# **CALGARY REGIONAL CONSORTIUM**

2015-2016

# **Curriculum Implementation Annual Report**









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#### **ACCOUNTABILITY STATEMENT**

The Calgary Regional Consortium Curriculum Implementation/Annual Report for the 2015-2016 school year was prepared under the direction of the Board of Directors of the Calgary Regional Consortium and in accordance with the reporting requirements provided by Alberta Education.

Alberta Education has provided a grant to the ARPDC/CRC to support Curriculum Implementation within the identified priorities of Alberta Education. This report contains a summary of information relative to the ARPDC/CRC's outcomes in relation to the six broad goals of consortia including annual results and analyses.

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 CRC with opportunities to reflect on our practices in working with our partners and stakeholders to develop, implement and deliver quality professional development to adults for students' sake.

Jennifer Lock
Board Chair

Cathy McCauley
Executive Director



#### **CALGARY REGIONAL CONSORTIUM BOARD OF DIRECTORS**

The Calgary Regional Consortium is governed by educational stakeholder association representatives:

Allen Davidson <u>College of Alberta School Superintendents</u>

Farida Garrett

Joni Turville

Susan Coveyduck

Alberta Teachers' Association

Alberta Teachers' Association

Dave MacKenzie <u>Association of School Business Officials of Alberta</u>

Judy HehrAlberta School Boards AssociationTasha SchindelAlberta School Councils' Association

Dr. Jennifer Lock <u>University of Calgary</u> (Chair)

#### **CALGARY REGIONAL CONSORTIUM STAFF**

Cathy McCauley Executive Director

Elizabeth Cressman Designer of Professional Learning
Krystal Abrahamowicz Designer of Professional Learning
Wanda Dechant Designer of Professional Learning

Shannon Whalen Program Coordinator

Christina Somerville Registration Coordinator

Christele Barbini Financial Coordinator



#### MESSAGE FROM THE BOARD CHAIR

On behalf of the 2015-2016 Board of Directors of the Calgary Regional Consortium, I would like to commend Cathy McCauley, Executive Director, and the members of the CRC staff for their leadership in education. They are acknowledged for their ongoing commitment in meeting and exceeding their goals while effectively managing fiscal and human resources.

The Calgary Regional Consortium's team is devoted to understanding the needs related to provincial directions and emerging needs within Zone 5 school authorities. Over the past year, CRC has implemented a variety of large-scale sessions, collaborative communities, think tanks, advisory committees, and jurisdiction specific sessions. For example, they planned and delivered over 190 sessions in support of provincial directions and 19 sessions were provided through shared partnerships (e.g., Partner Research Schools Conference).

Effective communication and ongoing collaborations are critical components of the CRC's work. Cathy continues to create and foster a strong network among educators, administrators, and other executive directors. Monthly newsletters and an updated website help to keep educators well informed of professional learning opportunities. Further, through consultations, opportunities for collaboration are sought both within our zone, as well as across the province in addressing major initiatives that are part of today's educational context. The CRC's openness to be flexible and agile, positions it well in supporting educators' professional learning needs.

To Cathy McCauley and her CRC team, thank you for your leadership and commitment to professional learning in Zone 5.

Jennifer Lock
CRC Board Chair

#### MESSAGE FROM THE EXECUTIVE DIRECTOR

It has been a true pleasure to have worked with the dedicated team of individuals at CRC this past year. Their commitment to supporting a culture of learning throughout Zone 5 has been amazing in helping CRC to engage over 7000 participants in meaningful learning opportunities. I am often reminded that one of the best traits in leadership can be to know when to support, and when to get out of the way. This past year, I am proud to say that I 'got out of the way' as my team worked together to imagine and create innovative pathways for learning to occur, and to look at challenges through the lens of opportunities yet to be discovered. They are truly phenomenal, and I believe this is evidenced in the pages of this report. I feel blessed to be the leader of such great people! Complementing our fabulous CRC team is our wonderful stakeholder representatives that make up the CRC Board of Directors. Through actions and words, they are a tremendous support to myself and our staff as we strive to "Enhance Adult Learning to Support Educational Excellence" in our region.

As you will also see in your review of our past year, collaboration is alive and well within our zone! In supporting the core work of learning, it our belief that conversations together help us to actualize our outcomes and achieve great things. Much of this is noted in our satisfaction ratings and our goal analysis. We are intentional in our creation of opportunities to support curriculum implementation priority areas related to Alberta Education's Business Plan, and the emerging needs of our school authorities as identified in conversations and in their 3 Year Education Plans. We are mindful and thoughtful, always, that we need to seek to work with others through relationship to make great learning happen for all.

While 2015-2016 has seen successes based our growth as a learning provider, we know that we must continue to strive for creative solutions to evolving challenges that may present themselves in the future. Knowing this, I remain confident in our CRC team and our abilities to create meaningful relevant learning for all.

In closing, I wish to acknowledge the significant contributions of Elizabeth Cressman over the past 11 years in supporting adult learning throughout Zone 5. Elizabeth will be enjoying new endeavors as she moves into retirement. We wish her all the best, and I feel the sentiments of her leaving can best be summed up in the words of a participant from one of her Prairie Land Regional Division cohort of learners this past year:

"Thank you for all of your hard work planning PD. You're appreciated. I will miss you Elizabeth Cressman!"

Cathy McCauley
Executive Director

#### **CRC REGIONAL CONTEXT AND GOVERNANCE**

#### MISSION

Calgary Regional 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

To provide the best learning opportunities for our educational community.

#### GOALS

- Identify and respond to the emerging needs of the greater K-12 education community.
- Work collaboratively with education partners to build professional development networks and supports.
- Develop and broker professional development programs, curriculum implementation and other professional growth opportunities.
- Support school jurisdiction three-year education plans to improve student learning.
- Evaluate and adapt services and programs to meet the ongoing needs of partner organizations.

# BELIEFS ABOUT THE ROLE OF CALGARY REGIONAL CONSORTIUM

Calgary Regional Consortium 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 K12 education community, including but not limited
  to members of the consortia partner organizations:
  Alberta Home and School Councils' Association,
  Alberta Education, Alberta School Boards
  Association, Alberta Teachers Association,
  Association of School Business Officials of Alberta,
  College of Alberta School Superintendents, Postsecondary Institutions
- Evaluating & revising programs and services through ongoing feedback

#### **BELIEFS ABOUT CURRICULUM IMPLEMENTATION**

#### Overarching understanding:

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

#### Our pillars:

- Effective Collaboration (process)
- Effective Practice (content)
- Effective Adult Learning (context)

#### **Enduring Understandings:**

CRC has come to understand the following:

- 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

The Calgary Regional Consortium provides services and learning opportunities for 8 school authorities with over 550 schools, 68 private schools, 6 charter schools, and 10 First Nation Schools on three First Nations Educational Authorities serving over 250,000 students within Zone 5. Approximately 12,500 FTE teachers are employed within these school authorities in various subject and grade configurations. CRC 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 the CRC and ARPDC websites.

This 2015-2016 regional plan included support for quality professional learning opportunities for all educators related to the provincial priorities in the areas of:

- First Nations
- Mathematics
- Ministerial Order: Competencies
- Ministerial Order: Literacy and Numeracy
- Provincial Assessments Student Learning Assessments
- Inclusive Education
- Career and Technology Foundations
- Learning Commons Policy
- Other regional and provincial priorities

The funding will facilitate delivery of professional learning supports for curriculum implementation that align with the priorities determined by Alberta Education. The supports provided by CRC will include high quality professional learning opportunities, involving a wide variety of research-informed approaches and opportunities for educators, that build capacity within schools and school authorities, regionally and provincially.

#### HIGHLIGHTS AND ACCOMPLISHMENTS - CURRICULUM IMPLEMENTATION

#### MINISTERIAL ORDER ON LEARNING: COMPETENCIES, LITERACY AND NUMERACY

#### **In-District Work:**

At the Calgary City Teachers' Convention, CRC was pleased to present to over 50 educators on Embedding Competencies in Learning. Teachers from around the city were engaged in a Marshmallow Challenge to explore what it really means to foster competencies in the classroom and to have collaborative conversations about how competencies can be included in instructional design with intentionality. An impactful session, CRC was asked by some of the educators who joined us that day to come and share the same learning with their schools. As a result, in the spring, CRC brought the Marshmallow Challenge to

JK Mulloy school and Radisson school (both CBE) to explore embedding competencies in learning with their school staff.



Extensive support was offered to Foothills School Division this year related to competencies. Their division's Action Research Cohort has just begun a 3-year research cycle on the impact of competencies on intellectual engagement and student achievement. The goal of their action research is to explore how teachers can best design and assess competencies to ensure that all students are intellectually engaged and empowered to learn at high levels. The CRC was a part of the design of each of the 5 meetings of the Action Research Cohort, collaborating closely with FSD's Director of Staff Development. At one of the Cohort meetings, CRC engaged this research team in a Marshmallow Challenge, which again resulted in one of the Administrators present requesting that we share the learning with their staff. In December, CRC brought the Marshmallow Challenge to Cayley School in FSD.

CRC was invited to Mount Royal University to work with year 3 and 4 education students. During 6 different educational technology classes, CRC shared about the competencies and the Ministerial Order with these pre-service teachers.

#### Sessions:

Multiple learning opportunities were open to all educators in Calgary and area this year to support the taking up of competencies in schools and classrooms. Topics for open registration sessions this year included PBL, Creativity, Gamification, and Skill Focused Teaching.

Of note was John Spencer's full day workshop on assessing creativity. "John really captured our attention and discussed very realistic and plausible ways we can integrate and think about creativity in the classroom," noted one participant. "This PD Session was extremely beneficial... John gave us time to work at creating some creativity assignments and projects, and I focused mostly on utilizing mind maps and self-reflection during essay writing." Similarly, Charity Allen's full day session on PBL supported teachers in designing projects that could be taken away and used in their classrooms. Sessions like these highlight the embedded nature of competency development and encourage the idea that competencies should exist as a blended and integrated part of the school experience rather than as a stand-alone "thing" to be taught.

#### STUDENT LEARNING ASSESSMENTS

Several ways of accessing professional support and learning were available to Division I educators in 2015: numerous district-based and some "open to all districts" SLA3 "update" sorts of sessions were offered, in which people became more familiar with the "what" of the SLA3s, as well as the "purposes" of this assessment tool. Educators were also able to focus on instructional design, along with engaging in collaborative marking sessions when assessing student expository writing. This work was led by Elizabeth Cressman, CRC Designer of Professional Learning.

A 2-part supper series, "From Assessment to Practice: Using Gathered Information from the Grade 3 SLAs" was offered by Michelle Bence and Patricia Gillespie Noble during the spring, in which teachers and literacy coaches learned more about connecting Student Learner Outcomes with the Literacy Performance Task, unique components of narrative and expository writing styles, and how vocabulary and text structure work together when supporting student writing.

#### FIRST NATIONS, MÉTIS AND INUIT

When responding to the Truth & Reconciliation Commission's Calls to Action for educators, a variety of poignant professional learning opportunities occurred over the 2015-2016 school year. Some educators gathered on site at Blackfoot Crossing for a full-day of learning, "Exploring the Historical Impacts of Treaty 7": Randy Bottle, a Blackfoot Elder, facilitated this investigation.

Some educators committed to a CRC First Nations, Métis, and Inuit Collaborative Community that met together 4 different times with Dr. Jackie Ottmann, U of C, in which this essential question was the focus: "How can a literacy focus which includes First Nations, Métis, and Inuit perspectives and content support your educational programming?" The colonization and decolonization of literacy, along with the exploration of the plurality of literacy were investigated by using an "Appreciative Inquiry" approach. Some participant comments include the following:

- I used the information I was presented with to approach the Gr. 5 Social Studies units in a different manner,
  with the emphasis on story-telling, and developing oral story traditions with my students. The students were
  very eager to participate in the activities and demonstrated greater knowledge of the curriculum than
  previously.
- My students were engaged with story-telling and the opportunity to tell their own stories. What was most powerful
  was the way in which the students began to make connections to other areas of their learning, such as science and
  social studies.

Others in the greater Calgary area worked with Elder Randy Bottle for 2 full days at the Glenbow Museum, in the series "Exploring the Truth & Reconciliation Commission's Calls to Actions for Educators". Components of Child Welfare and Education were considered.

Over 200 people gathered in the Glenbow Museum Theatre for the "NEW BLOOD Theatrical Production: In Response to the TRC's Calls to Action" led by the students from Strathmore High School. This very dynamic production depicted some aspects/ripple effects of residential schools, poignantly portraying historical and current pain and healing.

The documentary film, "Elder in the Making" was reviewed, with enlivened conversation focusing on some tragic and hopeful history of the prairies taking place with the film director and area educators.

The CRC developed "FNMI Resource Kits", comprised of noteworthy DVDs, a book by Larry Loyie and some samples of children's literature to all school districts, school authorities and charter school representatives within Zone 5. This collection of resources is intended to support the learning of educators, students, parents, trustees, etc., when increasing current understandings and levels of awareness regarding First Nations, Métis, and Inuit histories, perspectives and ways of knowing. The CRC also has one extra kit that can be signed out to interested people, along with the large "Literacy Seed Kit", full of children's literature.





#### **M**ATHEMATICS

#### **In-District Work:**

This year CRC has been involved with the Golden Hills School Division Numeracy Intervention program. Golden Hills has six numeracy coaches who assess and then provide programming for grades 1 and 2 students based on teacher recommendation. CRC has been out to two different schools within the school division to observe and provide feedback, as well as participating in working meetings at the school division office with the numeracy coaches.



At the Calgary City Teachers' Convention, CRC led a session on the ARPDC's Elementary Math Professional Learning project. This session was geared towards grades K - 6 math teachers. As a result of this session, we were invited out to Radisson Park School (CBE) on April 25th, to work with their entire staff for a morning of learning together.

CRC has also been working with cohort groups from Prairieland School division over this year. One cohort included the division 3 and 4 Math teachers. Our cohort work was very hands-on and flexible resulting in a district wide shared google drive folder with projects, assignments, assessments in math from grades 3 through grades 12.

Spanning across the jurisdictions, CRC initiated a "What's Up With Math" group. This group met to discuss elementary math and the ways in which CRC could support their district math goals. This group really served two purposes:

- 1. To share how CRC could best be of support
- 2. To share across districts

The "What's Up with Math" group consists of district level representation and school administration. Numeracy frameworks. division goals, school goals, intervention strategies and assessments were all shared amongst the cross-jurisdictional group members. This group indicated the helpfulness of coming together to share the happenings in their districts and to hear from others, so we intend to continue this group in the 2016-17 school year. As a result of this group's meetings we have planned an elementary math series complete with expert guest speakers and local expertise. To parallel the math support, this group has also facilitated the planning of an assessment series/cohort that will support grades 7-12 math, along with Science, Social Studies and English Language Arts.

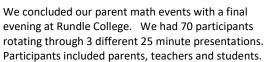
#### Sessions:

#### **GRADES K - 6 MATH**

CRC has tapped into an audience that is not often engaged - parents. Over this year we have had 5 different math parent nights. Many teachers also attended our parent nights, and we encouraged them to do so. Our first parent math night was with Dr. James Tanton on November 19th, in partnership with NRLC. We had over 250 participants in the gym at St. Leo Centre.



Building on the interest of the November 19th parent night, CRC set up a series of three parent evenings with Geri Lorway. We had about 60 participants for our parent series on the evenings of February 18, 24 and March 17. Geri's parent sessions were hands on with manipulatives for the participants to take home and continue exploring.



Dr. Gina Cherkowski presented on number flexibility and mathematical confidence with connections to STEM. Dr. Pratim Sengupta shared about Making Math and Engineering Music. Geri Lorway shared about Math and Multiplication.







On April 28th, CRC supported zone 5 kindergarten, grade 1 and grade 2 teachers with, "Using Big Ideas to Build Numeracy in Young Children". This session was attended by 34 participants from across the region.

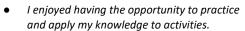
#### GRADES 7 - 12 MATH

On April 20th, CRC hosted a math webinar with Kyle Pearce on, "Making Math Contextual, Visual and Interconnected with Technology". Kyle focused on the importance of context and visualization in helping students to understand and enjoy mathematics. This very practical webinar is now recorded and on our CRC website for future reference. One participant shared, "We actually did this webinar as a PLN of junior high math teachers, continuing our conversation at dinner afterwards".

CRC has also hosted 7 face to face math evenings with Rosalind Carson for math teachers of grades 7 - 12. The sessions included the following topics:

- Algebraic Reasoning and Logic
- Functions and Relations Explore, Debate and Create
- Algebra and Number
- Visualizing Algebra
- Trigonometry, The Holistic Approach
- Patterns and Functions
- **Visualizing Permutations**

As the pictures show, division 3 and 4 teachers had the chance to explore various manipulatives themselves. Manipulatives are a great way to increase the concreteness of junior high and high school mathematics.



- Having hands on activities that we can use with our students. I really liked the real world applications of Permutations and combinations - especially the fiber optics cables!
- It was almost too short. I could have easily spent another hour or two working through the many examples Rosalind had prepared
- When planning the algebra unit, I intend on beginning with the rectangle activity, where







students create rectangles using little square blocks. I then plan on incorporating the way of thinking about unknown values by going back to blocks in a rectangle. I will also use her idea of smaller buckets labeled with various unknown variables and scooping water out or into a larger bucket to show how to create expressions/equations for algebra.

#### **CAREER AND TECHNOLOGY FOUNDATIONS**

#### **In-District Work:**

In-district work was completed this year with Golden Hills School Division, Calgary Catholic School Division, and Canadian Rockies School division.

Two sessions were held at sites within Golden Hills, and very well received. "Thank you so much for coming to Golden Hills," commented Jeff Grimsdale, Director of Student Assessment & Curriculum Support. "Your presentation and knowledge on CTF was outstanding... I really like the approach of just getting your feet wet and tweaking (reframing) what you are already doing. This is not overwhelming but gets the teachers thinking about the new outcomes and format. Thanks again for your support."

The CRC worked together with Calgary Catholic School Division to bring Charity Allen to Calgary for a full day in-house session with more than 35 of their CTF teachers. "Thank you for your continuous support and work with the Career and Technology Foundation with CCSD," commented John Perella, CSSD Consultant for CTF/CTS and Off-Campus Education, "Charity Allen's 'PLANNING SESSION FOR CTF DESIGN CHALLENGES' that we joint hosted today with the support from the Calgary Regional Consortium was amazing. I received lots of great feedback from teachers as they left today's session. The problem based learning 'take away' that Charity covered in this session was really good. I liked that she also got the attendees involved in the activities today, again a great learning model as we both know. I think the teachers really appreciated that they had time to work through the steps in planning a CTF challenge and participate in the gallery walk. All great stuff."

Canadian Rockies invited CRC to come in the Fall of 2015 and introduce the draft CTF Program of Studies and supporting documents. Time was spent with some of their school based leaders unpacking the new information.

#### Sessions:

In the winter, Kevin DeForge and Kirk Linton got school based leaders working on a NASA Lander Design Challenge to introduce



them to the new CTF Program of Studies and the "nuts and bolts" of implementing a Genius Hour program. They shared their journey as Administrators at Holy Spirit School with Genius Hour, and allowed time for collaboration in forming an action plan for schools moving forward.

A wonderful partnership with the Calgary Board of Education unfolded in supporting CTF for the Calgary area this year. A 3-part series open to all educators in the zone called "Be Prepared to Teach CTF" successfully ran this spring. The CBE's CTF team offered their leadership for this series and the venue free of cost in exchange for free participation for CBE employees. Participants from several school jurisdictions focused together in this series on task design and assessment. Participants especially enjoyed touring the ARPDC CTF website and exploring some

of the Challenges housed there. This was true of other CTF sessions throughout the year. One participant in this series also noted his appreciation of the chance to create something 'useable', noting that, "We had the opportunity to think about and plan something that would be beneficial to ourselves in the classroom (as opposed to coming up with the "ideal" CTF lesson that may not be used)."

In addition to these, sessions were offered to support teachers in instructional design that is mindful of the CTF outcome related to Environmental Stewardship with a session on Environmental Inquiry, and Charity Allen hosted a webinar through CRC open to the province on Crafting Driving Questions in CTF.

#### INCLUSIVE EDUCATION

#### **In-District Work:**

The CRC session "Self-Regulation – Why It Matters and How to Help Students Achieve It" was met with great enthusiasm by participants in the spring of this school year. As a result of this session Bearspaw Christian School, who had several attendees, invited the CRC to support their entire staff on a PD Day in learning about self-regulation and regulation promotion strategies that could be implemented both school wide and in their individual K-12 classrooms. "It had been a challenging year with some difficult behaviours," noted the participant who invited CRC to Bearspaw, "but I am now starting to see a difference in how some students choose to respond! It has been transformational - thank you!... I am looking forward to having you share at Bearspaw on Friday. I know that you can make a difference in many more classrooms!"

The CRC supported the RCSD regional managers in their online "Tune In Tuesday" meetings. We built capacity and slowly released the responsibilities of setting up and facilitating online meetings so that by the December break the RCSD managers were able to confidently host their own online meetings with all of their colleagues successfully joining the meeting. CRC was also involved in the larger RCSD Positive Behaviour Supports webinars. The RCSD managers enlisted Dr. Shane Lynch as their speaker for their monthly learning sessions. The CRC supported these online learning opportunities with approximately 40 participants involved in each online session.

#### Sessions:

Learning opportunities with registration open to all in the area of Inclusive Education this year were extensive and spanned the entire spectrum of tiered interventions and supports, as well as audiences and grades. A sample of program supports can be evidenced in the table below:

Level of Support	Open Registration Sessions Offered	Focus of The Learning Opportunities
Universal	Resiliency For All Prepare to Share with Parents: Self-Regulation "Calm, Alert, and Ready To Learn"  WEBINAR: 'Supporting Every Student' Made Easier – Alberta's On-Line Inclusive Education Library Developing a Strategic Reader: Strategies for Educational Assistants Self-Regulation – Why It Matters and How to Help Students Achieve It Executive Functioning: Who's in Charge? Switched on Learning – Brain Gym in the Classroom	Professional learning opportunities that targeted the Universal level of support focused on prevention and promotion. Administrators, Teachers, and Educational Assistants were supported in exploring how the brain functions in learning and how they could implement and promote practical routines, habits, strategies, and cultures in their classrooms to promote better regulation, executive function, and resiliency for all students, every day.
Targeted	The SCERTS® Model: 2 day Introductory Training  Unwrapping the Gift: Understanding and Embracing the Gifted Learner  Precision Reading: The Core Strategy (Stage One)  Precision Reading: Support Strategies (Stage Two)  Precision Reading: Spelling and Vocabulary	When exploring the local need for areas of professional learning related to more Targeted supports, local priorities included literacy, giftedness, and supporting learning on the ASD spectrum. As such, sessions were offered in these specific areas.
	Approach     ELL Collaborative Community (met together over 5 after-school sessions) with Liz Spittal	Participants referenced Jim Cummings work; explored the functions and forms of language; unpacked the curriculum; investigated the uniqueness of ELA, ELD and what is meant by English language "instruction". Some student work was reviewed.
	<ul> <li>Preparing a Supportive Learning Environment for Refugees (webinar) with Carol Berndt</li> </ul>	In addition to "English language instruction", many refugee students require additional learning supports. Alberta Education's online resource was heavily referenced, as was the effect of trauma on learning, ways of building resiliency and strengthening family supports.
	<ul> <li>ESL Benchmarks: Extending Current         Understandings &amp; Strategies ~Supporting         Every Student (x 2 days) with Joyce Purdy     </li> </ul>	Participants learned how to use the Alberta Benchmarks to monitor language acquisition of ELLs and planned for instruction, based on proficiency levels.
	<ul> <li>Understanding English as an Additional Language (3-part webinar series) with Bebe Vocong</li> </ul>	Explicit strategies for acquiring English as an additional language were a focal area, as was the sharing of some background about language acquisition. Teachers explored some online tools and resources, built leadership capacity and enhanced some cultural understandings of language.
individualized	Principles of Standardized Testing and Issues in Administration of Level B Tests Level B Assessment – Advanced Behaviour: A Simple Equation	Understanding the specific needs of individual learners through Level B testing is an on-going local need, addressed here with sessions from Dr. Dave Carter. Supporting challenging behaviours is another on-going area of need at the Individual support level.

ESL/ELL participant comments include:

- I'm new to teaching ELL and this provided a ton of information for me to use in my classroom.
- I am brand new to the world of ESL and ELL. Understanding how the benchmark measurements work and how to apply to my situation was very valuable. The encouragement I received from my peers also helped to validate the importance of what I am bringing to each student each day.
- We have worked to implement new resources that could be used across many different subjects to help the ELL students. I enjoyed the opportunity to discuss with teachers outside of my school district and see what other jurisdictions are doing with ELL programming.

#### **EARLY LEARNING AND LITERACY**

The "Reading Readiness Screening Tool (RRST) & Follow Up Interventions" 2-part series was offered to early childhood educators during the fall of 2015, in which participants learned how to administer, score and interpret the RRST to inform their classroom instructional programming. (Completed in partnership with the Learning Disabilities Association of Alberta)

A couple of focused, professional conversations took place with school district representatives and the CRC, in which various "literacies" emerged as the prime focus for the current and upcoming school years.

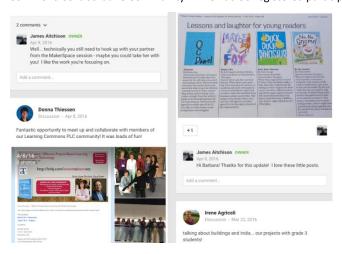
Several "Fountas & Pinnell Benchmark Levelled Literacy Interventions" (Introductory & more Advanced levels) were accessed by several hundred educators and literacy coaches throughout the current school year. This augments work being undertaken by many school districts regarding the reading/writing connections with young to more mature learners. "Daily 5, Daily 3 & Café" training days were also accessed by a few hundred area educators who learned more about closely monitoring students' literacy learning over time, planning effectively for instruction. Many area teachers participated in the "Empowering Writers: Narrative Writing in Grs. 2-7" and "Empowering Writers: Expository Writing, Grs. 3-8" sessions during the early winter. Some participant comments from the Fountas & Pinnell training series include:

- It confirmed a lot of what I do for reading instruction in my classroom; taught me how to analyze a reading record in order to meet the needs of struggling readers.
- I sat down with my administrator to figure out how to best implement the program in a junior high, high school setting.
- I had a much better understanding of how the program works, and how it should be implemented to obtain optimal
  results with the children.

#### **LEARNING COMMONS POLICY**

#### **In-District Work:**

In-district work was completed via our cross-jurisdictional cohort titled, "Educational Technology & Learning Commons Collaborative Community". We had 53 registered participants and we met at 4 different locations. Our



roving meetings allowed us to view, explore and share different Learning Commons set ups across the city. James Aitchison was our guest speaker, and he had much to share about the transformation from a Library to a Learning Commons. The face to face cohort



also extended into a Google+ online community so that the learning and networking could continue beyond these gatherings. The online community is currently at 71 members, and continues to grow.

Comments from participants include:

- All aspects were interesting and inspiring I will use the physical space tips and the Maker space tips and refocus my service attitude toward providing services for learners of today.
- Having the opportunity to visit a variety of learning commons and hearing about their particular journey. James enthusiasm
  was contagious and inspiring. Being able to listen to the obstacles others have
- Establishing a community of like-minded professionals that will support our school's efforts to move forward in the realm of the Learning Commons.
- I really feel a follow-up session might be valuable. I realize we don't know how front and centre the learning commons might be next year but being able to develop curriculum connections is the key to having teachers buy in and that will be an uphill battle.

#### Sessions:

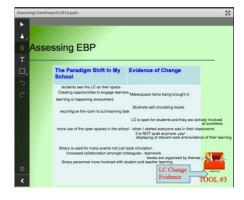
CRC hosted 2 webinar series on Learning Commons with Judith Sykes and Linda Shantz-Keresztes as our session leaders. Each webinar series consisted of 6 webinars. Our first series had 54 registered participants and was called, "How Does the New Policy Influence Us in Our Daily Learning Commons Adventures?". This series touched on the Essential Conditions for implementing a Learning Commons, and included topics such as, Shared Vision, Leadership, Research and Evidence, Resources and Community, Professional Growth and Time, and Growth Plans and Networks.

Our second webinar series, titled, "Ok, We've Moved Furniture, and Weeded Collections; Bring on the Learning Commons Next Steps: Assessing Selected Components of Leading Learning", had 59 registered participants. The sessions in this series included; Background/Assessing Evidence-Based Practice; Assessing Components of Planning and Practice: Teams; Co-Teaching (CPTA) - Instructional Partnerships, & Inter-Agency Collaboration (IAC); Information Literacy & Engaging Through Inquiry; Literacy & Literary and Cultural Appreciation; Designing for Responsive Print & Digital Collections; and Technology for Learning & Technology Competencies.

Both of the webinar series were recorded, which allows participants and other interested educators to view the sessions at a later time. For example, the recording from the first webinar from series 1 has been accessed 106 times.

Comments from participants include:

- I wish to express my gratitude for the people who have organized this. It was a unbelievable learning opportunity
- I have been so inspired by this webinar and the research on the "Year of the Learning Commons" that I built a similar survey for my teachers. I am inquiring into the areas where IL training is needed, and the media mix of our nonfiction collection. My principal will be conducting the survey at the next PD day.
- I'm still excited about the meeting! Thank you to all of you again. It felt wonderful to go into that meeting feeling prepared with all our work and with all your support!
- It has helped me relax my attitude about the "library" or "learning commons". I was already on the way, but I do not feel as
  possessive of "my library" as I did two years ago. This seminar series has really helped me to view the area as a common
  space.
- The fact that the series was spread over several months allowed time for me to consider the material presented between sessions. Also, the "homework" assignments motivated me to look deeper into the material presented.
- I really enjoyed the hands on tools, like the journal keeping of tasks being completed during the day and the web sites to access.



#### **CRC Accountability Measures**

In response to the 6 consortium goals, the following data sources were used to provide evidence of success with outcome measures: Post-session participant surveys, 30-day post session surveys, ARPDC collated survey data, CRC session data, and CRC educational stakeholder surveys.

#### **CONSORTIUM GOALONE**

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/Collaborative Communities/Think Tanks to establish plans, strategies and opportunities that are responsive to the provincial and locally identified needs in congruence with provincial directions for education.

#### **OUTCOME 1.2**

Demonstrate effective provincial planning through ongoing collaboration of consortia to promote consistency in learning opportunities related to provincial directions.

Measures:	Results:
Overall percentage of stakeholders that are satisfied that the consortium effectively addresses provincial and regional needs related to the deliverables.	93%
Overall percentage of stakeholders that are satisfied with the consortium's response to emerging PD needs.	92%
Host formal/informal conversations with key Alberta Education personnel.	Yes (ARPDC ED Meetings; Ongoing email and phone conversations)
Number of collaborative meetings for ARPDC in actualizing the deliverables to help meet provincial and local needs.	20 Meetings 120 Participants 58 Guests
Host regional and district contact and collaborative committees to provide direction for planning learning opportunities, to facilitate building of knowledge, skills and attitudes within and amongst schools, and to identify impact of delivery on teacher practice in jurisdictions.	27 Meetings 845 Participants
Administer multiple surveys to gather data to inform future planning.	CRC Education Stakeholder Survey Post Session Survey Post 30 Day Session Survey

#### STRATEGIES TO ACHIEVE GOAL ONE

CRC	ARPDC	Partners
Host collaborative committees/think tanks/advisory committees with representation from each of our jurisdictions around the key areas identified in the Curriculum Implementation deliverables.	Hold collaborative conversations with Alberta Education personnel to understand provincial direction and how Consortia may support their work in our region and through regional plans.	Hold conversations with CASS Zone 5     Superintendents to discuss regional and jurisdictional needs related to 3     Year Education Plans and Curriculum Implementation Deliverables.
Offer opportunity for participants to provide feedback through post learning surveys after attending a CRC learning opportunity to help identify additional learning needs.	<ul> <li>Hold meetings with key Alberta Education contacts to determine priority areas related to Curriculum Development and Curriculum Implementation and develop understanding of the Alberta Education Business Plan.</li> </ul>	Hold collaborative conversations with stakeholders to understand how the consortium may support their work in the region related to Curriculum Implementation priority areas.
Hold collaborative conversations with jurisdiction partners to understand the needs for professional learning that exist to support directions identified in their 3 Year Annual Education Plan.	<ul> <li>Conduct a common post survey for administration to session participants.</li> <li>Host monthly meetings to</li> </ul>	ASCA, ATA, U of C, ASBOA, ASBA     Board of Director representatives     act as a conduit to their     organizations for sharing CRC     information and for highlighting     back to CRC pertinent information
Hold collaborative conversations with Alberta Education personnel to understand provincial directions and how we might support their work in our regions and through our regional plans.	collaborate and share on provincial planning as it relates to deliverables defined for Curriculum Implementation.	from their respective bodies related to provincial and regional priorities.
Create an implementation plan to support learning related to the deliverables identified by Alberta Education.		

#### **ANALYSIS OF OUTCOMES OF GOAL ONE:**

The success in our work as consortia is achieved through ongoing collaboration with all of our education stakeholders, who hold representation on the CRC Board of Directors, along with Alberta Education, and most importantly, with the school authorities and First Nation School Authorities that are a part of Zone 5. Through ongoing conversations with these groups, we are able to understand emerging priorities in their areas and how CRC might align its work to support their directions. As well, we are ambassadors in our regions to help develop awareness and deeper understanding of the provincial priorities related to curriculum implementation and support learner pathways for this work to be integrated meaningfully into school authority professional learning plans. Further to collaborative conversations, CRC reviews the 3 Year Education Plans of our regional authorities so as to purposefully design learning opportunities that align with identified jurisdictions priority areas.

To complement the many collaborative conversations with district personnel in our school authorities, CRC has also provided opportunities for learning and sharing together, as well as offering suggestions for future session work that would enhance learning, through our collaborative communities and 'think tanks'. Last year we created Collaborative Communities where participants interested in a common area would come together over time, to share and learn from each other, and to share suggestions with us related to provincial and emerging professional learning needs. This new way of learning was a resounding success, and so this past year we moved forward with having a bit of an 'expert' in the area act as our Collaborative facilitator. In this way, we felt that we could inject some new and different thinking into the conversations, or perhaps provide opportunities to challenge current thinking related to the theme of the collaborative. The formation for the communities continued to build on Michael Fullen's research that learning is the work, and so we must find opportunities to link learning over time. The impact of our newly created Collaborative Communities and their learning journeys can best be shared through some of our participants' comments:

Of the Learning Commons Collaborative Community under facilitation of James Aitchison:

"Establishing a community of like-minded professionals that will support our school's efforts to move forward in the realm of the Learning Commons is a great idea!"

"Having the opportunity to visit a variety of learning commons and hearing about their particular journey was the great. James enthusiasm was contagious and inspiring! Begin able to listen to the obstacles others have encountered and then being able to offer suggestions was a highlight."

Of the First Nations, Métis and Inuit Collaborative Community under facilitation of Dr. Jackie Ottmann:

"Resources shared, other information of outside events and ideas, and the opportunity for conversations at the sessions together made this meaningful."

"Dr. Ottmann herself and all the research she continually referenced made this collaborative meaningful. She provided many examples of how to use in the day-to-day classroom. She was amazing!"

Important for us at CRC has simply been to establish multiple pathways for connectedness to our education partners to help inform our work and to be able to support their learning. We recognize the limitations that any one avenue has in truly being effective given personal and professional time and monetary constraints. For this reason, we have created diversity in the opportunities we present to stay engaged with our stakeholders and to provide meaningful professional learning for them.

# CONSORTIUM GOALTWO

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'.

#### **OUTCOME 2.2**

Provide scheduled professional learning sessions in the following areas:

First Nations, Métis and Inuit

Support for all levels of school jurisdictions that results in an increased awareness and understanding of First Nations, Métis and Inuit histories, perspectives, and ways of knowing for the purpose of implementing treaty and residential schools' education and Truth and Reconciliation Commission recommendations for education.

Mathematics

Support for Kindergarten to Grade12 teachers in helping students develop higher-order thinking skills, (i.e.: reasoning and problem solving). Support for building awareness and understanding of revised learning outcomes and achievement indicators for grades 1-9 for September 2016 implementation.

Ministerial Order: Competencies

Support for all levels of school jurisdictions for the implementation of competencies and revised draft competency indicators in existing programs of study by developing an awareness and understanding of how competencies and competency indicators support learning outcomes for student-centered, competency-focused learning.

Ministerial Order: Literacy and Numeracy

Support for all levels of school jurisdictions in building their awareness and understanding of the revisions to literacy and numeracy definitions and components and elements of the Literacy Progressions.

Support for all levels of school jurisdictions in building their awareness of literacy and numeracy strategies in existing programs of study. Support for all levels of school jurisdictions for the implementation of literacy and numeracy strategies in existing programs of study.

Student Learning Assessments (SLAs)

Support for all levels of school jurisdictions in:

- building their awareness and understanding for the implementation of Student Learning Assessments
- building their awareness and understanding for:
  - interpreting information in the reports (individual student report and class report) that are based on the Student Learning Assessment digital interactive questions
  - interpreting the results from the locally assessed Student Learning Assessment Performance Tasks
     Helping teachers build their understanding of student learning through the use of interpreting the results of provincial assessments.
- Inclusive Education

Support for all levels of school jurisdictions in developing increased awareness and understanding needed to implement flexible and responsive learning environments that acknowledge every students' individual learning needs.

Support all levels of school jurisdictions to build capacity for facilitating and implementing best practices in inclusive education to ensure success for all students.

Career and Technology Foundations

Support for all levels of school jurisdictions for scaling up to implementation of Career and Technology Foundations programs of study using the Alberta Curriculum application by:

- promoting an awareness and understanding of the Career and Technology Foundations Curriculum
- supporting the implementation of the Career and Technology Foundations Digital Curriculum
- Library Commons Policy

Support for all levels of school jurisdictions that results in an increased awareness and understanding of the Learning Commons Policy. Support at all levels of school jurisdictions for the implementation of the Learning Commons Policy.

Measures:	Results:
Overall percentage of school authorities that have access to online materials created by ARPDC and/orCRC.	100%
Number of sessions and participants attending learning opportunities in the following areas:  First Nation, Métis and Inuit  Mathematics  Ministerial Order: Competencies  Ministerial Order: Literacy and Numeracy  Student Learning Assessments  Inclusive Education  Career and Technology Foundations  Learning Commons Policy  Other Priorities Related to Past Deliverables	<ul> <li>First Nation, Métis and Inuit     S = 29    P = 961</li> <li>Mathematics     S = 20    P = 608</li> <li>Ministerial Order: Competencies     S = 20    P = 603</li> <li>Ministerial Order: Literacy and Numeracy     S = 27    P = 1726</li> <li>Student Learning Assessments     S = 13    P = 374</li> <li>Inclusive Education     S = 36    P = 1229</li> <li>Career and Technology Foundations     S = 10    P = 162</li> <li>Learning Commons Policy     S = 10    P = 565</li> <li>Ministerial Order (Competencies, Literacy and Numeracy)     S = 29    P = 475</li> <li>MFWHSR/High School Completion     S = 2    P = 61</li> <li>Assessment     S = 5    P = 109</li> </ul>
Overall percentage of stakeholders satisfied that the PD offered by the Consortium supported effective implementation of curricula.	92%
Overall percentage of participants satisfied that the consortium PD opportunities influenced their practice.	91%
Overall percentage of participants satisfied that the consortium supported PD needs identified in planning documents.	90%

#### STRATEGIES TO ACHIEVE GOAL TWO

CRC	ARPDC	Partners
<ul> <li>Work with and model the use of "A Guide to Comprehensive Professional Development" and "A Guide to Support Implementation: Essential Conditions."</li> <li>Develop plans and processes that reflect change management elements and cultural shifts required for systemic change.</li> <li>Use web page, jurisdiction contacts, Twitter and Facebook to communicate happenings and learning opportunities.</li> <li>Sharing through collaborative communities and Zone 5 Leadership ARPDC/AB ED online resources to support learning in deliverable areas.</li> <li>Provide professional learning opportunities to support curriculum implementation and to meet local and regional needs.</li> <li>Development of a monthly newsletter for distribution throughout Zone 5 highlighting upcoming learning opportunities to support key deliverable areas.</li> <li>Work collaboratively with jurisdictions to bring professional learning opportunities related to key priority areas and emerging needs directly to their schools or school system.</li> </ul>	<ul> <li>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 curriculum implementation.</li> <li>Work towards developing provincial plans and processes that reflect change management elements and cultural shifts required for systemic change.</li> <li>Provide Consortia support in developing learning opportunities to support curriculum implementation based on Consortia expertise.</li> <li>Co-create materials and learning opportunities that can be shared with jurisdictions to develop awareness and understanding of the deliverable areas related to curriculum implementation.</li> <li>Support growth in deliverables through alignment with current research.</li> </ul>	<ul> <li>Work with stakeholders to understand how the consortium may support provincial plans and processes that reflect systemic change.</li> <li>Work with stakeholders to align learning opportunities to support curriculum implementation.</li> <li>Work with partners to identify potential 'experts' in priority areas as session facilitators.</li> <li>Sharing of CRC newsletters to highlight learning opportunities related to deliverables with membership of respective organizations.</li> </ul>

#### **ANALYSIS OF OUTCOMES OF GOAL TWO:**

The 2015-2016 curriculum implementation year, was a transformational year for the Calgary Regional Consortium. In the early fall, CRC initiated a re-branding strategy as a way to demonstrate to our educational stakeholders that we had changed. With a fresher look to us, the CRC staff worked diligently through multiple avenues to increase the presence of Calgary Regional Consortium in our zone while offering learning related to the grant priority areas. Our participant session surveys in 2014-2015, coupled with district contact conversations, identified for us that educators post-learning session did not feel a high degree of proficiency as of yet with the key areas of focus outlined in our provincial grant deliverables. Knowing this, and that the priority areas identified provincially for 2015-2016 would mirror those of the previous year, we began our work in earnest to help our stakeholders move to a feeling of confidence. Our success in creating the change we wished to see was evident in a 12% increase in session offerings related to the same deliverables from last year, and most notably, in a 100% increase in the overall number of participants attending sessions connected to the provincial directions.

What has changed that would be reflective in our successes? First and foremost, would be the integration of session offerings within schools and school authorities. CRC staff connected at many levels with jurisdictions through conversation which resulted in a myriad of invitations for our Designers of Professional Learning (DPLS) to come and do sessions with teachers where they could contextualize the learning to their classrooms environments and their students.

Overall, we increased our 'in district' session offerings by 30 additional sessions over 2014-2015. This 'in district' support was invaluable, as was evident from the in school support provided for SLAs in the early fall. Our support for provincial directions even moved beyond classroom teachers to providing sessions at post-secondary, specifically at Mount Royal University, for pre-service teachers so that they also might build an understanding of priorities in our Alberta classrooms.

Our impact related to provincial directions can be realized through some of the comments shared by participants:

"I found Elder Randy's knowledge and delivery style to be approachable, thought provoking and interesting, I appreciated the smudging ceremony and the opportunity to have my own experience with ceremony. Randy was very approachable and responsive to questions. I thoroughly enjoyed this day and have shared it with everyone who will listen to me." (First Nations, Metis, Inuit)

"I really appreciated the idea of 'soft' and 'hard' skills related to the competencies. I also really liked knowing about the changes made to the competencies". (Competencies)

"I am brand new to the world of ESL and ELL. Understanding how the benchmark measurements work and how to apply to my situation was very valuable. The encouragement I received from my peers, also helped to validate the importance of what I am bringing to each students each day." (Inclusive Education – ESL)

"My students have become more engaged and are looking at reading as not a chore but something fun to do!...I came away with many helpful strategies!...thank you!" (Literacy)

"One of the teachers I spoke with during our session is now more inclined to think that the written component of the Literacy SLA can be useful in her classroom." (Student Learning Assessment)

Second, we intentionally focused on design and delivery of professional learning with our session presenters. Our qualitative data supported that teachers are looking for information from the presenter, and then would like time for personal reflection on the information, a chance to have conversations with others to build on the ideas, and then the opportunity to create something or develop new strategies that they could take and implement quickly in their classrooms. Learning needs to be authentic and meaningful for them to create deeper understanding. Joellen Killion, in her article, *Knowledge and Skills Are Not Enough for Deep Change (2014)*, shared that the informative sessions that simply build baseline knowledge and skills are not enough to create changes in practice for teachers, nor is it what they are looking for. Her research supports the need for learning to move to application of the learning to truly generate deeper understanding, meaning and create value for the learner. Teachers want to improve on the 'how' teaching occurs in their classrooms, or the pedagogy, and thus we want our presenters to be cognizant of this in facilitating sessions on behalf of CRC.

Participants comments from sessions related to the design and delivery of the learning include:

"This PD session gave an opportunity to realize what connections that many students do not make when they are learning algebra. It gave strategies/activities/games/puzzles to help students gain concrete understanding of the material. Rosalind's passion for the subject was contagious and I now have many

ideas to begin back and use in my classroom starting tomorrow." (Mathematics)

"We had lots of hands-on work, group interactions and got to provide ongoing feedback. The assessment knowledge that was shared is immediately applicable. The exemplars were excellent and will be of worth in creating better assessments for my students." (Assessment)

"Background, exposure to topic and interactive approach by the facilitator. The session contributed to a deeper understanding of the topic as well as provided me with knowledge and strategies for integration into my current practice." (Career and Technology Foundations)

"I would appreciate more time for interacting with colleagues intertwined with the information. I.e. listen for 30 minutes, talk with partner for 15 min." (Numeracy)

A powerful shift for us in connecting directly with those we serve in Zone 5 was the return of the CRC at the Calgary City Teachers' Convention. The Designer of Professional Learning team provided a number of sessions at the convention focused on provincial directions for education in Alberta. At the same time, the remaining CRC staff had a presence in the exhibitors' hall. This was an amazing time of sharing and learning, which resulted in a multitude of requests from schools for us to come and deepen the learning with entire staffs. Given the increased understanding for the work of CRC, and the number of 'in district' requests that were generated, CRC will continue to be a presence at the teachers' conventions that unfold throughout Zone 5.

Finally, we moved more to meeting the needs of educators through 'any time, any place, any pace' learning. This year one of our hallmarks in this area was the generation of a First Nations, Métis and Inuit 'Session in a Box'. A toolkit was created for each of our authorities which contained resources and corresponding learning guides to help raise awareness and deepen understanding of the First Nations, Métis and Inuit perspectives, legacy of residential schools, and development of foundational knowledge. Through guiding district contacts in the use of the kits, they were able to go back to their authorities and share how sessions could be created by simply using the materials in the kit. Over 20 sessions were created in our school authorities, across multiple stakeholder groups in the district, simply by using the resources and guides in the toolkit. One of our district contacts shared with us, "This is an amazing collation of resources to support our learning of the historical perspectives of the Indigenous people, and we really appreciate having a learning guide for each resource to help make sharing this learning with others very simple. We have already engaged in sessions with administrators and teachers using the 8<sup>th</sup> Fire." Moving forward, CRC would like to explore other opportunities to bring learning to the learner in ways that support meaningful professional development.

Has our new way of working in relationship with our stakeholders made a difference? The theme of our post 30-day session surveys would say that the learning provided throughout 2015-2016 was engaging and meaningful and did cause teachers to think about their practice differently upon their return to the classroom or their districts. This can be evidenced in comments shared below:

"The students are very reflective and aware about the perspectives and the differences that exist with the treaties. They are being more thoughtful and are much more keen on learning about the indigenous way of life prior to contact. The grade 7 curriculum starts with learning about First Nations groups pre contact and finishes with treaties. After viewing the movie and discussions the students asked to learn more about what life was like before. I experienced a little teacher frustration, as I thought we already did that! I think starting with the present and working back might be an interesting way to approach this in the future." (First Nations, Métis and Inuit)

"Yes, we did meet at TMC3!:) I was very pleased to be there for the official launch of the Canadian Standards. Thank you so much for all your feedback and for responding so quickly! We were reassured to see that the document we put together already focused on many of the points and the resources you mentioned including the standards, but we had not thought of doing printouts, let alone good quality ones., which makes sense. Thanks also for the reminder about the "See it in Action" links and the suggestions about the framework and for doing the chart -- that was so kind of you and will be very helpful." (Learning Commons Policy)

"Teachers are beginning to understand the importance of being intentional in making sure the competencies are an integral part of their everyday teaching. As well, staff questioned the "entrepreneurial spirit" label and felt the word "resiliency" better suited what it was we were trying to achieve when teaching the students in our school." (Competencies)



#### **CONSORTIUM GOALTHREE**

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)

Measures:	Results:
Overall number of sessions, learning symposiums and conferences provided through shared partnerships.	19 Sessions 1053 Participants
Number of meetings with potential partners/jurisdiction contacts.	172
Overall percentage of stakeholders satisfied with the Consortium's effectiveness in coordinating, brokering, and/or referral services in helping access PD resource.	95%

#### **STRATEGIES TO ACHIEVE GOAL THREE**

CRC	ARPDC	Partners
<ul> <li>Identify regional learning needs that could be met by collaborating with professional learning providers and stakeholders.</li> <li>Explore potential partnerships and collaboration opportunities with professional learning providers and stakeholders through discussions and meetings.</li> <li>Design learning opportunities with other professional learning providers to respond to regional needs.</li> <li>Consortium staff will find opportunities to coordinate, broker or refer stakeholders to appropriate services that meet defined needs.</li> </ul>	<ul> <li>Identify provincial learning needs that could be met by collaborating with professional learning providers and stakeholders.</li> <li>Explore potential provincial partnerships and collaboration opportunities with professional learning providers and stakeholders through discussions and meetings.</li> <li>Design and deliver professional learning opportunities provincially that capitalize on the resources of partners.</li> </ul>	<ul> <li>Identify regional and provincial learning needs that could be met by collaborating with professional learning providers and stakeholders.</li> <li>Explore potential partnerships and collaboration opportunities with stakeholder partners through discussions and meetings.</li> <li>Design and deliver professional learning opportunities that capitalize on the resources of partners.</li> <li>Collaboratively share expertise and resources available for potential learning opportunities.</li> </ul>

#### **ANALYSIS OF OUTCOMES OF GOAL THREE:**

The Calgary Regional Consortium staff bring great expertise to supporting professional learning across Zone 5, however, we do realize that there are limitations to the breadth and depth of our knowledge and expertise in all areas that may be required to meet emerging regional learning needs. It is for this reason that we nurture collaborative relationships within our region and beyond, in staying connected through ongoing conversations and organic dialogue. When a need is identified that we recognize is beyond our scope, it is in working through our collaborative partnerships with other service providers that we are able to broker connections to help meet the learning need. With a 95% satisfaction rating, our school authorities are very appreciative of our coordination services. In essence, our abilities to harness connections is a win for us all in that a richer professional development experience for teachers often creates enhanced learning opportunities for students.

This past year, CRC also partnered with some of our stakeholders to create symposiums and conferences that would support learning for their organizations on a provincial level. With 5 such opportunities presented in 2015-2016, it is our hope that we will be able to further ourselves in this area with the onboarding of a new CRC website that will provide a more robust conference registration system. Overall, our efforts and appreciation were demonstrated in a comment provided from a Partner Research Schools Conference participant in saying, "Calgary Regional Consortium folks were absolutely wonderful leading up to and throughout the conference."



#### **CONSORTIUM GOAL FOUR**

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

#### **OUTCOME 4.1**

In collaboration with school districts, teachers and regional collaborative communities, develop plans, strategies and learning opportunities to meet provincial needs and emerging needs of stakeholders.

#### **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:
Number of learning opportunities (*all formats) that were planned and delivered to support identified and emerging needs of educational stakeholders.	223
Number of learning opportunities (*all formats) that were planned and cancelled.	38
Overall percentage of participants satisfied that they were provided strategies for integration of the learning into their current practice.	95%
Overall percentage of participants satisfied that they increased their awareness and/or deeper understanding of the topic.	96%
Overall percentage of participants satisfied that they were provided opportunities to reflect on their knowledge, skills and attributes about the topic.	97%
Overall percentage of stakeholders satisfied that the consortium was effective in helping to meet emerging district needs.	92%

<sup>\*</sup>All formats: face-to-face, webinars, communities of practice, video conferences, webcasts, wikis, websites, and videos.

#### STRATEGIES TO ACHIEVE GOAL FOUR

CRC	ARPDC	Partners
<ul> <li>Collaboratively develop 'needs based' professional learning opportunities and resources to support emerging needs.</li> <li>Identify feedback mechanisms to determine needs and impact of professional learning opportunities.</li> <li>Plan, develop, deliver and broker a wide range of learning opportunities through the use of emerging technologies for adults to learn synchronously and asynchronously.</li> <li>Identify feedback mechanisms to determine needs and impact of learning opportunities.</li> <li>Work collaboratively with Alberta Education to understand emerging needs and desired outcomes around key deliverable areas to meet provincial directions.</li> <li>Work with Zone 5 leaders, jurisdiction contacts and collaborative community members to understand jurisdiction needs related to provincial directions.</li> <li>Work collaboratively with jurisdictions to bring professional learning opportunities related to deliverables and emerging needs directly to their schools or school system.</li> </ul>	Alberta Education to deliver accurate information in professional learning sessions around the grant deliverables.  Design, develop, manage and deliver online PD resources.  Work collaboratively with ARPDC to	understand regional emerging needs.  Work collaboratively with partners to develop professional learning opportunities based on regional emerging needs.

#### **ANALYSIS OF OUTCOMES OF GOAL FOUR:**

To develop successful professional learning opportunities, it is important to have coherence between the Alberta Business Plan for Education, the provincial priorities created from this in our grant deliverables, and the needs identified in our school authorities' 3 Year Education Plans, where their own emerging priorities are outlined. Coupled with is the ongoing dialogue created through district contact conversations and our collaborative communities and 'think tanks'. In triangulating these data sources, CRC was able to plan and deliver 223 sessions with over 7400 participants in 2015-2016. While our session roster increased slightly over 2014-2015, it was evident that the programs that were created to support professional learning were reflective of what participants were looking for as our participant numbers grew in 2015-2016 by over 3000. The learning related to the provincial priorities were timely and relevant for our zone, which helped us to realize a reduction this year in the number of sessions that required cancellation due to low participation numbers.

We are pleased as well with the increase in respondents to our 30 Day Post Session Survey. This year we had over 370 respondents, who shared with us that 95% of them were satisfied that they had been provided with strategies to integrate the new learning into their practice. A sample of comments to support this integration include:

"We worked with grade 3 students throughout the division and had the same expectations for marking. Nice to know that my marking 'thinking' is similar to other teachers in the division." (Student Learning Assessments)

"The Precision Reading program is so easy to implement immediately. It is easy to understand, takes few resources, and I started right away. Very excited!" (Literacy – Inclusive Education)

#### **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:

- First Nation, Métis and Inuit
- Mathematics
- Ministerial Order: Competencies
- Ministerial Order: Literacy and Numeracy
- Student Learning Assessments
- Inclusive Education
- Career and Technology Foundations
- Learning Commons Policy

#### **OUTCOME 5.2**

 $Develop\ collaborative\ learning\ opportunities\ to\ augment\ leadership\ capacity\ in\ support\ of\ emerging\ jurisdictional\ needs.$ 

Measures:	Results:
Number of sessions (all formats) provided for developing leadership capacity.	8 Sessions 417 Participants
Percentage of stakeholders satisfied that the Consortium has contributed to the development of PD leadership capacity.	92%

#### STRATEGIES TO ACHIEVE GOAL FIVE

CRC	ARPDC	Partners
<ul> <li>Collaboratively develop 'needs based' professional learning opportunities and resources to support emerging leadership needs.</li> <li>Plan, develop, deliver and broker a wide range of learning opportunities through the use of emerging technologies.</li> <li>Identify feedback mechanisms to determine needs and impact of learning opportunities.</li> <li>Work collaboratively with Alberta Education, CASS Zone 5 and school authorities to understand and address leadership needs in conjunction with priority areas.</li> <li>Align leadership learning with the draft School Leadership Standard (SLS) .</li> </ul>	<ul> <li>Work collaboratively with Alberta Education to understand emerging needs provincially.</li> <li>Attend train the trainer meetings with Alberta Education to deliver accurate information in professional learning sessions around the grant deliverables.</li> <li>Design, develop, manage and deliver online PD resources.</li> <li>Identify provincial learning needs that could be met through ARPDC collaboration.</li> <li>Align leadership learning with the draft School Leadership Standard (SLS).</li> </ul>	<ul> <li>Through collaborative conversations with representative organizations, help identify emerging regional needs.</li> <li>Continue to offer sessions/workshops through partner organizations to support provincial directions.</li> <li>Hosts conversations at CASS Zone 5 meetings and Zone 5 Leadership Think Tank to understand leadership needs as determined by these groups in congruence with provincial directions and the draft School Leadership Standard (SLS).</li> </ul>

#### **ANALYSIS OF OUTCOMES OF GOAL FIVE:**

This past year, our CRC Leadership Advisory Committee morphed into a CRC Zone 5 Leadership Think Tank. During our meeting times together this year, we created opportunities for our school jurisdictions to share work that they were engaged in within their districts related to the provincial priorities. This brought about multiple sharing opportunities including highlighting of the Literacy Framework from Rocky View Schools, the Numeracy Framework from Golden Hills School Division, and the competencies work within the Calgary Catholic School District. Each jurisdiction shared openly about their work and presented the opportunity for others to use the ideas within their own contexts. These conversations proved invaluable for our leadership group, as they realized they did not have to recreate something that already existed, but rather they could borrow on the ideas of others to integrate into their own district planning.

With Mathematics being a key focus for many in 2015-2016, as well as being a part of our provincial priorities, we created a "What's Up With Math?" group for district leaders whose primary focus was coming together and learning from each other ways that their school authorities were supporting the implementation of the math clarifications and best practices in the teaching of mathematics. This cross jurisdiction sharing and learning helped our authorities to strengthen their own individual approaches. One of the best outcomes for us from these leadership conversations was the ability of the collective to help direct future planning for professional learning through CRC to support them in their own system growth in the exemplary practices in teaching of mathematics.

In further supporting the ongoing development of leadership related to the provincial directions and the draft of the School Leadership Standard, our Leaders 4 Learning Cohort moved into a second year of work together under the facilitation of Ainsley Rose and Garfield Gini-Newman. The 110+ participants in this year's cohort engaged in dynamic conversations that helped them to contextualize and reflect on their instructional leadership so as to create a culture of learning in their schools that supported positive student learning experiences. The amazing conversations and growth in leadership were evident in our leaders' comments below:

"The time spent learning about an aspect of leadership combined with reflections within the groups has been invaluable to me. It has helped me solidify the various ideas and to think about changes in the context of my school."

"What makes a good learner a good learner was done with staff and students. The results are being compiled. I also had staff members rank the effectiveness of strategies, and there was some rich discussion following this activity."

"We attended as a group of specialists from our school board. We are creating a modified presentation for our principals in order to share the information received during our sessions."

#### **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:
Overall percentage of participants satisfied that Consortium services are provided at a reasonable cost.	97%
Overall percentage of stakeholders that were satisfied with the overall services provided by the Consortium.	95%

#### **STRATEGIES TO ACHIEVE GOAL SIX**

	CRC		ARPDC		Partners
•	Budget funds from government to offset participation costs for learning opportunities related to Curriculum Implementation recognizing that grant funding cannot be used to cover all costs related to programs (i.e. food costs)	•	Distribute grant dollars in support of learning through transparent formulas exhibiting fair and equitable distribution.	•	Collaborate with stakeholders to provide services at reasonable costs.
•	Make fiscally sound decisions regarding operating costs for Consortium.				
•	Use fiscally sound accounting practices to govern consortium monies.				
•	Utilize cost recovery for programs run but not grant related.				

#### **ANALYSIS OF OUTCOMES OF GOAL SIX:**

Calgary Regional Consortium is pleased to continue to work in partnership with Alberta Education in the support of curriculum implementation priorities in Zone 5. In every way possible, we strive to provide professional learning related to the provincial directions at a reasonable cost knowing that government funding cannot be used to cover some of the consumable items related to our sessions. That said, planning for professional learning in our region is not inexpensive when one factors in the costs of expertise in session facilitation, venue costs, food costs and technology related costs in our Calgary area. Our team has done an incredible job this past year in providing a robust program roster while being fiscally responsible with our grant funding, and attempting to minimize the impact of the costs borne by participants for consumable items. As well, CRC's diversification in providing more 'in district' professional learning opportunities, created the condition for more session work at very little expense to our systems and our grant dollars. It would seem that our endeavors to minimize participant costs have been appreciated as 97% of our participants are satisfied with the cost charged for their participation in learning. When a program does not meet eligibility for use of grant funding, CRC will continue to provide these opportunities on a cost recovery basis. Moving forward, we will continue to balance the costs of doing the work with a reasonable cost for our participants. We will also continue to look at offering professional learning through a variety of technology mediated ways, which would significantly reduce expenses related to learning for all.

### **CRC FINANCIAL SUMMARY 2015-2016**

Albertan

Regional Consortium Statement of Revenues and Expenses For the Year Ended August 31, 2016 (in dollars)

	191,987 733,293 6,244 931,524	Actual 2015/2016  191,987  726,682  6,244  924,913	Actual 2014/2015  191,98  946,62  12,50  1,151,11:
Alberta Education:  Management & Infrastructure (Note 1)*  Net Conditional Grant Revenues:  Provincial Programs (Schedule 1)  Regional Programs (Schedule 1)  Fee For Service Contracts (Note 2)  Other Alberta Education  Total Alberta Education  Other Revenue:  Conditional Program Registration Fees:  Provincial Programs (Schedule 1)  Regional Programs (Schedule 1)  Grants - Non government sources (Note 3)  Cost Recovery Programs: (Note 5)	733,293 6,244 931,524	726,682 6,244 924,913	946,62 12,50 1,151,11
Management & Infrastructure (Note 1)*  Net Conditional Grant Revenues:  Provincial Programs (Schedule 1)  Regional Programs (Schedule 1)  Fee For Service Contracts (Note 2)  Other Alberta Education  Total Alberta Education  Other Revenue:  Conditional Program Registration Fees:  Provincial Programs (Schedule 1)  Regional Programs (Schedule 1)  Grants - Non government sources (Note 3)  Cost Recovery Programs: (Note 5)	733,293 6,244 931,524	726,682 6,244 924,913	946,62 12,50 1,151,11
Net Conditional Grant Revenues: Provincial Programs (Schedule 1) Regional Programs (Schedule 1) Fee For Service Contracts (Note 2) Other Alberta Education  Total Alberta Education  Other Revenue: Conditional Program Registration Fees: Provincial Programs (Schedule 1) Regional Programs (Schedule 1) Grants - Non government sources (Note 3) Cost Recovery Programs: (Note 5)	733,293 6,244 931,524	726,682 6,244 924,913	946,62 12,50 1,151,11
Provincial Programs (Schedule 1) Regional Programs (Schedule 1) Fee For Service Contracts (Note 2) Other Alberta Education  Total Alberta Education  Other Revenue: Conditional Program Registration Fees: Provincial Programs (Schedule 1) Regional Programs (Schedule 1) Grants - Non government sources (Note 3) Cost Recovery Programs: (Note 5)	6,244 931,524	6,244	12,50
Regional Programs (Schedule 1) Fee For Service Contracts (Note 2) Other Alberta Education  Total Alberta Education  Other Revenue: Conditional Program Registration Fees: Provincial Programs (Schedule 1) Regional Programs (Schedule 1) Grants - Non government sources (Note 3) Cost Recovery Programs: (Note 5)	6,244 931,524	6,244	12,50
Fee For Service Contracts (Note 2) Other Alberta Education  Total Alberta Education  Other Revenue: Conditional Program Registration Fees: Provincial Programs (Schedule 1) Regional Programs (Schedule 1) Grants - Non government sources (Note 3) Cost Recovery Programs: (Note 5)	931,524	924,913	1,151,11
Other Alberta Education  Total Alberta Education  Other Revenue:  Conditional Program Registration Fees:  Provincial Programs (Schedule 1)  Regional Programs (Schedule 1)  Grants - Non government sources (Note 3)  Cost Recovery Programs: (Note 5)	931,524	924,913	1,151,11
Other Revenue:  Conditional Program Registration Fees: Provincial Programs (Schedule 1) Regional Programs (Schedule 1) Grants - Non government sources (Note 3) Cost Recovery Programs: (Note 5)		TALKE SATISFACE OF THE	
Other Revenue:  Conditional Program Registration Fees: Provincial Programs (Schedule 1) Regional Programs (Schedule 1) Grants - Non government sources (Note 3) Cost Recovery Programs: (Note 5)		TALKE SATISFACE OF THE	
Conditional Program Registration Fees: Provincial Programs (Schedule 1) Regional Programs (Schedule 1) Grants - Non government sources (Note 3) Cost Recovery Programs: (Note 5)	78,000	66,722	188.29
Provincial Programs (Schedule 1) Regional Programs (Schedule 1) Grants - Non government sources (Note 3) Cost Recovery Programs: (Note 5)	78,000	66,722	188,29
Provincial Programs (Schedule 1) Regional Programs (Schedule 1) Grants - Non government sources (Note 3) Cost Recovery Programs: (Note 5)	78,000	66,722	188.29
Regional Programs (Schedule 1) Grants - Non government sources (Note 3) Cost Recovery Programs: (Note 5)			
Grants - Non government sources (Note 3) Cost Recovery Programs: (Note 5)	23443	The second secon	
Cost Recovery Programs: (Note 5)			- Z- III
** * * * * * * * * * * * * * * * * * *			
	50	390,722	5
Other fees (Schedule 4)		-	2,51
Other (Note 4):			2,0
Coordination fees, Expenses recovery, Refund Sec	16,000	18,184	15,08
Interest income	3,000	1,875	3,11
Miscellaneous	4,000	1,051	3,92
TOTAL REVENUES	1,032,574	1,403,467	1,364,10
Management & Infrastructure (Note 6): Salaries, Wages, Benefits, Contracts and other fixed overheads (Note 7) Board expenses (Note 8) Less: Program Cost Allocations (Note 9)	400,000	412,635 153 278,868	284,91- 92- 283,32-
Net Management & Infrastructure expenses (Note 9)	116,000	133,920	2,52
Program Delivery Costs (Note 10):			
Conditional programs:			
Provincial Programs (Schedule 1)	800,000	793,404	1,134,926
Regional Programs (Schedule 1)		-	
Cost Recovery Programs (Schedule 4)	96	364,494	90
Other:	0.044	0.044	10.50
Fee for Service Contracts	6,244	6,244	12,500
Accounting and Audit Fees		-	
(Specify)			
(Specify)		-	
(Specify)			
TOTAL EXPENSES	922,340	1,298,062	1,150,044
ANNUAL SURPLUS (DEFICIT)	110,234	105,405	214,061
Accumulated Surplus at beginning of year	91,465	91,465	(122,596
Accumulated Surplus at end of year	201,699	196,870	91,465

<sup>\*</sup> 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:
Alian Pon c/o School Finance Branch, 8th floor, Commerce Place, 10155-102 Street, Edmonton T5J 4L5
BY DECEMBER 31, 2016



#### Regional Consortium Statement of Financial Position As at August 31, 2016 (in dollars)

CONSORTIUM NAME: CRC - Calgary F	ry Regional Consortium				
	August 31, 2016	August 31, 2015			
ASSETS					
Cash in Bank and Temporary Investments	665,591	430,209			
Accounts Receivable (Note 11):					
Province of Alberta					
Alberta school jurisdictions	24.242	20.094			
Other	34,348	29,981			
Prepaid Expenses (e.g. deposits for future programming)	14,139	48,414			
Other assets	MERCHANIS	PHARMA			
TOTAL ASSETS	714,078	508,604			
LIABILITIES					
Accounts payable (Note 12)	57,735	64,943			
Accrued liabilities (Note 12)					
Deferred Revenue:					
Conditional Grants:					
Provincial Programs (Schedule 3)	266,763	166,396			
Regional Programs (Schedule 3)		Nicolas de la companya della companya della companya de la companya de la companya della company			
Prepaid registration (Note 13)	192,711	185,800			
Other:					
(Specify)	ENGINE WILL				
(Specify)					
Total Deferred Revenue	459,473	352,196			
TOTAL LIABILITIES	517,208	417,139			
ACCUMULATED SURPLUS Unrestricted Funds (Note 14)	91,465	214,061			
Operating Reserves (Note 15)	105,405	(122,596)			
Capital Reserves (Note 16)	100,400	(122,000)			
TOTAL ACCUMULATED SURPLUS (Note 17)	196,870	91,465			
TOTAL LIABILITIES AND ACCUMULATED SURPLUS	714,078	508,604			





# Schedule 1 (Note 5, Note 10) Conditional Grant Program Costs and Net Grants Revenue For the Year Ended August 31, 2016 (in dollars)

CONSORTIUM NAME:			CRC - Cal	gary R	egional Consortium				
_					2013/2014				
	Cost of Delivering Programs (Note 7) Allocated (Note 18)	+	Cost of Delivering Programs (Note 7) Incremental (Note 19)	=	Total Cost of Delivering Programs	-	DEDUCT: Program Registration Fees Note (a)	=	Net Conditional Grant Revenue
nditional Grant Programs:			1 <del> </del>						
Provincial Programs									
Curriculum Implementation	654,734				654,734		49,030		
OLEP	67,109				67,109		15,722		605,704
Mental Health Capacity Building (MHCBCOP)	30,538				30,538		15,722		51,387 30,538
Elementary Mathematics Professional Learning Oppor	31,023				31,023	9	1,970		
Hight School Redesign	10,000		State of the state		10,000		1,970		29,053
(Specify)			NO. DAY DO NOT		10,000	1,4			10,000
(Specify)			TO BE SEEN TO VAND						
(Specify)			SEAVOLESSED OF A PLANT		-				-
(Specify)						-			-
(Specify)	VSV2011EV. LIEBN								
(Specify)									
(Specify)									
(Specify)									-
(Specify)									
(Specify)			and the second second						-
(Specify)									-
(Specify)									
Total:	793,404		-		793,404		66,722		726,682
Regional Programs					,,,,,,,		OU, LE		720,082
(Specify)									
(Specify)					-				
(Specify)									-
(Specify)									
(Specify)									<del></del>
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(Specify)	Share in the large of		TELL TOWNS - I TO THE				NAME OF TAXABLE PARTY.		
(Specify)							To be said the said		
(Specify)				•					
Total:	+		-						

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

Government Conditional Grant Transfers - (Provincial) to Other Consortia: Note 9

For the Year Ended August 31, 2016 (in dollars)

NSORTIUM NAME	: C	RC - Calgary Regional Consortium	
			Amount Transferred
			2015/2016
			Note (b)
(Specify Program	1)		
(Specify Consc	ortium)		
Program Total	(Specify Program)		
(Specify Program			
(Specify Consc			
Program Total	(Specify Program)		-
3	()		
(Specify Program	)		
(Specify Conso	rtium)		
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Program Total	(Specify Program)		-
(Specify Program			
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(Specify Conso			THE RESERVE
Program Total	(Specify Program)		
(Supplify Drawn			
(Specify Program (Specify Conso			
(Specify Conso			82
Program Total	(Specify Program)		
tal transfers to Otl	or Consortia	3	192

#### 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





### Schedule 3 Conditional Grant Program Deferred Revenue For the Year Ended August 31, 2016 (in dollars)

CONSORTIUM NAME:		CRC - C	Calgary Regional C	Consortium					
	2015/2016								
Conditional Grant Programs: Note (e)	Deferred Revenue from Previous Year Note (a)	ADD: + Conditional + funds invoiced to other Consortia	ADD: Current Year - Receipts and Transfers-In Note (b)	DEDUCT: Conditional Grant Transfers to Other Consortia (Schedule 2)	DEDUCT: Net Conditional - Grant Revenue Note (c) (Schedule 1 and Page 1)	Deferred Revenue: Conditional Grants Note (d) (Page 2)			
Provincial Programs									
Curriculum Implementation	93,693		607,823		605,704	95,812			
OLEP	30,580	38,870		124-11	51,387	18,062			
Mental Health Capacity Building (MHCBCO			CATALOG NO.		30,538	11,585			
Elementary Mathematics Professional Learn			80,356		29,053	51,303			
Hight School Redesign			100,000		10,000	90,000			
(Specify)					-				
(Specify)			TELLINE ELE		Equipment of the second				
(Specify)									
(Specify)		والمتعالمة والما			Andrew House, St.	-			
(Specify)									
(Specify)			LEVEL BURN						
(Specify)									
(Specify)					CONTRACTOR OF STREET				
(Specify)				King of the latest		-			
(Specify)						-			
(Specify)									
(Specify)	er .								
Total:	166,396	38,870	788,179		726,682	266,763			
Regional Programs									
(Specify)						-			
(Specify)						-			
(Specify)					THE RESERVE OF THE PARTY OF THE	-			
(Specify)		Tell Million				-			
(Specify)	The second second					i.			
(Specify)		<b>MINER TO T</b>			Mark Services	-			
(Specify)	THE TOTAL			IBITE UE					
(Specify)					•				
(Specify)		100000000000000000000000000000000000000							
Total:	-	) <del>*</del>	-	-					

#### Notes to Schedule 3:

- a. Total will agree to Page 2 Deferred Revenue: Conditional Grants for the previous year and the previous year's Deferred Revenue Schedule.
   b. Where necessary, the Alberta Education conditional grant manager should be contacted for approval to transfer deferred revenue from the original approved
- c. Net Conditional Grant Revenue will correspond to Schedule 1 and Page 1.
- d. Deferred revenue represents unexpended funds that will be expended on programs or transferred to other consortia next year.
- e. Conditional Grant Program names should match Schedule 1.



Albertan									
CONSORTIUM NAME:	CRC - Calgary	CRC - Calgary Regional Consortium							
	Registration Fees  2015/2016 +	Other Fees 2015/2016	Costs (Note 18, Note 19) - 2015/2016	=	Annual Surplus 2015/2016				
Program: Total Crc's Programs	390,722	of MI Walter Land	364,494	_	26,227				
				=	-				
				=					
				=	-				
				=	-				
				_	-				
				_					
Program Total	390,722		364,494	_	26,227				

Schedule 4

Notes to Schedule 4:

a. Includes payments for grants held by other Consortia. Cost Recovery Expenses are included in the Cost of Delivering Conditional Programs in schedule 1.

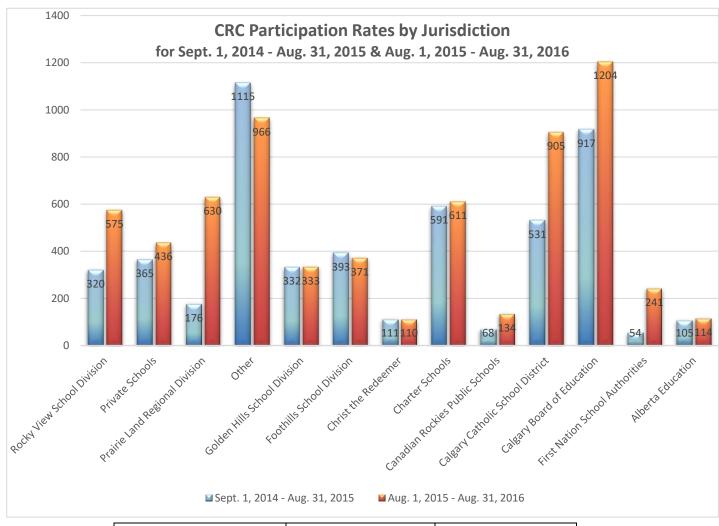


# Certification of Regional Consortium Financial Statements For the Year Ended August 31, 2016 (in dollars)

	CONSORTIUM NAME: CRC	- Calgary Regional Consortium
	I certify that to the best of my knowledge, the infor schedules is carrect.  Chair of Consortium (Signature)  No. 24, 20/6  Date	rmation provided in the attached statements, notes and Financial Officer (Signature)  Nov 24, 2016  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 prov	rided under certain contracts/agreements.
Note 3	E.g. grants and subsidies from private partnership	s (e.g. Shaw).
Note 4	Funding from other provincial government departn conference and cost recovery program registration fees recovered from other consortia.	nents or the Federal government; bank interest, a and other cost recovery revenue, and operational
Note 5	Cost Recovery Programs are Programs that are no Such programs are funded through provincial or re	
Note 6	Costs of operating and maintaining the consortium	office.
Note 7	include office space, utilities, and office supplies. T	r, for example where leased space is used to deliver rams. Purchases for equipment used primarily for a should be allocated to programs (See Note 18),
Note 8	Including meeting fees, supplies, travel and subsis	tence 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 progams 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 the 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 thier reinbursement 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 reinbursement.

#### APPENDIX A: PARTICIPATION RATES AND JURISDICTIONS SERVED BY CRC



Jurisdiction	Sept. 1, 2014 - Aug. 31, 2015	Aug. 1, 2015 - Aug. 31, 2016
Rocky View School Division	320	575
Private Schools	365	436
Prairie Land Regional Division	176	630
Other	1115	966
Golden Hills School Division	332	333
Foothills School Division	393	371
Christ the Redeemer	111	110
Charter Schools	591	611
Canadian Rockies Public Schools	68	134
Calgary Catholic School District	531	905
Calgary Board of Education	917	1204
First Nation School Authorities	54	241
Alberta Education	105	114

#### **School Jurisdictions**

- Calgary Board of Education
- Calgary Catholic Separate School District
- Canadian Rockies Public Schools
- Christ the Redeemer Catholic Separate Regional Division
- Foothills School Division
- Golden Hills School Division
- Prairie Land Regional Division
- Rocky View School Division

#### **First Nation School Authorities**

- Treaty 7 First Nation Education Authorities
- Siksika Nation,
- Stoney Nation,
- Tsuu T'ina Nation

#### **Charter School Authorities (6)**

- Almadina School Society
- Calgary Arts Academy Society
- Calgary Girls' School
- Connect Charter School
- Foundations for the Future Charter Academy Charter School Society

#### **Private School Authorities (68)**

- Airdrie Koinonia Christian School
- Airdrie Petits Amis Support Services
- Akiva Academy
- Always a Child Team Ltd.
- Asasa Academy
- Atlas Learning Academy
- Banbury Crossroads School
- Bearspaw Christian School
- Behaviour Therapy & Learning Centre
- Bethel Christian Academy
- Big Plans for Little Kids
- Calgary Academy
- Calgary Early Learning Centre
- Calgary French & International School
- Calgary Jewish Academy
- Calgary Montessori School
- Calgary Quest Children's Society

- Calgary Society for Christian Education
- Calgary Waldorf School
- Cause and Effect Foundation
- Chinook Winds Adventist Academy
- Clear Water Academy
- Coaldale Christian School
- Cochrane Valley Montessori School
- Coral Springs Child Care Society
- CUPS One World Child Development Centre
- Dalhousie Community Kindergarten
- Delta West Academy
- Early Discoveries Childhood Services
- Eastside Christian Academy
- Edge School for Athletes
- Edison School
- Foothills Academy
- Foothills Alliance ECS
- Foothills Creative Beginnings Kindergarten
- Getting Ready for Inclusion Today (GRIT Calgary)
- Glamorgan Community Kindergarten Society
- Glenmore Christian Academy
- Heartland Agency
- Heritage Christian Academy
- Housefield Heights Briar Hill Community Kindergarten
- I'm for Kids Team Ltd.
- It Takes a Village Educational Society
- Janus Academy
- Khalsa School Calgary
- Lakeland Chrstian Academy
- Learning Experience
- Lycee Louis Pasteur
- Maria Montessori Education Centre
- Marlborough Day Nursery ECS
- Montessori School of Calgary
- Mountain View Academy
- New Heights School and Learning Services
- Newell Christian School
- North Point School for Boys
- Oaks and Acorns Montessori
- Phoenix Education Foundation
- Playcare ECS
- PREP Program



- Providence Child Development Society
- Renert School
- Renfrew Educational Services
- River Valley School
- School of Alberta Ballet
- Society for Treatment of Autism
- Strathcon-Tweedsmuir School
- Summit West Independent School
- The Little School House Bragg Creek Education Services
- Third Academy
- Thornhill Child Care Society
- Time to Play ECS
- Trinity Christian School Association for Christian Schooling in Calgary South
- Tyndale Christian School
- West Island College

#### 2015-2016 PARTNERS

- U of C
- MRU
- RCSD, East Central Bow Valley, Calgary
- ATA
- AAC
- Mississippi University
- CASS
- United Way
- Alberta Health Services
- Glenbow Museum
- First 2000 Days Project
- Hidden Story Productions
- Siksika Nation

#### APPENDIX B: ALBERTA REGIONAL PROFESSIONAL DEVELOPMENT

#### **CONSORTIA REPORT**



# 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 system of Alberta regional professional development has operated since the mid 1990's with considerable success and has grown both in quality, influence and impact on educators across the province as an exemplary model for effective and efficient delivery of professional development to various education stakeholder groups based on common Consortia goals:

- to facilitate professional development which supports the effective implementation of components of:
  - o the Alberta Education Business Plan
  - o Jurisdiction and school education plans
  - o 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.

The ARPDC is representative of the collective work of the seven regional Executive Directors and their teams, who report to their respective boards and provide service to school authorities across designated regions.

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.

# Supporting Curriculum Implementation Through Technology Mediated Learning

Through 2015—2016, 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.

Synchronous								
Webinars	113 webinars	4,041 webinar participants 5,809 views of archived webinars						
Video-Conferences	6 sessions	97 participants in person 522 participants at remote sites						
Technology-Mediated meetings (VC, Skype, Adobe Connect, teleconference)	128 meetings	802 participants						

A provincial ARPDC Learning Portal has been active for six 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 develops professional development resources to provide ongoing, job-embedded support to nurture the growth of all educators and "continue the conversation" across the various priority areas. These "made in Alberta" resources include videos and learning guides, archived webinars, facilitator guides, and a collection of resource websites. (www.arpdcresources.ca)

#### Challenges, Celebrations and 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 and capacity building resources 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
- 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.