videos, posters learning guides, wikis) and accessed by a total of 47,460 unique visitors viewing 132,903 pages of online learning.	shares materials/links to online tools/resources specific to curriculum redesign. ERLC developed more videos this year then all previous years combined. Sharing Alberta stories of implementation, based on school authorities context was a focus. *Inspiring Education through Communities of Practice* Videos posted at: http://erlc.ca/resources/resources/inspiring_education/

− Identify provincial learning needs that could be met through ARPDC collaboration.
− Use emerging technologies to increase variety for adults to learn synchronously and asynchronously.
− Support district's professional learning and/or cohorts by building a community of learners to increase awareness and understanding of Curriculum Redesign
− **Implementation Support Facilitators (Literacy, School Leadership and Math/Numeracy)**
  o Karen Loerke - Implementation Support Facilitator, Focus on Literacy (5 days per district and/or teacher cohort)
  o Louise Osland and Corrie Ziegler - Implementation Support Facilitators, Focus on Leadership (3 – 5 days per district and/or leadership cohort)
	Surveys administered
	
	Survey data to demonstrate impact (one month following learning opportunity)
	
	Financial records indicating effective management of budget
	
	Provincial learning needs identified that can be collaboratively met
		Participants reported 96-100% satisfaction on a range of questions posted following participation in a learning opportunity.
		
		Survey data collected one month following learning opportunities was not completed this year. Data represented on blog posts indicates change in classroom practice based on ERLC sessions.
		
		47 Blog posts all indicated
			ERLC Regional Team Implementation Support Facilitators provided a wide variety of "District Days" learning opportunities represented in this summary
			
			https://docs.google.com/document/d/1Agd07Zl5Q8C_25YnoxpuMwXbfktqpNsGm5AvurP6k-M/edit?pli=1

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o Keith Van deKeere and Debbie Duvall - Implementation Support Facilitators, Focus on Mathematics (2- 4 days per district and/or teacher cohort)		some degree of awareness and understanding of components of curriculum redesign/ministerial order. http://erlcblog.com/ Districts accessed 97 days of regional teams' time out of a total of approx. 219 days available. Regional Team members provided regional learning opportunities at ERLC for all to access (approx. 50 days)	

RESULTS ANALYSIS:

Data collected represents satisfaction with services provided, by those that accessed the services. Anecdotal comments indicate growing awareness and use of online professional learning resources. Increased emphasis on sharing how a variety of professional learning designs can support teacher diversity and personalized learning needs will continue to provide for increased access to the made in Alberta online resources. Online resources complement other professional learning designs, create sustainable messages to support personalized/job embedded learning.

Data collected could be accessed, aggregated and disaggregated for multiple groups. (e.g., districts, consortium, ATA). Similar efforts should be made to identify questions that represent impact of professional learning efforts – and can be used as shared measures through seeking educator's needs. (e.g., needs assessment represents this, service (input) represents this service and result (output) is the evidence we will all accept that the intervention (professional learning) had an impact on practice.

ERLC regional team is well respected and accessed by most districts in the region. Some districts model is for central office leaders to attend learning opportunities provided by the regional team and then to return to their district to provide the service. This represents a differentiated approach to the design that honors local context. Regional team member's time also includes developing awareness of new initiatives and background so that they can most effectively and accurately facilitate adult learning for the region. Experiences with previous projects (e.g., social studies and math implementation) indicate that the first year of ERLC regional team members time is required to become familiar with project/content and region. School authorizes also need time to develop relationships with team members. Sustainability of team members, based on grant funding, creates this time lapse for use of expertise.

  Data represents that the regional consortium emphasized these **Essential Conditions** to support implementation for this deliverable: **Shared Vision, Leadership, Research and Evidence, Resources and Teacher Professional Growth**

Additional Professional Learning Opportunities

Provide scheduled professional learning sessions in the following areas:

- **Literacy - Numeracy**
- **Support to complete implementation of Mathematics K-12**   - **Career and Technology Foundations**
- **English as a Second Language**   - **Inclusive Practices**
- **Student Learning Assessment (SLA) for Grade 3**

(Priority A)

STRATEGIES (How and What)	MEASURES	RESULTS Quantitative	RESULTS Qualitative
ERLC will: − determine needs of school districts and teachers related to these areas through meetings, discussions and surveys − identify regional learning needs that could be met through ARPDC collaboration. − plan, develop, organize, deliver and broker a wide range of job embedded, just in time learning opportunities. (e.g. Technology mediated communities of practice, face to face, blended, online professional development resources). − collaborate with EPSA staff to plan for electronic meetings, discussion groups, podcasts, video-conferencing or other digital media that enhances the collaboration among session participants	**Data to demonstrate -** Regional learning needs identified **Number of** Learning opportunities delivered **Data to demonstrate** Collaboration occurred **Data to demonstrate** that learning opportunities were organized, communicated and delivered	Participants reported 96-100% satisfaction on a range of questions posted following participation in a learning opportunity. 46 + Literacy Learning Opportunities provided with 2228 + participants (ERLC sessions, Regional Team member district days+) 38 + Math/Numeracy learning opportunities provided with 525 + participants (ERLC sessions, Regional Team members district days+) 63 leadership learning opportunities provided with 1000 + participants (ERLC sessions, Regional Team members district days+)	Learning opportunities posted at www.erlc.ca (see past sessions for 2013-14) http://www.erlc.ca/programs/archive.php and online learning opportunities developed by ERLC posted at http://www.erlc.ca/resources and http://www.inclusiveeducationpdresources.ca/ District needs meet based on data gathered at advisory committee meetings. http://www.erlc.ca/programs/advisory_committee.php District Contact survey data represented in the Annual Report to be posted at http://www.erlc.ca/who/our_history.php Most specific comments from district contacts is their indication that: ● 100% satisfaction that the consortium was effective in addressing professional development needs identified in school authority planning documents.

– complete all necessary tasks to secure and pay for facilities and AV equipment for face-to-face meetings – manage the registration process including confirmation to and follow up with participants – work with EPSA staff to develop a pre- and post-survey instrument to gauge the effectiveness of the professional learning; work with the EPSA staff to provide evidence of success of these sessions with follow-up as required throughout the duration of this contract **Student Learning Assessment (SLA) for Grade 3** - Meet with district contacts (December 2013) to determine their plans and needs. - Train ERLC staff on the Student Learning Assessment information. - Provide learning opportunities as requested (regional, district and school based). **Career and Technology Foundations, English as a Second Language and Inclusive Education** -Meet with district advisory committee to determine their district needs - Provide regional learning opportunities as requested -Plan follow-up learning opportunities.	**Surveys** administered **Survey data** to demonstrate impact	44 inclusive practices learning opportunities provided with 1599 participants (ERLC sessions) 2 ESL learning opportunities provided with 40 participants (ERLC sessions) 2 CTF learning opportunities with 222 participants (ERLC sessions) **Participant Survey Data** 99.9% satisfied that they were actively involved in learning 99.4% satisfied that they were provided strategies for integrating new practices into their current context. 100% satisfied that they increased their knowledge of topic. 99.8% satisfied that they learned strategies/skills that will support student learning on topic. 99.7% satisfied that they were able to reflect on their attitudes and beliefs about the topic.	• 100% satisfaction that professional development facilitated by the consortium supported effective implementation of curricula.

Literacy, Numeracy and Mathematics – Meet with district advisory committee to determine district literacy priorities and needs. – Provide learning opportunities as requested (regional, district and school based). – Organize cohort groups or communities of practice for deeper understanding of literacy. – Plan follow-up opportunities – Karen Loerke - Implementation Support Facilitator, Focus on Literacy (5 days per district and/or teacher cohort) – Keith Van de Keere and Debbie Duvall – Implementation Support Facilitators, Focus on Mathematics (2- 4 days per district and/or teacher cohort) **Career and Technology Foundations, English as a Second Language and Inclusive Education** – Meet with district advisory committee to determine their district needs – Provide regional learning opportunities as requested – Plan follow-up learning opportunities. – Work provincially and with other stakeholders to provide service		97.2% satisfied that they have increased ability to implementation new curriculum/initiative. 99.6% believe the session cost was reasonable. 96.6% indicated overall satisfaction with the learning opportunity

RESULTS ANALYSIS:

Essential and value added role of the consortium is connections with the field. Connecting the dots between ministry intent/goals, school authorities context, effective adult learning practices and resources available is represented when talking with school authorities contacts and analyzing the data as presented. Ongoing challenges occur with communications about learning opportunities available (both face to face and online) and providing equitable access to all. Many teachers share they are allocated 2 professional learning days a year and there are numerous opportunities to choose from. Aligning learning opportunities based on grant funding does not always align with teachers' professional growth needs. On order to support teachers' needs and build capacity, there needs to be some flexibility in how the grant dollars are allocated.

 Data represents that the regional consortium emphasized these **Essential Conditions** to support implementation for this deliverable: **Leadership, Resources and Teacher Professional Growth**

B. Moving Forward with High School Redesign

Moving Forward with High School Redesign - In alignment with Inspiring Education and in parallel with Curriculum Redesign, be responsible for organization of and logistics associated with Regional Redesign Network collaborative meetings of individuals participating in Moving Forward with High School Redesign from September 2013 to June 2014.   (Priority B)

STRATEGIES (How and What)	MEASURES	RESULTS Quantitative	RESULTS Qualitative
ERLC will: — collaborate with zone 2 and create three meetings for redesign networks — plan and communicate information regarding these meetings as a joint effort of the Consortium staff and the Alberta Education High School Completion Team — complete all necessary tasks to secure and pay for facilities and AV equipment for face-to-face meetings — manage the registration process including confirmation to and follow up with participants — work with the High School Completion team to provide evidence of success of these collaborative meetings with follow-up as required throughout the duration of this contract — budget funds from the grant to cover all costs associated with all logistics outlined above including: facility payment, AV materials, registration, travel expenses for redesign network co-chairs, communication with Alberta Education and administrative costs	**Data to demonstrate** that learning opportunities were organized, communicated and delivered **Surveys** administered **Financial records** – indicating effective management of budget	Logistics and Operations (Fee for Service) support for network and zone meetings for 152 participants. Financial support to other consortium for organizing metro meetings. Survey data from meetings kept by Alberta Education Financial Data submitted to lead consortium for provincial wrap up	This was the first year that regional consortium was involved in supporting the high school redesign project. The year mostly included learning about the project and our role in the provincial plan. Alignment with other aspects of grant deliverables (e.g., support for implementation of inspiring education) would support school authorities in "connecting the dots" as well as the regional consortium team in advocating for the intent of high school redesign (e.g., foundational principals) Design of a regional implementation plan that complemented the provincial plan would be supportive of implementation fidelity and leverage consortium expertise and partnerships with school authorities.

− collaborate with the High School Completion Team to explore and possibly plan for a provincial teacher collaborative meeting in late May. − collaborate with the High School Completion Team to plan for electronic meetings, discussion groups, podcasts, video-conferencing or other digital media that enhances the collaboration between school personnel involved in the project.			

RESULTS ANALYSIS:

ERLC mostly provided logistics and operations as per directions provided. Connecting this initiative with others that school authorities are responsible for implementing would support implementation fidelity and leverage the good work of this initiative with other ministry directions.

 Data represents that the regional consortium emphasized these **Essential Conditions** to support implementation for this deliverable: **Leadership, Resources and Teacher Professional Growth**

FNMI Student Success

In collaboration with the Alberta Education FNMI Branch provide opportunities for provincial school authority leaders and their First Nations, Métis and Inuit teams to develop Collaborative Frameworks to engage local First Nations, Métis and Inuit families, parents and communities in the planning and implementation of strategies to focus on improving student success. (Priority C)

STRATEGIES (How and What)	MEASURES	RESULTS Quantitative	RESULTS Qualitative
ERLC will: − Provide information sessions that will provide an opportunity for provincial school authority leaders and their First Nations, Métis and Inuit teams to develop Collaborative Frameworks to engage local First Nations, Métis and Inuit families, parents and communities in the planning and implementation of strategies to focus on improving student success. − complete all necessary tasks to secure and pay for facilities and AV equipment for face-to-face meetings − manage the registration process including confirmation to and follow up with participants − work with the FNMI Branch to provide evidence of success of these collaborative meetings with follow- up as required throughout the duration of this contract − budget funds from the grant to cover all costs associated with all logistics	**Data to demonstrate** that learning opportunities were organized, communicated and delivered **Surveys** administered **Financial records –** indicating effective management of budget	9 FNMI learning opportunities provided with 197 participants (ERLC sessions) 94% of participants shared they were satisfied with the learning they received from attending.	Supporting school authorities with knowledge and awareness of the collaborative framework occurred at advisory committee meetings http://www.erlc.ca/documents/fnmi_acm_apr_29_14_meeting_summary_2014-08-22.pdf and advocating for the framework to be added to this home page. http://www.empoweringthespirit.ca/

RESULTS ANALYSIS:

School Authorities focus on First Nations Metis and Inuit supports, including the collaborative framework, is not as evident as when the Alberta Education business plan included the expectation. Low attendance at face to face learning opportunities inspired commitment to online professional learning projects like http://www.empoweringthespirit.ca/. ERLC was the lead on this project and recommended that the focus align with districts agenda and upcoming ministry focus on literacy and numeracy. This supports conversations about supports for all students including a focus on First Nations Métis and Inuit students. Ongoing offering of a variety of professional learning opportunities provided potential for capturing a wider audience to support implementation.

 Data represents that the regional consortium emphasized these **Essential Conditions** to support implementation for this deliverable: **Leadership, Resources and Teacher Professional Growth**

Summary/Lessons Learned
Connecting the Dots

Strengths

Alberta Education has multiple initiatives to address; school authorities also have multiple agendas to address based on their unique context. As consortium work with multiple stakeholders it is "values added" that we are able to make connections between initiatives and people in the region as well as the ministry. Sharing lessons learned through experiences from multiple grants to support implementation and having knowledge of the region and leaders involved, has assisted the Consortium with developing a more coordinated, collaborative and comprehensive professional development design. Grant dollars to stimulate and subsidize implementation allow for support that the field is requiring. The consortium model allows for a regional approach to supporting implementation that most districts are taking advantage of.

Areas for Improvement

Collective impact approaches, implementation science/planning and results based budgeting could be aligned to generate a high degree of implementation fidelity . This work requires that interventions are identified and criteria for implementation determined so that everyone has a target to aim towards. "Curriculum redesign "implementation will mean different things to different school districts/teachers. Clearly articulating the outcomes once implementation occurs will support a more strategic cost effective approach. Expectations that we all work together –as "partners in adult learning for students' sake" will create synergy and cost savings and provide for a more robust implementation than if one of the stakeholders works alone. The research continues to share that unless there is a thoughtful implementation plan then evaluation of impact is not worth it. If we believe that implementation planning is a shared responsibility then we will need to identify shared measures to assist us in determining supports required to meet the goals, and focus on developing a collaborative implementation plan that will result in the intended goals being achieved.

Regional/Provincial Trends in Professional Learning

Implementation Planning

See attached overview of the consortia's role in supporting implementation based on A Guide to Support Implementation: Essential Conditions . Regional consortia have some effect on implementation based on their role and responsibilities as well as grant deliverables. To develop a more robust plan for implementation a more coordinated, collaborative and comprehensive plan for sharing responsibility among the consortia should be developed. The identification of collectively accepted measures will assist in determining impact of adult learning on student learning.

Community of Learners to Support Adult Learning

ERLC models a collaborative approach to professional learning design. Meeting with district leaders, responding to data shared by session participants in future planning, aligning learning opportunities and conversations with ministry intent and goals and facilitating dialogue through advisory committee meetings represents a robust "community of practice" focused on being "partners in adult learning for students' sake". To enhance this model a more robust shared measurement approach should be in place.

Professional Learning Design

Online Professional Learning Opportunities and Communities of Practice Cohorts are emerging professional learning designs or models that ERLC has recently explored. (Last 2-3 years) Continued understanding of processes that can best support in-depth professional learning (e.g., community of practice cohorts) and provide equitable access to sustained learning opportunities ("made in Alberta" online learning opportunities) is required. Developing professional development designs that support the diverse needs of teachers who are in various contexts in the province will ensure that ministry dollars to support implementation move beyond one shot PD and short term gains.

Measuring Impact

We all want to ensure our efforts are causing positive results for students in Alberta schools. We measure our efforts in multiple ways pending on our backgrounds and perspectives and vision for supporting teacher capacity. To do this more effectively we need to identify the change we wish to see, determine a collective commitment to the change, identify measures we agree will represent the change and then move ahead with the work based on an implementation plan that addresses 7 conditions to support the change. The work of the Tamarak organization will support our continued learning in this area as will exploring other research from the Implementation science network and aligning all with the ministry focus on results based reporting and the education stakeholders belief in the intent of A Guide to Support Implementation: Essential Conditions.

ERLC Regional Context

The region includes: Eighteen school divisions, seventy-two private/charter schools, sixteen First Nations schools, nine First Nations Educational Authorities and covers a vast geographical area. Of the 35,000 teachers in Alberta, ERLC serves over one-third of the population.

During the 2013-14 school year there were changes to district office curriculum coordinators – as there are every year in this large region. This allows for new opportunities for the ERLC model to be accessed as new school authority leaders need to learn how best to access ERLC.

3.) Financial Statement

Statement of Financial Expenditure				
Curriculum Redesign 2013-2014				
	Revenue	**Budget**	**Expense**	**Balance**
Revenue				
Grant Revenue # 2013-0296	**779,956.00**			
Total Revenue	**779,956.00**			**779,956.00**
Base Funding				
Planning Assistance/Coordinator Costs		75,000.00	75,000.00	
IHLA Administration		5,800.00	5,800.00	
Sub Total: Base Funding		**80,800.00**	**80,800.00**	**699,156.00**
Fixed Programming Support & PDL				
High School Redesign		32,875.00	22,112.00	
FNMI		13,150.00	9,010.00	
IHLA		58,055.00	37,909.00	
Zone 3PD Leadership Capacity - Learning Communities & Learning Cohorts 18 X $7500 Catalyst/Strategic Professional Learning Days - 18 X $2500		180,000.00	137,762.00	
Sub Total : Fixed Progamming Support & PDL		**284,080.00**	**206,793.00**	**492,363.00**
Curriculum Redesign Implementation Facilitators				
Facilitator: Literacy (1.0 FTE)		**119,873.00**	119,873.00	
Facilitator: Math (.5 FTE)		**68,403.00**	69,000.00	
Facilitator: Leadership (1.0 FTE)		**117,000.00**	134,500.00	
Facilitator : Education Technology Consultant (.2 FTE)		**31,800.00**	31,800.00	

Sub Total: Implementation Support Facilitators-Literacy-1 X 1.0 FTE; Math-1 x .50 FTE; Technology Integration-1 x .30 FTE; Leadership-1 x 1.0 FTE				
			337,076.00	355,173.00	137,190.00

Curriculum Redesign Programming				
Assessment - Grade 3 SLA			3,172.00	
Career & Technology Foundations			3,288.00	
English as Second Language			2,323.00	
Inclusive Education			19,000.00	
Literacy			24,259.00	
Math & Numeracy			59,202.00	
Sub Total: Curriculum Redesign Programming			**111,244.00**	
TOTAL: Curriculum Redesign			**754,010.00**	**25,946.00**
IHLA Deferred Revenue August 31, 2014				**25,946.00**