The Partner Research in Schools Conference 2017, planned jointly between the College of Alberta School Superintendents (CASS) Zone 5, Alberta Education and the University of Calgary, will provide opportunities for dialogue and sharing regarding leading innovation through research - active inquiry and practice.

This will be a unique professional learning experience for researchers, educators and administrators in school jurisdictions and universities throughout Alberta. Partner research in schools is a visionary approach that invites collaboration between schools, school authorities, communities, and universities to build research capacity, provide opportunities for classroom and pre-service teachers to work with universities on research, and creates the condition for more sharing across systems. Join us for this dynamic learning experience!
Schedule of Events

Thursday, August 24, 2017 - Conference Opening and Keynote

5:00pm - 5:45pm  Reception & registration
5:45pm - 7:30pm  Welcome & dinner (cash bar)
7:30pm - 8:15pm  Keynote address - Dr. Dennis Shirley

Friday, August 25, 2017 - Panel Discussion, Conference Sessions and Keynote

8:00am - 8:45am  Continental breakfast
8:45am - 9:00am  Conference welcome
9:00am - 10:00am Greetings from Deputy Minister of Education, Dr. Curtis Clarke
                  Panel discussion - Karen Andrews, Director, Research Branch, Alberta Education; Sharon Friesen, Vice Dean, Werklund School of Education & President of Galileo Educational Network; Kim Welte, Principal, Calgary Catholic School District & Lori Pamplin, Director, Leadership & Learning, Calgary Board of Education

10:00am - 10:30am Wellness break
10:30am - 11:30am Breakout sessions #1
11:30am - 11:40am Transition time
11:40am - 12:40pm Breakout sessions #2
12:40pm - 1:40pm Lunch
1:40pm - 2:40pm Breakout sessions #3  Note: 2 x 30 minute sessions during this time block (unless otherwise noted).
2:40pm - 2:50pm Transition time
2:50pm - 3:50pm Keynote address - Dr. Jacqueline Ottmann

Keynote Address

Attaining Cohesion: 5 Practical Steps Towards Improved Student Learning

Dr. Dennis Shirley is Professor of Education at the Lynch School of Education at Boston College. Dennis dedicates his life to the improvement of teaching and learning for students so that they may flourish wherever they may be. He is Editor-in-Chief of The Journal of Educational Change, an indispensable resource for change leaders at the school, state, or national levels. A peripatetic presenter, Dennis has conducted research and led professional development workshops for school leaders in 25 nations on 6 continents. His most recent book is entitled The New Imperatives of Educational Change: Achievement with Integrity.

Keynote Address

Sustaining Strong First Nations, Métis, and Inuit Education through Relationships, Foundational Knowledge & Governance

Dr. Jacqueline Ottmann is Anishinaabe (Saulteaux), former elementary and high school teacher and principal, now Associate Professor, Coordinator of the First Nations, Métis, Inuit undergraduate teacher education program, and Director of Indigenous Education Initiatives at the Werklund School of Education (WSE), University of Calgary. She has co-chaired the WSE Indigenous Strategy, and currently, alongside the Provost, the university-wide Indigenous Strategy. Dr. Ottmann has been recognized as an international researcher, advocate, and change-maker whose purpose is to transform practices inclusive of Indigenous leadership and pedagogies.
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<tr>
<th>Breakout Session 1</th>
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<td>Living and Learning in a Digital Age: A Student-Centered Approach to Responsible Technology Use</td>
<td>MacEwan</td>
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<td>Dr. Charmaine Brooks, Shern Fricker &amp; Dr. Barb Brown</td>
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<td>Enhanced Object Manipulation Skills (OMS) Programming for Girls in Elementary School Physical Education</td>
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<td>Sonia Sheehan, Dr. Dwayne Sheehan &amp; Lorie Skaper-Burich</td>
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<td>Intentional Collaboration for Powerful Student &amp; Teacher Learning</td>
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<td>Bevan Daverne</td>
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<td>Collaborative Inquiry to Drive Professional Growth</td>
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<td>FFCA Leadership Team &amp; Dr. David Townsend</td>
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The following breakout sessions will have two 30 minute presentations taking place in each of the breakout rooms. We encourage participants to remain in their chosen session for the duration of both presentations.

Collaborating with Research Partners to Advance Quality Teaching and Optimum Learning  
*MacEwan*  
Dr. Barb Brown & Lori Pamplin

Integrated Services in Education: Using Data to Inform School-Based Decision-Making  
*MacEwan*  
Dr. Man-Wai Chu, Dr. David Nordstokke, Dr. Kim Koh & Dr. Jennifer Lock

Applying the Community of Inquiry Framework to a Pre-service Teacher Education Practicum  
*Escalus*  
Dr. Norman Vaughan

Reflections from China: An Alberta Perspective  
*Escalus*  
Dr. Del Litke

Sharing Leadership of Professional Development with Other Actors  
*Cassio A*  
Dr. Christy Thomas

A Thousand and One Questions: Generative Dialogue with Leaders-in-Limbo  
*Cassio A*  
Dr. Pamela Adams

Edmonton Catholic Schools & University of Alberta Early Numeracy Professional Development Research Project  
*Cassio B*  
Dr. Lynn McGarvey, Nicole Jamison, Dr. Jennifer Holm, Amy Swinkles & Stephanie Power

Assessment Capacity: An Essential Common Denominator  
*Cassio B*  
Sherry Bennett

Co-Constructing a Pedagogy of Experiential, Place-based Outdoor Education, and Inquiry Based Learning  
*Bianca*  
Dr. Phil Butterfield, Dr. Kevin O’Connor & Susan Chomistek

Implementation of an ASD Awareness Intervention in the Classroom: A Focus on Peer Knowledge, Empathy, and Attitudes  
*Bianca*  
Sarah Johnson & Dr. Meadow Schroeder

Math Minds Partnerships - Adapting Tasks to Support Student Learning  
*That Empty Space*  
Martina Metz, Marianne Chapman, Sandra Carlson & Gabriela Morrisey

Math Minds Partnerships - Meeting Students’ Needs in Learning Mathematics Through a Teacher, Resource and Research Partnership  
*That Empty Space*  
Dr. Paulino Preciado, Anna Wylie & Carolyn Clark

The following sessions will be 60 minutes in length.

Research-Practitioner Partnership: Leading Change  
*Ariel*  
Dr. Hetty Roessingh & Michelle Bence

International Students in High Schools: Why are They Here and Where are They Going?  
*Guildenstern*  
Dr. Nancy Arthur & Danni Lei
the teachers in pre and post visit conversations. Research on questioning from leadership peers, based on their interactions with research informed teaching practices through collective leadership practice by (a) deepening their understanding of specific questioning based on classroom evidence. They also enhanced their two years. Leaders supported teacher learning through reflective in partnership with teachers and leaders in six schools over the past Public Schools through the Nurturing Excellence in Instruction and mobilized shared instructional leadership to advance pedagogical Design-based professional learning and collaborative inquiry have Dr. Jim Brandon, Candace Saar, Chris MacPhee & Violet Parsons-Pack Reciprocal Teacher and Leader Learning

Enhanced Object Manipulation Skills (OMS) Programming for Girls in Elementary School Physical Education

Sonia Sheehan, Dr. Dwayne Sheehan & Lorie Skaper-Burtech

This project is a direct result of discoveries from a previous research study involving older boys and girls at the Foundations for the Future Charter Academy (FFCA) school district. The fundamental movement skills of 550 FFCA middle school students in grades five and six were assessed by the department of Health and Physical Education at Mount Royal University between 2012-2015. Results from this study, coupled with evidence based literature, demonstrate that girls are falling behind when it comes to developing OMS such as throwing, catching, dribbling, striking, and kicking.

The purpose of the research partnership between FFCA and MRU was to create and evaluate a customized and developmentally appropriate physical education program intended to improve OMS in elementary school girls.

Results from the research will be shared, in addition to the significant benefits of working together.

Reciprocal Teacher and Leader Learning

Dr. Jim Brandon, Candace Saar, Chris MacPhee & Violet Parsons-Pack

Design-based professional learning and collaborative inquiry have mobilized shared instructional leadership to advance pedagogical practices that support the success of all students in Canadian Rockies Public Schools through the Nurturing Excellence in Instruction and Learning initiative. We focus on reciprocal learning cycles enacted in partnership with teachers and leaders in six schools over the past two years. Leaders supported teacher learning through reflective questioning based on classroom evidence. They also enhanced their leadership practice by (a) deepening their understanding of specific research informed teaching practices through collective consideration of the same classroom evidence and through (b) reflective questioning from leadership peers, based on their interactions with the teachers in pre and post visit conversations.

BREAKOUT SESSIONS 1 (Continued)

Supporting a Community of Practice Through Blended Design
Rhonda Jessen, Belina Caissie & Janet Bell

The Learning and Technology Policy Framework Leadership (LTPF) Community of Practice supported school authority leaders in developing capacity to implement the LTPF. Its blended design modeled how face to face events combined with collaborative technologies can effectively support the professional learning needs of a community. Online ‘spaces’ helped maintain connections and momentum established during face to face events and provided opportunities to develop proficiency with online tools within a supportive environment. This session will explore the responsive, blended design and demonstrate how Edmonton Public Schools leveraged, and continues to leverage, this model to grow and sustain technology leadership capacity.

Using Collaboration to Prepare School Leaders for the New Standards of Practice
Dr. Carmen Mombourquette & Dr. Pamela Adams

In this session we will demonstrate a method used to help school leaders become aware of and ready for the new Principal Leadership Quality Standard and the Superintendent Leader Standard. This “Awareness and Readiness” work has shown to be valuable for school jurisdictions as they begin the work of tuning school leader beliefs into actualized behaviors of practice.

Universal Screening of Kindergarten Children for Program Unit Funding Eligibility
Dr. Meghann Fior, Dr. Mitchell Colp & Chris Pawluk

The ability to intervene early on developmental challenges leads to better outcomes for children. By including parents in the identification of developmental issues in early childhood, school personnel can provide more collaboration-drive and tailored interventions to meet the needs of children. In collaboration with the Werklund School of Education Associate Professor Dr. David Nordstokke, an early developmental screening tool was created to provide domain scores for fine and gross motor, self-help, receptive and expressive language, speech, social skills, behaviour and self-regulation, and general knowledge. These scores correlate highly with eligibility for provincial supports, and allow front-line service providers to prioritize assessment and support. This screening tool opens up collaborative avenues between school boards and community groups to address the needs of all learners.

PARTNER: Social Network Analysis as a Method to Evaluate & Improve Inter-organizational Collaboration
Janice Popp & Daniel Sadler

This session will demonstrate how Social Network Analysis (SNA) can be used to explore the effectiveness and development of inter-organizational collaborations.

Calgary and Area Regional Collaborative Service Delivery (RCSD) is a cross-ministry partnership including Education, Health, Community and Social Services, and Children’s Services in Alberta, Canada. Utilizing the online PARTNER SNA Tool, Calgary and Area RCSD evaluated network ties between partners and dimensions of those ties. We will share our experience and lessons learned with the PARTNER Tool, and how collecting and analyzing network data can help to better understand and improve the dynamics of a partnership and evaluate outcomes of a collaborative network.
Session Descriptions

BREAKOUT SESSIONS 1 (Continued)

Strengthening Hope for Pregnant and Parenting Teens: An Innovative and Collaborative Funding Model
Holly Charles & Karen Mottershead
Strengthening Hope Learner Bursary – Phase 1

This is a story of two nonprofit agencies and 2 school boards situated in 2 Alberta cities, collaborating with 3 Conservative government Ministries, engaging a Team of 15 professionals on the behalf of 300+ young women attending 2 specialized schools in our respective cities. …and how our innovative collaboration unfolded and exceeded our expectations!

BREAKOUT SESSIONS 2

Present for a Purpose: Enhancing Systems to Improve Attendance
Chris Pawluk & Kristy McConnell

Through a partnership with School and Applied Child Psychology at the University of Calgary, Rocky View Schools was able to investigate attendance patterns. It is estimated that more than 100,000 students in Alberta are impacted by school absenteeism and are placed at significant risk of negative future outcomes, such as economic disadvantage and mental health challenges. Rocky View Schools launched the Attendance Innovation Campaign which aimed to educate communities, empower schools to utilize data, and eliminate barriers to student attendance through a system of tiered interventions. This approach to absenteeism was expected to increase attendance rates, academic achievement, school engagement, and collaboration between Rocky View Schools and local community agencies. The techniques, resources, and preliminary results of this initiative will be shared.

Walking Beside
Patricia Pryce & Berneice Gowan

Two Bow Valley College initiatives have been significantly influenced by Truth and Reconciliation Commission: a) a research project focusing on learning assessments and engaging Indigenous post-secondary institutions and Indigenous learners and b) the intentional work of reviewing/rebuilding the Aboriginal Upgrading program. The work in rebuilding the Aboriginal Upgrading program is guided by an Advisory Circle, the curriculum is led by Elders and anchored in the Seven Sacred Teachings as identified in the TRC. The research project was guided by building relationships, ceremony, emerging ethical and policy protocols. The real work of these initiatives was to ask and listen.

Flexible Pathways to Writing
Veronica Smith, Danny Maas, Heather Brown & Maria Cutumisu

We are engaging nine classrooms in this research project. We hope to demonstrate that intentional teaching and use of technology will support student writing development and will generalize beyond the project timeline.

In this workshop style presentation we will demonstrate how we use instructional strategies supported by digital technologies to promote student writing and develop persuasive writing skills in 5th grade classrooms. Strategies to be discussed include: 1. student ASSESSMENT (Orange Slice Rubric Add On), 2. timely and individualized FEEDBACK (Google Classroom), and 3. deliberate PRACTICE (PRACTI App).

Supporting Students with LD Transition to Post-Secondary
Dr. Meadow Schroeder

Students with learning disabilities must learn to navigate the post-secondary context after high school completion. The transition can be a confusing and disruptive process. This session will describe a project in development that aims to provide a short, blended course for students with LD. The goal of the course is to assist students with the transition to post-secondary. It has potential to be a practical tool that can be utilized by guidance counsellors, students, and parents. The presenter is interested in the feedback from the audience about the utility of this tool.

Engaging Youth to Advocate for Safe, Supporting School-Communities
Kim Campbell & Makda Habtegersa

Using an evidence-informed approach, The Sheldon Kennedy Child Advocacy Centre (SKCAC) Youth Champion Initiative is engaging high school students in seven school jurisdictions to develop their leadership capacity by taking action to foster a climate of safety, support and resiliency in their school-community. Based on continual feedback, a sustainable, collaborative strategy with a demonstrated impact on youth, adults and schools has evolved. Youth are leading conversations about mental health, building resiliency and inspiring social change.
The Power of Partnerships in Professional Graduate Education  
Dr. Michele Jacobsen, Dr. Barb Brown & Dr. Jim Brandon  
The Werklund School of Education, University of Calgary, provides high quality professional graduate programs that increase access for working professionals and respond directly to the needs of a profession and province in transition. The design of our Education Doctorate (EdD) and Master of Education (MED) degree pathways offer cohort based, research active and community engaged experiences to lead and study change in education. The Werklund School of Education works in partnership with government ministries, school jurisdictions, professional organizations and other community partners to develop graduate programs in response to the unique needs of the profession. Several EDD and MED cohorts have been developed through partnerships with specific school jurisdictions in Alberta. In school jurisdiction cohorts, graduate students are engaged in field based inquiry and research targeted at complex problems of practice in their schools and classrooms. Our graduate programs focus on creating scholars of the profession in programs with strong connections with the community and the latest research on learning. In this session, participants will learn about our programs and provide input into new topic offerings.

Collaborating with Research Partners to Advance Quality Teaching and Optimum Learning  
Dr. Barb Brown & Lori Pamplin  
Teacher leaders are often caught in the middle between improving their own teaching and learning, and at the same time, supporting their colleagues with teaching and learning improvements in an effort to improve overall student learning in the school. Drawing on research involving over 300 teacher leaders, presenters will share how district and school-based leaders work in partnership with teacher leaders and researchers. Mobilizing leading indicators of learning as evidence of teacher and student learning (collecting, sharing and reviewing artifacts of learning and negotiating what constitutes evidence of learning) is a key component in developing the adaptive expertise of teacher leaders.

Integrated Services in Education: Using Data to Inform School-Based Decision-Making  
Dr. Man-Wai Chu, Dr. David Nordstokke, Dr, Kim Koh & Dr. Jennifer Lock  
Integrated Services in Education (ISE) research group participates in projects where large amounts of data are used for informing practice and decision-making. The purpose of the current presentation is to demonstrate how the ISE research team works with these datasets to provide stakeholders with evidence-based information and visual representations that promotes their understanding and utilization of trends and associations that are present. For demonstrative purposes, data from several ongoing projects analyzed using different statistical approaches are used to illustrate how pertinent information can be gleaned from data, and how results are visualized, presented, and communicated effectively.

Applying the Community of Inquiry Framework to a Pre-service Teacher Education Practicum  
Dr. Norman Vaughan  
The purpose of this research study was to investigate if and how Garrison, Anderson, and Archer’s (2000) Community of Inquiry (CoI) framework could be utilized to create a more collaborative practicum experience between pre-service teacher education students, their K to 12 mentor teachers, and their university faculty supervisors. This study was conducted in partnership with Mount Royal University and Mayland Heights Elementary School in Calgary, Alberta. The CoI theoretical framework was developed at the University of Alberta and it has been instrumental in helping researchers and practitioners appreciate the core elements of collaborative learning and what it takes to create and sustain collaborative communities.

Reflections from China: An Alberta Perspective  
Dr. Del Litke  
After 3 years of semi-retirement, Del Litke accepted a principal position in an International English speaking program in Kaifeng, China. This session will provide Del’s reflections as an active educator/action researcher of his 4.5 month journey as a new principal in a new culture. Inquiry Question: How did all of the lessons learned in 35+ years in Alberta translate across cultures?

Sharing Leadership of Professional Development with Other Actors  
Dr. Christy Thomas  
Principals play a significant role as instructional leaders and in facilitating PD in schools along with their other responsibilities. This session will look at how other actors or informal leaders hold potential for supporting principals by providing oversight to onsite, sustained PD in schools. The research presented in this session offers an example of one partnership where the leadership and direction over the weekly PD onsite is facilitated by such other actors.

A Thousand and One Questions: Generative Dialogue with Leaders-in-Limbo  
Dr. Pamela Adams  
This presentation will describe results of one previous (2012 – 2015) and one ongoing study exploring critical elements of successful leadership development of vice-principals. Particular attention will be paid to the process of generative dialogue as it has been created and implemented by University of Lethbridge researchers in partnership with five Alberta school authorities. Several vice-principals in the Leader Learning Network will describe their experiences with the process, examining ways in which sustained rigorous reflection has impacted their professional learning and leadership competence. The contention will be made that a generative dialogue approach can reframe many existing assumptions about leading the learning of leaders and, specifically, about an ethos of usefulness necessary to support the professional growth of vice-principals.
Edmonton Catholic Schools & University of Alberta Early Numeracy Professional Development Research Project
Dr. Lynn McGarvey, Nicole Jamison, Dr. Jennifer Holm, Amy Swinkles & Stephanie Power
This session will present findings from a collaborative early numeracy professional development research project between Edmonton Catholic Schools Early Learning and the University of Alberta. Prekindergarten teachers, educational assistants (facilitators), mathematics consultants, and researchers participated in monthly professional development sessions. The goals were to: 1) increase teachers’ and facilitators’ knowledge and awareness of mathematics appropriate for young children, and the ways they may support children’s learning; and 2) change teaching practice so that teachers purposefully plan for rich mathematical experiences and capitalize on mathematical opportunities that take place during common classroom routines (e.g., lining up for recess; sorting classroom materials).

Assessment Capacity: An Essential Common Denominator
Sherry Bennett
The Alberta Assessment Consortium (AAC) has recently completed work on four Alberta Education grants. In addition to a focus on professional learning to enhance assessment capacity, each grant also involved a research component. Target audiences included both teachers and leaders, and while the scope of the work has varied, some fundamental principles have remained constant.

This presentation will briefly summarize the projects, highlight the common research findings, and consider how this research can support ongoing development of assessment capacity within the province.

Co-Constructing a Pedagogy of Experiential, Place-based Outdoor Education, and Inquiry Based Learning
Dr. Phil Butterfield, Dr. Kevin O’Connor & Susan Chemistek
Working in partnership with Mount Royal University, Connect Charter School is researching how a refraamed delivery of the inquiry model will affect student learning. An intentional experiential education component that extends and enriches learning by taking all students outside of the school for a minimum of 24 days a year has been introduced. Creating direct connections between classroom learning and real world applications, tasks related to the learning will occur before the students go into the field and on their return to the school. Through curriculum driven co-constructed feedback loops, students will undergo reflection and assessment activities of the learning that has and is taking place.

Implementation of an ASD Awareness Intervention in the Classroom: A Focus on Peer Knowledge, Empathy, and Attitudes
Sarah Johnson & Dr. Meadow Schroeder
Many children with Autism Spectrum Disorder (ASD) struggle to make, and maintain friendships, in school settings. Some research suggests that children understand what ASD is, they may be more likely to befriend a peer with ASD. This session will present the findings of a knowledge-based intervention about autism given to students in grades 6 to 8. Pre- and post-test measures of knowledge, empathy, and attitudes toward peers with ASD were administered. Findings will be shared about the effectiveness of this intervention in improving these three areas. Implications for including this type of intervention into the classroom will be discussed.

Math Minds Partnerships - Adapting Tasks to Support Student Learning
Martina Metz, Marianne Chapman, Sandra Carlson & Gabriela Morrisey
Teachers in the Math Minds Initiative have used a resource to guide their lesson planning and implementation. A common piece of advice teachers who have spent a year or more in the project offer to those just joining is to “trust the resource,” as it sometimes becomes clear later why a certain piece is included. Over time, teachers have become increasingly adept at adapting materials to suit the needs of both struggling students and those who require extension.

Math Minds Partnerships - Meeting Students’ Needs in Learning Mathematics Through a Teachers, Resource and Research Partnership
Dr. Paulino Preciado, Anne Wylie & Carolyn Clark
Teachers, resource developers and researchers have partnered at the Math Minds Initiative to enhance mathematical learning at the elementary level. The initiative combines elements of intrinsic motivation, mastery learning and the variation theory of learning in an innovative fashion that has already proved effective in improving student mathematics performance. In this session teachers recently involved in the initiative share personal learning and inspiring anecdotes from the classroom. Involvement in the project has resulted in a deeper understanding of how to teach mathematics to meet the needs of their students.

Research-Practitioner Partnership: Leading Change
Dr. Hetty Roessingh & Michelle Bence
RPPs can transform classroom pedagogy through a community of practice (CoP) model. Leadership was a key explanatory variable in the success of the RPP between Westmount Charter School and the University of Calgary (Roessingh & Bence, 2017). Leadership behaviors included seeking candid advice; mindful listening; commitment to collaborative work; relentless learning; accountable action and a desire to learn from failure. Using vignettes from the RPP over 4 years, we illustrate how these features of leadership led to better understandings of early literacy and changes in teacher beliefs, ultimately leading to sustained change in teacher practice and better student outcomes.

International Students in High Schools: Why are They Here and Where are They Going?
Dr. Nancy Arthur & Danni Lei
Canadian schools are actively seeking to recruit greater numbers of international students and that growth is evident with younger students in high schools. This presentation will focus on the motives of international students and their families for pursuing international education, key influences on their current and future plans, and how school personnel can effectively support this diverse student population. The content of the presentation will highlight a partnership research project with Global Learning, Calgary Board of Education.
HOW TO REGISTER:
Register online through the Calgary Regional Consortium
www.crcpd.ab.ca

WHERE TO GO:
MacEwan Conference Centre
2500 University Drive NW
Calgary, Alberta

WHO TO CONTACT:
Questions? Please contact the CRC Office
register@crcpd.ab.ca
(403) 291-0967

CONFERENCE COST:
$275/person (includes GST)
(Early bird rate until May 31, 2017)

$295/person (includes GST)
(Conference rate after May 31, 2017)

PARKING:
Lots 10 or 11 ($7.00 per day)
Arts Parkade ($10.00 per day)

MAP OF CONFERENCE CENTRE