

Annual Report 2012-2013



Submitted to Alberta Education

February 18, 2014

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Northwest Regional Learning Consortium

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ALBERTA EDUCATION VISION STATEMENT

“The best Kindergarten to Grade 12 education system in the world.”

Accountability Statement

The Northwest Regional Learning Consortium Annual Report for the 2012-2013 year was prepared under the direction of the Management Team of the Northwest Regional Learning Consortium and in accordance with the reporting requirements provided by Alberta Education; with financial guidance and oversight by the NRLC agent board, Grande Prairie Public School District #2357.

The results of this report are used, to the best of NRLC's ability, as an advocate for quality professional development; and from the point of view of the service provider to work with its partners to develop, implement and assess professional development programs and comprehensive plans that support learning for students' sake. The 2012-13 Annual Financial Statement is submitted as Appendix A to this report.

Submitted by: Dr. Jean Reston & Karen Egge

Board Chair

The important work of providing high quality, effective, timely and efficient professional development for teachers in Zone 1 is the goal of the NRLC. Practices of NRLC are directed by the Provincial Government commitment to the principles outlined in the "Inspiring Education" and the initiative designed to foster Curriculum Redesign, but the activities of NRLC are focused to meet the expressed needs of the constituents in Zone 1. The Executive Director, Karen Egge and the staff of NRLC work hard to help define needs and to facilitate the professional development for our school jurisdictions in ways that make the best use of available resources. This annual report provides an overview of the work of NRLC in meeting the mandate for which it is responsible.

The collected information in this document outlines breadth and depth of the NLRC work in meeting needs of teachers and school jurisdictions in the vast geographical area for which the consortium is responsible. It documents the kinds of innovations pursued to address the teacher development needs, so that our geography is not a limiting factor.

On behalf of the Management Board of NRLC, I would like to comment the work of the Executive Director, the administrative support team, and the consulting experts contracted to assist in the implementation of the conditional grants for which NRLC is responsible. We welcome the continuing changes of Curriculum Redesign and look forward to continuing support to our constituents in providing the quality professional development they have some to expect from NRLC. We thank the whole team for their dedication to the work for which they are responsible.

Submitted by: Dr. Jean Reston

Executive Director

The Northwest Regional Learning Consortium continues to be a partner in professional learning to support the continued improvement of learning for all students. The 2012-13 Annual Report provides clear information on the types of programs and activities that we have facilitated together regionally and provincially. We thank our partners for the continued investment and engagement.

There is a saying “may you live in interesting time” and that really describes the educational environment here in Alberta as we move forward with implementation of the “Inspiring Education: Dialogue with Albertans”. We continue our commitment to moving forward with our jurisdictions and educators to facilitate the vision-focus on student centered teaching strategies, embed technology as an educational tool, support teacher and leadership capacity and collect data that will inform or practice.

We value the grant dollars from Alberta Education that increase accessibility, build local leadership capacity, and encourage regional and provincial networks. Effective communication is a high priority for the NRLC team and as we move into the changing flow of curriculum redesign plans and a Ministerial Order that identifies clear competencies for all of us as learners, we continue to value the collaboration that is so necessary across all zones and jurisdictions.

I thank the NRLC staff team for the focus on responsive outstanding service and efficient use of the resources available to us. Thank you for continuing to take on new challenges as our work changes. The Management Team has a big role in sharing their knowledge and wisdom with NRLC operations and is much appreciated. I am proud of the work we do together and Annual Report provides the opportunity to celebrate the difference we make as “Partners in Adult Learning for Students’ Sake”

Submitted by: Karen Egge





Management Team

Jen Clevette
Karin scholl
Pepler, Judy
Ray Sylvester
Patrick Loyer
Nick Radujko
Reston, Jean (Chair)
Heidi Dempsey
No Representative

ATA (Peace Wapiti School Division #76)
ASBA
ASBOA (Peace River School Division #10)
ATA (Grande Prairie Public School District #2357)
Alberta Teachers Association
CASS (Grande Prairie Public School District #2357)
Teacher Education North, GPRC
Alberta Education, Education Manager School Improvement
ASCA

Staff and Consultants

Egge, Karen
Diesel, Tammie
Labrecque, Jennifer
Snyder, Leslie
Lorway, Geri
Dechant, Wanda
Lakey, Terry
Tenove, Lorianne
Lalonde, Solange

Executive Director
Systems Coordinator
Administrative Assistant
Curriculum Coordinator & DL Coordinator
Mathematics Curriculum Coordinator
Educational Technology (DL) & Math Curriculum Support
FNMI PD Facilitator Consultant
FNMI PD Facilitator Consultant
FNMI PD Facilitator

Mission

Northwest Regional Learning Consortium (NRLC) provides quality professional development that is responsive to its learning community members' needs as they work to enhance student learning.

Vision

The NRLC serves as a catalyst to inspire and enhance active adult engagement in the overall learning process that in turn supports, enriches and improves student learning.

The essential work of the Consortium is aligned with provincial priorities, regional needs, and district and school goals so that sustainable, meaningful learning opportunities are available to its learning community members.

The Consortium promotes learning and learning connections for the diverse community of adults who share the responsibility for student learning.

Regional Context

In the 2012-2013 school year, NRLC operated with one Executive Director and two administrative support positions. Additionally, Leslie Snyder was seconded as a part time Curriculum/Tech Consultant; Wanda Dechant as part time Math/DL Tech; Terry Lakey, Lorianne Tenove and Solange Lalonde as FNMI PD Facilitator Consultants; and Geri Lorway was contracted as a part time Math Curriculum Consultant. NRLC connected with five advisory committees as well as contacts from the nine school jurisdictions and regional private and band schools.

- The NRLC region includes nine school districts as well as a number of band, private and charter schools in a large geographical area covering the northern half of Alberta.
- The combination of rural and urban schools makes for a multiplicity of teaching assignments and professional development needs. There are many small schools, multi grade configurations and staff teaching multiple subjects in the smaller schools, thus creating challenges for teachers who deal with 'competing priorities' with new curricula and the need for on-going learning with limited access to professional development dollars and time. Availability and cost for substitute teachers and competing priorities for PD remain a challenge for teachers and districts.
- Distance and scattered locations within the region provides a challenge in providing professional development learning opportunities for teachers within the region. As a result, NRLC continues to provide programming wherever feasible. We use a variety of locations, thereby reducing travel time for participants to attend sessions. It is hoped that Distributed Learning strategies will enhance delivery options.
- Three jurisdictions with almost half of all of the teachers are located within one small urban center (Grande Prairie) served by this consortium. These same jurisdictions also serve 45% of all students in the Zone.
- A number of jurisdictions have a high percentage of FNMI students; some include Colony and Francophone students.
- A number of on-going initiatives (i.e. zone advisory committees, curriculum coordinator meetings, individual and joint meetings with districts) across the region provide opportunities for working together and designing plans that can complement and enrich teacher learning.

Zone 1 Jurisdictions

Grande Prairie Public School District #2357
Grande Prairie & District Catholic Schools #33
High Prairie School Division #48
Holy Family Catholic Reg Division #37
Northern Gateway Regional Div # 10 (west portion)

Peace River School Division #10
Peace Wapiti School Division #76
Fort Vermilion School Division #52
Northland School Division #61
Private, Charter, Federal and Metis Schools

Zone 1 Advisory Committees

* FNMI Advisory * French Language Advisory * Math Advisory *
* Curriculum Coordinators * Inclusive Ed Advisory *

ARPC (Alberta Regional Professional Development Consortia) is comprised of seven regional consortia across the province of Alberta, including:

- ★ Northwest Regional Learning Consortium (NRLC)
- ★ Learning Network Educational Services (LN)
- ★ Edmonton Regional Learning Consortium (ERLC)
- ★ Central Alberta Regional Consortium (CARC)
- ★ Calgary Regional Consortium (CRC)
- ★ Consortium provincial francophone pour le perfectionnement professionnel (CPFPP)
- ★ Southern Alberta PD Consortium (SAPDC)

Overarching Understanding

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

Our pillars

- ✿ *Effective Collaboration (process)*
- ✿ *Effective Practice (content)*
- ✿ *Effective Adult learning (context)*

Enduring Understandings

We have come to understand:

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

Essential Questions

- ✿ *What does shared responsibility of all stakeholders look like?*
- ✿ *What are the measures of effective implementation?*
- ✿ *What strategies lead to change in professional practice for enhanced student learning?*
- ✿ *How do you address the developmental and contextual variables of communities to achieve effective implementation?*
- ✿ *What does meaningful and purposeful stakeholder collaboration look like?*

Our consortium work continues to change as we build our knowledge of effective professional development design and meet the expectations of Alberta Education and School Jurisdiction Business Plans and the continued focus on Student Learning.

Information provided to ARPDC Executive Directors by Alberta Education Lead managers and Directors was utilized in the development of program implementation plans and supports. Conversations and planning meetings provincially and regionally have enabled NRLC to develop plans to coordinate with and complement the work of school districts in the region effectively with resources provided through conditional and pilot grants and sharing of regional expertise and lessons learned.

A specific process we use in Zone 1 is hosting a regional meeting with the opportunity for sharing information around jurisdiction priorities and jointly we establish professional learning opportunities for educators in our region. We discuss processes, promising practices about what is working and what resources we have together in a transparent manner. I truly appreciate these meetings along with the more specific advisory meetings and value the direction and opportunity to assist and in some cases ease the load too.

It should be noted that NRLC staff including Karen Egge, Leslie Snyder and Geri Lorway often have individual meetings to refine professional development programs and or design specific sessions based on their requests. We search for ways to be most cost effective and the combination of some grant dollars from the annual implementation grant and from district resources continue to make professional development accessible and job-embedded.

Locally, 2012-2013 was the fourth year of district collaboration with local school districts to coordinate three common professional development days as an opportunity for embedded PD that creates professional learning communities across the three districts and promotes local collaboration. These programs are open for all Zone One teachers and support staff. Plans are underway with local district planning and partnership for the 2013-2014 school year as well. **(see Appendix B)**

NRLC has been the lead on a provincial FNMI PD facilitation and consultation grant since 2011-12. Through this grant work in 2012-13, two seconded staff provided extensive school district support across the province by delivering PD that is reflective of a cross-curricular attitude for the success of our student. Specific district and partner projects, such as FNMI Advisory Committee work and the APEGA project, within the grant deliverables were facilitated by the consultants as well. A third facilitator was seconded this year as well, with a focus of developing the implementation strategy that would support grant deliverables. **(see Appendix C)**

The 2012-13 Curriculum Implementation Grant provided the base of our operations in developing and delivering the learning activities for our Zone 1 school jurisdictions and educators. Highlights of this work and outcomes are included in this report; along with particular notes of our expanding partner projects. **(see Appendix D)** A primary portion of the grant deliverables is focused on mathematics support and delivery of learning opportunities; in consultation with Geri Lorway as our Math Consultant and Facilitator. This work is summarized in the attached report, as well as in the data of this report. **(see Appendix E)**

For the last five years, NRLC has had an increasingly active role in providing PD sessions at the one day event hosted by ATA Greater Peace Local in Peace River. This role expanded in the last two years with NRLC sourcing the majority of the speakers for the PD event, processing contracts and descriptors, advertising on our website, taking the registrations, providing online evaluations, and providing a summary of the session results. All of this is provided to the small committee which works very hard to put on a quality event for 350 teachers from HFCRD and PRSD. **(see Appendix F)**

As another facet of our work, we provide staff time to take an active role with the Mighty Peace Teachers Convention Board. Leslie Snyder is a ratified voting member from her ATA local; and is responsible for planning up to 60 programs and brings expertise from her NRLC role to this project. An additional project was initiated in 2012-2013 between NRLC and Northland School Division to develop a four-day, six-location three-speaker literacy project for all NSD teaching staff with Leslie coordinating and developing programming through NRLC. **(see Appendix G)**

NRLC organized a Learning Coach cohort in the fall of 2012 with members from FVSD, HFCRD, PRSD, HPSD, NSD; moderated and organized by Leslie Snyder with oversight by Karen Egge. The group committed to three days as an initial “trial” to see how the cohort would develop. Three areas of development included building capacity, building community and building context. **(see Appendix H)**

Once again, the NRLC organized and hosted the annual Mamawihtowin FNMI Education Conference. This was held in Slave Lake for the second year, with welcomed attendance provincially and from BC. The theme of this 2013 conference was ‘literacy’ and included specific NSD staff pre-conference sessions. Well respected speakers and facilitators such as David Bouchard and Irene Heffel provided support through workshop, keynote and cultural entertainment. The work of our organizing committee, with reps from Zone 1 school districts and other partners, provided for a successful sixth annual event. NRLC is pleased to have the capacity to develop and deliver such essential conferences as this, and continue the work towards the success of all students. **(see Appendix I)**

We continue to primarily use electronic online PD evaluations sent directly to each participant at the end of their learning activity. This continues, also, to be a challenge in securing responses from participants, for unknown reasons. At the beginning of the year, in some specific learning opportunity forums and projects, and with certain populations or cohort groups, we do use paper evaluations which are completed at the end of each opportunity. This seems to increase individual responses, but not overall responses for the year. As we work on building the return rate, we also attempt to convey the importance of participant feedback as the guide for our work; as well as for the presenters. In comparison to the moderate return rate, teachers are willing to clearly voice their outcomes from the learning activity in depth.

PD Satisfaction Results

- **Cumulative Stakeholder Survey Responses 2013:** *96% satisfaction with the following:*
 - I increased my knowledge of this topic.
 - I learned strategies/skills to support student learning on this topic.
 - I was able to reflect on my attitudes and beliefs about the topic.
 - I plan to apply the information learned into my practice.
- **Participant Survey Response 2013:** *NRLC provided services at reasonable cost: 98%*
- **Participant Survey Response 2013:** *Overall session satisfaction: 96%*
- **Participant Survey Response 2013:** *Overall Presenter Satisfaction with tech-mediated sessions: 95%*
- **Participant Survey Response 2013:** *Overall satisfaction with technology mediated PD 95%*

It is still in our planning to use follow-up evaluations and conversations to encourage teachers to voice how they are applying new knowledge and strategies into their classroom practice. As we meet our mandate of serving the needs of students, we recognize the need to empower teachers, offering them continual support to sustain that involvement. Effective delivery and processing of evaluations is one tool we can use in this task.

Provincial collaboration has increased over the past few years as we continue to provide services and meet our mandate. Regional teachers have increased opportunity to participate provincially, especially as web-based delivery is becoming the norm with Blackboard or webcast sessions. The following section details the provincial aspects of the NRLC in conjunction with the ARPDC in a format that has been developed and used provincially.





Coordinated, Collaborative, Comprehensive Provincial Professional Development Leadership

Alberta Regional Professional Development Consortia (ARPDC) is the collective voice of the seven regional consortia. We believe that by facilitating adult learning opportunities, we increase human capital, positively impacting students. The ARPDC is representative of the collective work of the regional Executive Directors and their teams, who report to their respective boards and provide service to school authorities in a region or for a group of school authorities assigned.

During 2012—2013, ARPDC took a leadership role in many provincial initiatives based on direction and grant deliverables provided by Alberta Education. ARPDC provides in-person, as well as synchronous and asynchronous, technology-mediated learning opportunities to support adult learning, relying on consultation from the region to ensure Professional Development program designs support participants and school authorities' context. Programs are based on our knowledge and expertise of effective professional learning design and delivery, aligned with the Alberta Programs of study and are research sound. In 2012—2013, besides regional PD delivery and implementation support work, the following provincial activities occurred:


- Provincial Pilot Projects / Communities of Practice
- Provincial Projects
- Provincial Conferences
- Technology-mediated Learning Opportunities

The information that follows includes a reporting of the provincial work/input, output, lessons learned and implications for the future of PD design, delivery and implementation support in Alberta.

Provincial Pilot Projects / Communities of Practice

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

In 2012—2013, Pilot Projects included:

<p>Early Learning – Early Years Evaluation 1 learning opportunities 55 participants in person 1 wiki space created 271 unique views /566 hits</p> <p>CARC</p>	<p>Literacy for All – Community of Practice 21 learning opportunities 385 participants in person and online 83 registered users 12 webinars — 198 participants 1 wiki space created — 21,103 unique visitors; 32,742 page views; 6 podcasts 7 videos created to share promising practices based on participants’ learning and sharing</p> <p>ERLC</p>
<p>High School Flexibility 5 learning opportunities 497 participants in person</p> <p>CARC</p>	<p>Numeracy for All – Community of Practice 3 learning opportunities 108 participants in person and online 836 Interactions to June 2013 1 wiki space created — 25 unique visitors, 8268 page views</p> <p>CARC</p>
<p>IEPT Pilot Extension: Logistics arranged for learning opportunities across the province 30 learning opportunities across the province — 674 participants in person 3 webinars 48 webinar participants</p> <p>ERLC</p>	 <p>Alberta Regional Consortia</p>

Lessons Learned Based on Facilitating Pilot Projects:

- Learning stays with the group involved in the pilot.
- Having a dedicated facilitator at the consortium level assists all participants.
- Pilot project design varies depending on grant resources and deliverables.

Implications for Future Pilot Projects Design:

- Identifying ways to share the learning with a broader audience following the pilot.
- Encouraging all pilot projects to use technology to connect participants and develop a community of practice between face-to-face opportunities.
- Consideration of analyzing/comparing pilot project models for use in future pilots.

Provincial Projects

Alberta Education requests regional consortium to manage PD design for provincial projects. These projects vary in scope and requirements. Project deliverables can range from setting up a series of learning opportunities across the province, hiring and coordinating provincial team members, or the development of various PD delivery designs using technology. Some projects or grants have technical components like the production of video, development of a website, or the development and administration of a NING. Project/PD design delivery is to the benefit of all school authorities and regions in the province.

<p>FNMI PD Project:</p> <p>3 FNMI Provincial PD Facilitators hired for the purpose of researching, developing and delivering a variety of FNMI-focused PD throughout the province.</p> <p>53 learning opportunities — 1729 participants in person</p> <p>15 advisory team meetings — 203 participants in person</p> <p>123 project meetings for program planning and development and resource development</p>	<p>NRLC</p>
<p>FNMI Family, Parent and Community Engagement:</p> <p>15 regional learning opportunities presented by FNMI Branch, logistics arranged by each region;</p> <p>15 learning opportunities in 12 locations with over 452 participants in person</p>	<p>LN</p> <p>PD Modules</p>
<p>Inclusive Education Community of Practice — NING:</p> <p>online Community of Practice 952 members in 12 months</p>	<p>ERLC</p>
<p>AISI Networking Grant</p> <p>15 networking applications approved, representing 42 districts, education authorities, charter and private schools involved in a variety of collaborative partnerships</p>	<p>LN & CPFPP</p> <p>Data Driven Decision Making</p>
<p>Consolidation of Technology</p> <p>21 leadership team meetings between August 2012 and July 2013 with approximately 80 participants in person (4/meeting)</p> <p>19 advisory steering committee meetings between September 2012 and June 2013 for planning and development with approximately 220 participants (12/meeting)</p>	<p>CARC & CPFPP</p>

Lessons Learned Based on Facilitating Provincial Projects:

- A broad range of PD design and delivery is being developed and offered.
- The high cost of the development stage is expending regional consortia infrastructure and not incorporated into project costs. Additional provincial funding for areas such as technology integration would increase ARPDC capacity to distribute learning in a variety of approaches.
- Online materials viewed with great potential for job-embedded learning.

Implications for Future Provincial Projects Design:

- Continue the wide variety of new approaches to distribute learning. (i.e., video and learning guide creation, FNMI Provincial Facilitators providing service to school authorities and band schools, PD module development, Community of Practice on a NING, digital image creation)
- Budget for the resources required to design and record processes for new initiatives for replication by others. (e.g., knowledge management)
- Develop a communication plan to adequately provide awareness and understanding of use of new PD resources.

Provincial Conferences

Alberta Education approaches regional consortium to design and deliver provincial conferences based on grant funds available to support implementation. Participants can choose to attend with conference registration costs ranging from no cost to a subsidized fee. Many provincial conferences incorporate technology to distribute the learning and provide accessibility for attendance.

<u>Online Math Symposium</u>	
1 learning opportunity — 23 sites with 214 online participants	
<u>Moore v. BC (Education)</u>	ERLC
2 learning opportunities with 187 online participants	
<u>Promoting Inclusion, Learning and Meaningful Relationships</u>	ERLC
2 learning opportunities with 150 participants	
<u>Strengthening Inclusive and Instructional Practices: Literacy and Numeracy Content</u>	ERLC
2 learning opportunities with 500 participants	
<u>Support for the Congres 2012: Conseil francais</u>	CPFP
4 learning opportunity with 137 participants	
<u>Teaching Students with Significant Disabilities in Jr and Sr High</u>	ERLC
2 learning opportunities with 166 online participants	
<u>Using Technologies to Support Literacy for All Students</u>	ERLC
2 learning opportunities with 386 participants	
<u>The Collaborative Problem Solving Approach</u>	ERLC
1 webcast learning opportunity with 129 participants face to face and 327 participants online; 9 sites	

Lessons Learned Based on Designing and Delivering Provincial Conferences:

- Time to plan and communicate adds to quality of event.
- Access increased when technology was used to distribute learning.
- Access to materials following the conference increased when technology was used to host materials online.

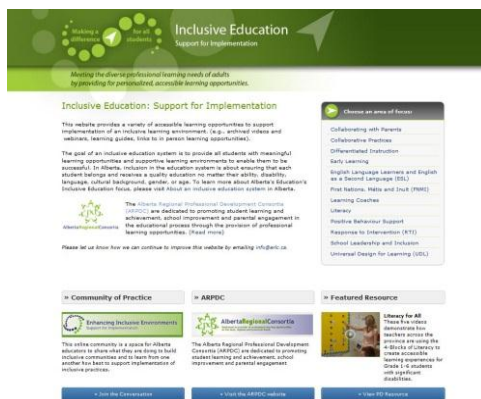
Implications for Future Provincial Conferences:

- Consider setting dates for provincial conferences the year prior so school authorities can budget and schedule accordingly.
- Consider access to attend via technology such as webcasting or videoconferencing.
- Consider follow-up online materials to be developed as part of a comprehensive PD plan to support job-embedded learning opportunities and individual learning.

Technology-Mediated Learning Opportunities

2012—2013 saw an increase in accessibility of learning opportunities for Alberta educators as a result of technology tools that facilitate the distribution of learning. Synchronous learning opportunities provided in-person access via webinars, webcast, and videoconference. Asynchronous learning opportunities, that participants could access at their own time, pace and place, were provided via video, wiki spaces, learning portals and a Community of Practice (NING).

ARPDG successfully merged the regional learning management systems to the new provincial Learning Portal: <http://learning.arpdc.ab.ca/>. A provincial Inclusive Education website provided access points for online learning and a location to host the videos and learning guides was developed <http://www.inclusiveeducationpdresources.ca>.



Regional consortium also developed archived learning materials to support job-embedded learning opportunities as well as allowing for individual access to learning. The joint licensing agreement for the online webinar platform Blackboard Collaborate (Elluminate) was extended for two years. Social networking was introduced with the establishment of a provincial Community of Practice on NING. The initial steps were also taken to re-design and align the provincial ARPDG website and each of the

regional sites with the primary intent being accessibility.

Synchronous		
Webinars	486 webinars 132 meetings	10,144 webinar participants 7,747 cached views – webinars 3,552 meeting participants 326 cached views — meetings
Videoconferences	62 sites	347 participants in person 106 participants at remote sites
Webcasts	1 host sites 9 remote sites	129 participants at host sites 327 participants at remote sites
Tweet-Up High School Redesign	16 biweekly Twitter Conversations	355 participants
Asynchronous — Online Resources		
Wikis: EYE Project, Math 20—1, Social Studies, Literacy for All, Numeracy for All , ERLC PD Resources	6 wikis	17,650 unique users, 27,003 hits 123 pages on the wiki 37,061 page views
Learning Portal	226 Courses	8,139 registered users 241,803 page views
Online Community of Practice: Enhancing Inclusive Environments January—August 2013	Social Networking (NING)	952 participants
Videos/Learning Guides Created 2012—2013		59 videos 32 learning guides
Inclusive Education Website		24,697 unique users 57,926 page views
Archived Webinars September 2009—August 2013	1,188 cached webinars 248 cached meetings	31,169 cached webinar hits 1,145 cached meetings hits

Lessons Learned Based on Designing and Delivering Technology-Mediated Learning Opportunities:

- Teachers and school authority leaders appreciated accessibility and the savings of time and travel costs when learning opportunities are provided using technology-mediated delivery.
- Teachers and school authority leaders appreciate the creation of learning guides, discussion guides and other documents to assist educators to use the resources for embedded or personalized PD.

Implications for Future Delivering Technology-Mediated Learning Opportunities:

- Continue exploration of new and emerging technologies to deliver PD.
- Develop communication plans to adequately provide awareness and understanding of use of PD resources.
- Evaluate usage and applicability of PD resources annually, to determine continuation or removal of resources.

Consortia Partnerships

ARPD, through grants based on our goals and expectations from the ministry, collaborates and partners with other PD providers and provincial organizations. Over the past year, ARPD has established or continued many partnerships with education stakeholders representing board membership: Alberta Education, CASS, ASBA, ASBOA, ASCA, Post-Secondary and ATA. Also, ARPD has partnered with other organizations such as 2Learn, Alberta PD, AAC, TC², Galileo and publishing companies. These partnerships have resulted in a variety of learning opportunities such as: specific events and projects, resource development, innovative programming and logistical support.

For 2012—2013 Fee for Service Partnerships included:

Event	Service Provided	# of Registrants
ATA Specialist Councils: CTS, MCATA, CF, CARFAC	Registration, Coordination, Delivery	17 events — 643 participants
CASS Events	Registration	16 events — 1665 registrations
21st Century Symposium	Registration, Coordination	1 event — 303 participants
ABED — Provincial FNMI Professional Development Strategy	Registration	1 event — 31 registrations
ABED — Supporting Beginning Teachers	Registration	2 events — 68 registrations
AISCA	Registration, Coordination	3 days — 263 participants
AISI AISI information sessions	Registration, Coordination Webinars and Registration	2 days — 1614 participants 2 webinars - 25 participants
Association of Administrative Assistants	Registration	1 event — 48 participants
ATA Beginning Teacher series	Webinars and Registration	6 events — 65 participants
ConnectEd Canada Conference	Registration, Event Management	2 days — 828 participants
IAAP	Registration	1 event — 134 registrations
IV Encuentros de Profesores de Espanol de Alberta	Registration, Coordination	1 day — 107 participants
Northern Tier	Registration, Coordination, Event Management, Delivery	11 events — 550 registrations
Research Conference	Registration	1 event — 54 participants
Rural Education Sustainability Symposium	Webcast, Webinar Registration, Follow-up Survey	1 webcast/webinar site
Shaping the Future	Registration	3 events — 801 registrations

Challenges, Celebrations & Trends in Professional Learning

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

We strive to support and prepare educators in Alberta by providing adult learning opportunities designed to support adult learning for students' sake. 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.
- Collecting and analyzing data, and utilizing the evidence to collaboratively plan programs responsive to the needs in each region, yet coordinating provincially, specifically when using technology.
- Organizing and supporting coaching cohorts to provide continuous, personalized support to educators as they enhance/refine their educational practice.
- Forming partnerships with a variety of PD providers, or brokering presentations on behalf of regional stakeholder groups.
- Hiring, training, and supervising staff involved in regional and provincial projects, such as the ARPDC FNMI PD Facilitator project.
- Leading, modeling and exploring new learning strategies, such as Communities of Practice (online NING and face-to-face).

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.

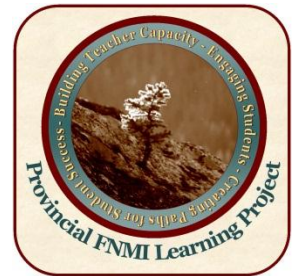
In the role of Executive Director for NRLC, Karen Egge served as the Alberta Regional Professional Development Consortia (ARPDC) lead or co-lead for the following grants and projects in the 2011-2012 year.

First Nations, Métis, Inuit Provincial Professional Learning Project (2011-2014)

Purpose: The purpose of the FNMI PPLP is to provide leadership and support for Alberta Schools across the province to implement specific strategies outlined in the Alberta Education Business Plan 2011-14. Over the next two years, the FNMI Professional Learning work continues with a focus on implementation of the Provincial PD Strategy.

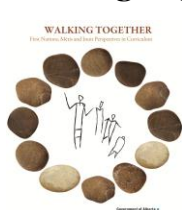
Facilitator Roles and Responsibilities: The role of the Provincial FNMI PD Facilitators is to create and deliver professional development opportunities and provide resources that build teacher capacity to enhance success for all Alberta students; in addition to seeking and categorizing existing provincial resources. The initial role has further developed into principal leadership and project video development. Three consultants were seconded into a two-year agreement to provide provincial coverage and support to the project, effective August 1, 2011-July 31, 2013. In the spring of 2012, a fourth position was announced and subsequently filled in the fall. A total of 53 workshops and sessions were delivered provincially in the 2012-2013 year to 1729 educators. Extensive work has gone into developing a provincial [ARPDC Moodle](#) that supports teachers across Alberta with lesson plans and other support resources.

In collaboration with several schools, jurisdictions, and communities, a series of student success videos were developed this past year. These are excellent resources and examples of what is working within our province, and can be viewed online through the [NRLC First Nations, Metis and Inuit Success Videos Channel](#)



(see Appendix C for first year report excerpt)

Walking Together Digital Resource Project (2011-2013)



Provincial district leaders, as developed in the initial 2011 year of the grant, continue to deliver a variety of sessions within their schools or districts. The digital resource developed by Alberta Education (<http://www.learnalberta.ca/content/aswt/>) continues to be a valuable resource and tool provincially. The FNMI PD Facilitators were able to deliver some sessions to teachers through their workshop delivery across the province in this past year. Considerations for a new cycle of delivery are currently being reviewed.

Joint ATA/ARPDC Teacher Efficacy Research Project (2011-2013) (Karen Egge as Co-Chair)

The purpose of this project is to gain a better understanding of teacher perceptions of efficacy related to their professional learning and development; as well as the range of teachers' learning opportunities which they identify as best meeting their professional growth needs. The project examines teacher beliefs, self-efficacy, and practices pertaining to five specific modalities of teacher professional learning:

1. Supporting the Individual
2. Personal/Professional Services
3. Social Constructions of Knowledge and Actions
4. Curriculum Instructional Initiatives
5. Workshops (Joyce and Calhoun. 2010. P.12)

The final report will be released in March 2014.

REGIONAL PD STATISTICS & PARTICIPATION RATES 2011-2012

The NRLC planned almost four hundred (399) regional professional development learning opportunities through our Consortium in 2012-13; hosted primarily in Grande Prairie, and Peace River, with some sessions in High Prairie. These locations have proven to be the most readily and easily accessible by participants across our geographical area. The NRLC has experienced an increase in PD offered virtually through Blackboard, or by using Blackboard for follow-up sessions to the face-2-face (F2F). Additionally, some innovative steps were taken to provide delivery via webcast for some provincial ARPDC symposiums and initiatives such as Community of Practices. Distributed learning opportunities continue to develop, regionally and provincially; as do well-trained and able facilitators. Provincial PD opportunities are reported on pages 12-19, and include those specifically orchestrated through provincial grant programs.

NRLC continues a trend of consistently planning, developing, and implementing a greater number of learning opportunities, based on identified zone needs and Alberta Ed priorities. These learning opportunities continue to be flexible in meeting needs such as delivering to smaller groups, delivering as class support, and delivering to team groups via Blackboard. Many of these opportunities continue on the emphasis of building into long term learning plans and cohorts, as one program is delivered over two or three dates. The chart below provides a summary of programs by subject areas that indicate the variety of ongoing professional learning opportunities offered through this past year. This is an overall summary of programming, the majority of which flows through the Curriculum Implementation Grant as profiled in Appendix D.

The Alberta Regional PD Consortia Counting Model counts all half-day, full-day, and multi-day sessions as one day, which includes alternate delivery methods such as video-conferences, webinars, etc., as the planning and or training time to deliver in any format is the same

Session Count by Subject Theme (Evidence of ARPDC Goals)

- **Total session planned:** all curricula: **399** (380 planned in 2011-12)
- **Total sessions completed** 359
- **Total participants** 12,547 (see bottom box)

Curriculum/Focus	Programs	Participants	Perc/Area
Inclusive Education (Early Learning) (COP)	98	3559	28.37%
FNMI *	72	2575	20.52%
Literacy and ESL	64	2293	18.28%
General Curriculum (includes various subject areas & priorities)	45	2004	15.97%
Math	54	837	6.67%
Leadership	15	321	2.56%
French & FSL	18	300	2.39%
CTS/CTF (Phys Ed)(Cosmo)	16	170	1.35%
Health & Wellness	4	110	0.88%
FA (Fine Arts)	6	104	0.83%
Technology Integration (using technology for technology)	3	54	0.43%
Social Studies	3	45	0.36%
Science	1	5	0.04%
Meetings	13	170	1.35%

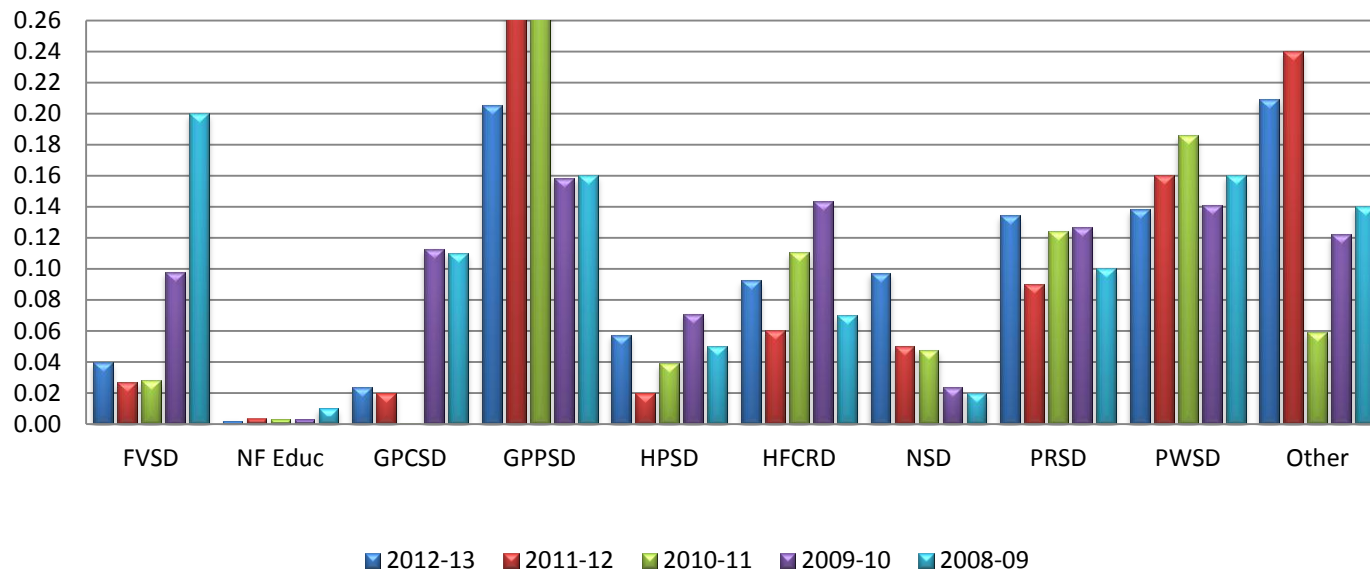
MPTC/NRLC partnership with an additional 10 sessions, 2707 participants not included in totals above

ATA/NRLC partnership with 41 programs, 508 participants are included in totals

*FNMI include programs funded by several grants

Meetings include: Curriculum Coordinators, Management Team, Comprehensive PD Planning, plus Regional Advisory Teams.

5 Year Attendance by Jurisdiction



PD Programs & Participants

	2012-13	2011-12	2010-11	2009-10	2008-09
Participants	12547	9092*	7921 *	7617	7282
Programs Planned	395	436*	506 *	439	281

Five-year comparison of attendance by Zone 1 jurisdictions in NRLC PD. Note that some jurisdiction schools are served by other ARPCD consortia and will appear in those reports. Attendance is influenced by distance and location within the region, weather, travel, and transportation which affects access to some communities; as well as an increase in use of online delivery methods such as Blackboard and webcasts.

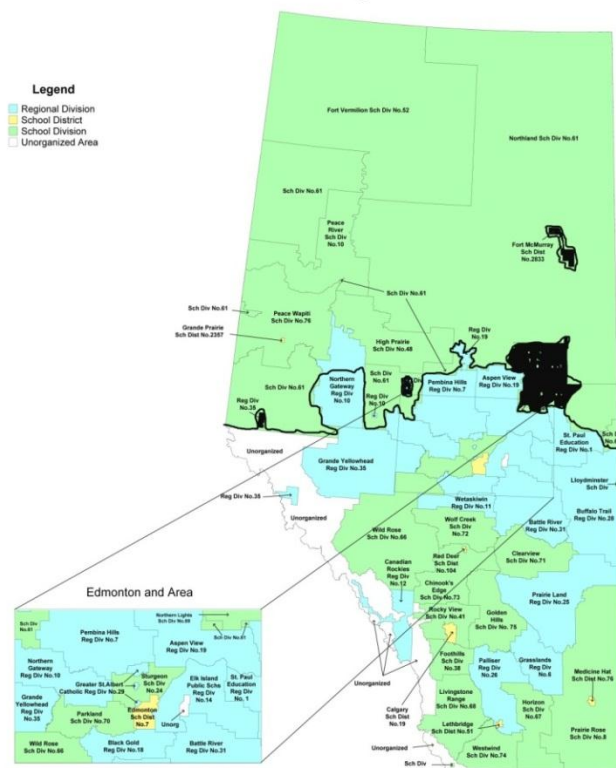
*For this chart we have included the MPTC sessions and participants as the norm in previous reports.

NRLC Zone 1 Boundary Map:
Service area is indicated above the black line (generally) in the upper portion of the province.

Zone 1 School District Attendance			
	2012-13	2011-12	2010-11
FVSD	499	215	155
Francophone	25	27	18
GPCSD	296	183	326
GPPSD	2581	2638	1897
HPSD	721	161	216
HFCRD	1159	454	611
NSD	1220	383	262
PRSD	1685	768	684
PWSO	1737	1307	1027
Other*	2624	1879	325

Other includes Federal, Band, Private, Charter, and ARPCD participants

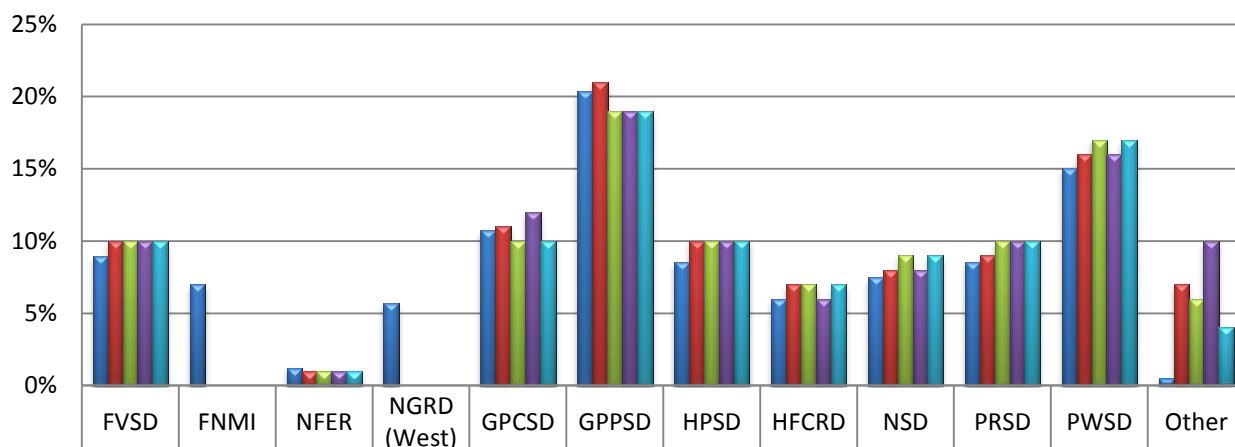
Alberta Public School Districts, School Divisions and Regional Divisions



ALBERTA EDUCATION STUDENT STATISTICS

Summary of student populations in Zone 1, represented by NRLC. Zone 1 students are approximately six (6) percent of all Alberta students; and the average class size is slightly lower than the provincial average.

Zone 1 Student Population by Jurisdiction



NRLC Zone 1 Student Population Comparison

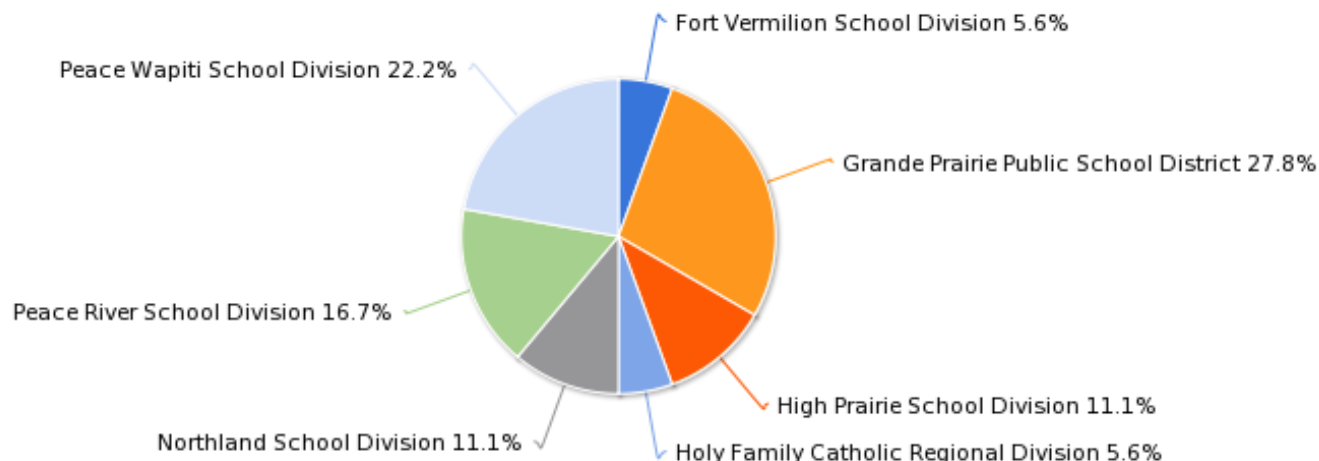
- Student count includes those students served through Northern Gateway School District (west portion), Colony, Federal and Provincial Band (FNMI), Private and Christian schools.
- Data is gathered by Alberta Education online student reports for the 2012-13 year.



Dr Ross Greene speaks to educators
Grande Prairie Jan 2013

MEETING OUR MANDATE ~ ARPDC GOALS, MEASURES & TARGETS ~

The Northwest Regional Learning Consortium reports annually through a Stakeholder Survey from educational stakeholders, the school jurisdictions we serve. Approximately 60 surveys (up from 30) were distributed within Zone 1, much later than in previous years, with a 30% return rate from jurisdiction representatives.



- NRLC is a very valuable resource in providing PD opportunities.
 - *Keep up the good work.*
- I would like to see an update of the NRLC website to make it easier to search for upcoming sessions.
 - *The NRLC has always been most accommodating in all we have asked of them providing not only Professional Learning opportunities but also technical support and guidance for our own projects. The NRLC has the unique needs of northern teachers foremost in their minds when planning and executing those plans. We would be lost without their support.*
- Thank you for listening to our needs.
 - *Website is problematic as it is difficult to find sessions by topic or area.*



These surveys are based on the six goals of ARPDC, and are provided in this report as a five-year continuum which is a representation of most grant deliverables. Those results for “Strongly Agree” and “Agree” are compiled based on provincial consortia standards and support ARPDC targets. Within each of these goals, NRLC has collected specific pd program evaluation comments made by participants that reflect ‘how’ NRLC is meeting these goals.

Goal 1: Facilitate professional development which supports the effective implementation of:

- a) The Alberta Learning Business Plan
- b) Jurisdiction and school education plans; and
- c) Regional School Council plans

The Consortium was effective in helping us address needs identified in our planning documents.				
2012-13	2011-12	2010-11	2009-10	2008-09
89%	80%	89%	94%	100%
Outcomes: <i>NRLC offerings align with stakeholders’ needs identified through planning documents and consultation.</i>				
Target is 80-89% Satisfaction <i>Goal Achieved</i>				

Context: *NRLC reviews district three year education plans and discusses priorities for the zone at advisory meetings. Individual meetings with district personnel allow NRLC to more fully understand district context (e.g. release days, PLC times, requests related to DIP and PAT scores) and include this in zone wide planning. Individual or small group multi-district meetings allow NRLC to assist with more in-depth planning, as well as providing information and context that minimizes scheduling conflicts and works to ensure PD that will be timely, relevant and well attended.*

ZONE PARTICIPANT COMMENTS

The speaker was very knowledgeable - he modeled good practice. This was informative and learned some techniques to use in the classroom.

More PD such as this! Excellent collaboration between school boards.

A lot of good ideas, websites, an opportunity to look at the benchmark. Excellent presentation and very helpful in terms of assessing these children.

With such a small group it would have been valuable to allow participants the chance to interact with material and discuss implementation.

Thank you for making the jaunt to Grande Prairie. You are amazing, persuasive speakers with a strong message.

It presented information, suggestions and materials that could easily be incorporated into my plans. Was an opportunity to reflect on what I was and was not doing for my students. (Best Practices/Literacy)

This was a great way to reflect on my own practices, hear about what has worked and what hasn't worked; and get ideas to help my students. (Music)

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

The Consortium was effective in helping us meet emerging PD needs, outside of those identified in our planning documents.

2012-13	2011-12	2010-11	2009-10	2008-09
89%	76%	90%	100%	86%

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

Target is 80-89% Satisfaction
Goal Achieved

Context: The high level of collaboration in zone one allows for joint planning that meets the needs of multiple school districts, often at the same event. NRLC aims to work with PLC groups and other clusters of teachers, mindful of district calendars and other regional considerations. Most districts do not have curriculum specialists and they allocate PD monies directly to schools. Alternate delivery and recording/caching of sessions for anytime/anyplace PD for teachers is being utilized. The Mathematics in-service support is an important part of building sustainable leadership capacity.

ZONE PARTICIPANT COMMENTS

Proactive People Skills was an excellent session that can be of use to our school next year, as we build and deliver our "integrity" model.

The session was very hands-on and totally applicable to students. Gave me alternate ways to teach my students. (Small Engine Repair)

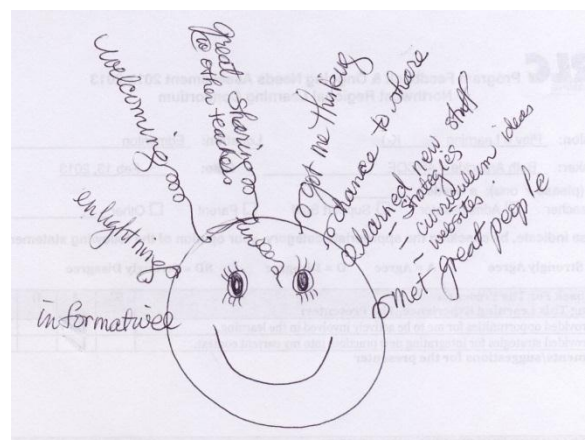
This was a good opportunity for me to have as it will help me plan better lessons for students wanting to do creative cosmo.

This allowed me to be certified without having to attend sessions in the summer 400 miles away from my home. (NASP Archery)

It was engaging and the topic was presented as a course and as pedagogy.

The session presenter was down to earth, realistic, yet challenged me to allow students to become self-regulated learners.

Many great strategies to apply and caused me to pause and consider new ways of doing things. Plus I can take all this back to my staff.



Goal 3

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

The Consortium's coordinating, brokering and or referral services were effective in helping us access PD resources.				
2012-13	2011-12	2010-11	2009-10	2008-09
89%	80%	94%	100%	86%
Outcomes: NRLC coordination, brokering and referral services are responsive to stakeholder needs.				
Target is 80-89% Satisfaction				
Goal Achieved				

Context: NRLC is working diligently to meet the needs of Zone One stakeholders. It is evident by the number of sessions held, the number of active grants, and the number of meetings that NRLC staff is involved in that we have increased our output to a great degree. The expanding work as ARPDC provincial project leads continues to provide more access to quality learning programs.

ZONE PARTICIPANT COMMENTS

A lot of good ideas, websites, an opportunity to look at the benchmark (ESL).

What will I change?...use the benchmarks to assist in developing more effective programming!

To be more cognizant of ESL learners and resources available to benchmark their level and use strategies to help families feel more welcome in schools.

I learned something new and now I can use my time more effectively when I need to find information on TV5Monde.

Add a word wall to my classroom to teach science. Add word reading strategies to science instruction.

Well presented, expert knowledge, and useable links and information. (VEX Robotics)

I will use the website to look up my grade level results and samples. I'll also start exposing my students to multiple choice to reduce anxiety.

The powerpoint was an excellent visual. The links to websites were helpful.

Use the NING to collaborate with other members of the cohort.

Looking at the Literacy Survival Tips resource for strategies to share with the teachers.

Goal 4

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

PD facilitated by the Consortium supported effective implementation of curricula.				
2011-12	2010-11	2009-10	2008-09	2007-08
84%	94%	100%	92%	91%
Outcomes: <i>NRLC programs meet the identified and emerging needs of educational stakeholders.</i>				
Target is 80-89% Satisfaction				
Goal Achieved				

Context: *Districts increasingly request sessions using distributed learning technology. These sessions help alleviate travel and time considerations for teachers attending PD. NRLC is working to provide leadership to districts and teacher leaders as we begin to expand our instructional pathways (e.g. video conference, webinars) and vary our tools (e.g. SmartBoards, Personal Learning Networks) while meeting the outcomes required by Alberta Education. Teachers are experiencing the power of collaboration through Moodle, Ning and Wiki sites. Linking and working with teachers in another part of the province or world is now possible and highly encouraged.*

ZONE PARTICIPANT COMMENTS

I would like some help/ideas with how to teach addition and subtraction. I would also like an idea about curriculum expectations at each grade level eg. Should grade 2 be fluent and efficient at plus and minus or should they be introduced and familiar? What are the expectations of what they should be able to do at the end of each grade level in Math?

Continue with PD and collaborating with colleagues and staff to improve and support my learning.

I had the opportunity to reflect on my practice, and plan improvements to my instruction.

It was an informative session, however strengthened my view of how these tests (PATs) are not valid or reliable for students of ESL First Nations schools such as ours.

I was dissatisfied with this session because it was not culturally sensitive. This was a standardized presentation in which some/most of the information was not relevant to the students taking the test. The presenter should be aware of/prepare for the culture they are coming in to.

I learned more about the PAT process and assessment in the classroom. Ken did a good job.

I was able to see what other teachers do and implement similar things in my classes so the students have a familiar jumping off point.

...the presentation was a great one both in content and delivery. The addition of group work was welcome and split up the time perfectly.

This provided strategies and a better understanding of Daily 5; gave me ideas for teaching practices.

I have many more strategies for handling new vocabulary.

Add more literacy/ more time for writing / shared reading-guided reading/tap into student prior writing knowledge.

Redesign my year plan to incorporate multiplication into my math at the beginning of the year.

Provide more opportunity for students to demonstrate their learning.

Goal 5

Promote and support the development of professional development leadership capacity within my organization.

The Consortium has contributed to the development of PD leadership capacity within my organization.				
2012-1	2011-12	2010-11	2009-10	2008-09
84%	79%	100%	100%	93%
Outcomes: <i>NRLC contributes to the development of PD leadership capacity.</i>				
Target is 80-89% Satisfaction Goal Achieved				

Context: Stakeholders worked to develop “**Essential Conditions**” of implementation (including ARPDC, ASBA, CASS, AAC, ATA, Alberta Ed, ASCA, Universities and colleges). This document is now being utilized in a variety of ways both provincially and within the zone to help identify the necessary supports for successful implementation. NRLC completed a joint needs assessment with the ATA in 2007, 2009 and 2011. This has provided a wealth of information to our stakeholders. The continued focus on building Leadership through Coaching projects and Learning Cohorts are an integral part of our programming.

ZONE PARTICIPANT COMMENTS

This allowed our division members to talk about content being covered and relate it to our context.

I was able to see what other teachers do, and implement similar things in my class...

Continue to build on my coaching philosophy and ensure I am doing what I have said I will.

Continue to guide our coaches as they work around student engagement, literacy, and technology in our division to increase student learning.

The qualities/attributes of learning coaches’ activities provided the opportunity to dialogue with others and reflect on where I am in each of the (anchor) areas.

For such a dry topic, she (Gaylene) made it interesting and hands on enough to know I can deal with it.

I will use these techniques in my classroom and in meetings. Great strategies...and methods.

Using the planning and reflecting conversation strategies I will be better able to support the schools in effective decision making.

Goal 6

Provide stakeholders with access to professional development at a reasonable cost. Consortia offer programs at a reasonable cost.

The Consortium provided good value for the grant dollars they were provided to support implementation of curriculum				
2012-13	2011-12	2010-11	2009-10	2008-09
89	84%	100%	100%	93%
Outcomes: <i>NRLC provides professional development at a reasonable rate.</i>				
Target is 80-89% Satisfaction				
Goal Achieved				
The Consortium services are provided at reasonable cost				
2012-13	2011-12	2010-11	2009-10	2008-09
89	84%	100%	100%	100%
Outcomes: <i>NRLC offers professional development on an overall cost recovery basis.</i>				
Target is 80-89% Satisfaction				
Goal Achieved				

Context: *NRLC strives to provide access to sessions in locations where usually at least 3 jurisdictions would be within a 2 hour drive. Webinars are often developed provincially or with other educational stakeholders and the virtual access is well received although many are after school. Delivery of learning opportunities using technology requires greater preparation, organization, technical support and equipment testing on the part of the presenter and organizers.*

ZONE PARTICIPANT COMMENTS

I find the registration system simple and easy to navigate. I did not have a problem finding the room because I received the email reminder with room number and location – although there were numerous discussions in my session amongst participants who had difficulty finding the right room/building!

I don't know what the cost of the session was!

Best PD we ever had! Loved it, learned lots, great location.

As always, thanks for the support and flexibility! You go out of your way to make things work for HPSPD.

**** Overall 2012-13 satisfaction with costs, as collected from session evaluations: 98% ****

Through examination, consultation and discussions with NRLC educational partners and ARPDC Executive Directors, the following trends were identified, and have been addressed in the [2012- 2013 NRLC Regional Implementation Plan](#).

1. TREND: Development of a coordinated, collaborative and comprehensive provincial approach to professional development

IMPACT: The NRLC will enhance and continue to explore a more coordinated collaborative and comprehensive approach to informing and planning professional learning. Supporting and coordinating programming opportunities with local district teams, ATA specialist councils, and ATA Convention Boards will continue to be a priority.

2. TREND: Challenges in professional development learning opportunity attendance

IMPACT: As a consortium, we have reviewed best practices in adult learning, and investigated with our jurisdictions to design learning plans which will be responsive to the needs of individual teachers, schools, and jurisdictions, delivering professional learning in such a way as to create learning communities. We will continue to develop online professional development resources for educators, as appropriate, that allow for anytime, anyplace and any pace access to professional development.

Our ability to stretch PD resources has always been a challenge in the large geographical region NRLC serves. Travel costs to bring in presenters are higher than in central regions, and even regional access requires teacher travel and sub release. The use of technology is an option, but it is not less expensive in the developmental stages. We will continue to offer more sessions at the district level and through PD days and conventions. The development of teacher-coaches is expanding the reach of curriculum specialists and will be part of our comprehensive planning.

3. TREND: Supporting job embedded learning

IMPACT: One of our goals is to provide opportunity for a variety of job embedded learning opportunities, designed in collaboration with educators at a school and district level. The design of PD is evolving to include the development of online learning opportunities that can be accessed by school based instructional leaders, coaches and individual teachers. Learning about how to design online learning includes experiences with developing video, archived webinar conversation guides and managing the production of these learning opportunities. This job embedded learning may involve the use of a variety of technology mediated learning opportunities, as well as direct mentorship and support for teacher coaches through cohorts.

4. TREND: Financial Sustainability

IMPACT: Grant funds for curriculum implementation are decreasing due to the deceleration of revised or new curriculum. The three year curriculum implementation grant concluded in 2010-2011; with a one year grant being provided for the 2011-12 year, followed another one year grant for 2012-2013. The current focus on Curriculum Redesign is supported by a one year grant for 2013-14, which has serious impact as we attempt to build an awareness of and continue the in depth work of our mandated curriculum redesign. Advocating for sustained professional development funding combined with increased collaboration and coordination at a regional level to effectively utilize these funds will be a necessity if NRLC is to be able to provide cost effective professional learning which supports the initiatives and foci of Alberta Education, while aligning with and supporting the priorities of our jurisdictions and the learning needs of individual educators.

We continue to explore other opportunities where teachers are gathered (Teachers' Conventions, ATA Specialist Council Conferences) to provide quality professional development.

1. Distributed / Technology Mediated learning

NRLC and the Board of Directors, is committed to the provision of technology mediated learning and technology implementation support for our teachers. NRLC retains the services of one part-time Technology Support consultants despite the absence of additional funding for the position once the Distributed Learning grant expired. School jurisdictions in our region and indeed Alberta Education have come to expect and even rely on the availability of technology mediated learning options and technology support for implementation.

2. Promotion and Support of Embedded Professional Learning Opportunities

NRLC continues to support and promote availability of embedded professional learning opportunities that are accessible to teachers accessed in a variety of ways based on feedback from our teachers regarding preferred methods of learning.

3. Partnering and Collaborating Provincially

There is an increasing expectation provincially that NRLC/ARPDC will partner, broker and plan collaboratively with a variety of PD providers beyond our ARPDC partners in order to develop coordinated and comprehensive learning opportunities across the province. Regionally, motivation to plan more cooperatively and collaboratively in order to share resources and establish learning communities that span districts is becoming more evident. NRLC will continue to actively support regional ATA Teachers' Conventions, Specialist Councils, and ATA locals by sponsoring presentations, providing information, and attending learning opportunities

Curricular Areas of Focus 2012-2013

During the next year, in response to Needs Assessments and prioritization at the NRLC regional Curriculum Coordinators meetings, NRLC will focus on the following curricular areas:

- 1. Inclusive Education (including ESL, Early Learning, Assessment, FNMI, and Leadership Capacity Education):** working with school districts to support provincial and regional initiatives and provide appropriate learning opportunities designed to address needs identified by jurisdictions and our Inclusive Education advisory committee.
- 2. Mathematics (including embedding technology):** includes supports for continued implementation at all grade levels, with particular focus on high school mathematics including Math demo classes through ARPDC.
- 3. Literacy Support (including grade 12 English Language Arts comprehension):** focusing on cross-curricular literacy, NRLC will design learning opportunities to support teachers in core subjects, grades K- 12, to enhance student literacy, critical thinking, problem solving, promoting ownership and becoming critical readers and writers, not only in Language Arts/ English, but also in Social Studies, Math and Science.
- 4. First Nation, Métis, Inuit:** continued work with sharing and collaboration of best practice and emerging strategies, support for the emergent work of the ARPDC FNMI PD Coordinators through direct involvement of PD coordinators from northern Alberta as members of our FNMI Advisory committee.
- 5. Early Learning:** working with Alberta Education and school districts collaboratively to address the identified learning needs of early learning educators, and to support early learning inclusive education initiatives.

The following reports represent the business aspect of the Northwest Regional Learning Consortium. NRLC makes every attempt to act on, and report on the grant deliverables as designated by Alberta Education.

A. NRLC 2012-2013 Audited Financial Statements

The audited financial statements are a complete and accurate reflection of the ongoing business operation NRLC. We continue to provide and act on accurate budget data, and strive for reasonable program costs.

B. 2012-2013 Grande Prairie Region Multi-District PD Collaboration Project

C. 2012-2013 FNMI Provincial Professional Learning Project Report Summary

D. NRLC Curriculum Implementation Grant Report Summary

E. Mathematics Implementation Project Summary

F. Greater Peace ATA Local Project Summary

G. Northland School District Literacy Project

H. NRLC Learning Coach Cohort

I. 2012-13 Mamawihtowin FNMI Education Conference



For clarification or additional information about the NRLC services and the Annual Report please contact:

Karen Egge
Executive Director
karen.egge@gppsd.ab.ca



Regional Consortium
Statement of Revenues and Expenses
For the Year Ended August 31, 2013 (in dollars)

CONSORTIUM NAME:		Northwest Regional Learning Consortium		
		Budget 2012/2013	Actual 2012/2013	Actual 2011/2012
REVENUES				
Alberta Education:				
Management & Infrastructure (Note 1)*		191,987	191,987	188,223
Net Conditional Grant Revenues:				
Provincial Programs (Schedule 1)		1,129,967	953,050	911,478
Regional Programs (Schedule 1)		52,339	83,353	67,747
Fee For Service Contracts (Note 2)				
Other Alberta Education				
Total Alberta Education		1,374,293	1,228,390	1,167,448
Other Revenue:				
Conditional Program Registration Fees:				
Provincial Programs (Schedule 1)			203,502	194,797
Regional Programs (Schedule 1)			15,273	5,450
Grants - Non government sources (Note 3)				
Cost Recovery Programs: (Note 5)				
Registration Fees (Schedule 4)		95,000	-	95,793
Other fees (Schedule 4)		21,200	3,309	3,918
Other (Note 4):				
Miscellaneous				4,929
TOTAL REVENUES		1,490,493	1,450,473	1,472,335
EXPENSES				
Management & Infrastructure (Note 6):				
Salaries, Wages, Benefits, Contracts and other fixed overheads (Note 7)		323,008	322,303	278,029
Board expenses (Note 8)		3,000	1,551	2,445
Less: Program Cost Allocations (Note 9)		134,021	115,751	87,322
Net Management & Infrastructure expenses (Note 9)		191,987	208,103	193,152
Program Delivery Costs (Note 10):				
Conditional programs:				
Provincial Programs (Schedule 1)		1,224,967	1,156,552	1,106,275
Regional Programs (Schedule 1)		52,339	98,625	73,197
Cost Recovery Programs (Schedule 4)		21,200	3,309	99,711
Other:				
Fee for Service Contracts				
Accounting and Audit Fees				
TOTAL EXPENSES		1,490,493	1,466,589	1,472,335
ANNUAL SURPLUS (DEFICIT)		-	(16,116)	-
Accumulated Surplus at beginning of year		44,301	44,301	44,301
Accumulated Surplus at end of year		44,301	28,185	44,301

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

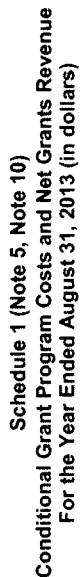
PLEASE RETURN hard copies of completed statements and schedules and the certification to:
Allan Pon c/o School Finance Branch, 8th floor, Commerce Place, 10155-102 Street, Edmonton T5J 4L5
BY DECEMBER 31, 2013



**Regional Consortium
Statement of Financial Position
As at August 31, 2013 (in dollars)**

CONSORTIUM NAME: Northwest Regional Learning Consortium

	August 31, 2013	August 31, 2012
ASSETS		
Cash in Bank and Temporary Investments	366,597	808,658
Accounts Receivable (Note 11):		
Province of Alberta		
Alberta school jurisdictions	104,408	50,738
Other		
Prepaid Expenses (e.g. deposits for future programming)	2,018	7,096
Other assets		
TOTAL ASSETS	473,023	866,492
LIABILITIES		
Accounts payable	85	2,625
Accrued liabilities (Note 12)		
Deferred Revenue:		
Conditional Grants:		
Provincial Programs (Schedule 3)	437,575	799,697
Regional Programs (Schedule 3)	2,633	13,339
Prepaid registration (Note 13)	4,545	6,530
Other:		
Total Deferred Revenue	444,753	819,566
TOTAL LIABILITIES	444,838	822,191
ACCUMULATED SURPLUS		
Unrestricted Funds (Note 14)	28,185	44,301
Operating Reserves (Note 15)		
Capital Reserves (Note 16)		
TOTAL ACCUMULATED SURPLUS (Note 17)	28,185	44,301
TOTAL LIABILITIES AND ACCUMULATED SURPLUS	473,023	866,492



2012/2013

Notes to Schedule 1:

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



Schedule 2

Conditional Grant Transfers - (Provincial) to Other Consortia: Note 9 For the Year Ended August 31, 2013 (in dollars)

CONSORTIUM NAME: Northwest Regional Learning Consortium

		Amount Transferred 2012/2013 Note (b)
Albertas Approach to Collaborative Practises		
Calgary Regional Consortium		1,062
Central Alberta Regional Consortium		1,062
Learning Network		1,062
Edmonton Regional Learning Consortium		1,062
Southern Alberta Professional Development Consortium		1,062
Consortium Provincial Francophone pour le perfectionnement Professionnel		1,062
Program Total	Albertas Approach to Collaborative Practises	6,372
(Specify Program)		
Program Total	(Specify Program)	-
(Specify Program)		
Program Total	(Specify Program)	-
(Specify Program)		
Program Total	(Specify Program)	-
(Specify Program)		
Program Total	(Specify Program)	-
Total transfers to Other Consortia		6,372

Notes to Schedule 2:

- Excluding payments for cost recoveries. Include cost recoveries in *Program Delivery Costs* on page 1.
- 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, 2013 (in dollars)

CONSORTIUM NAME:

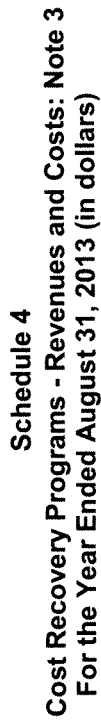
Northwest Regional Learning Consortium

2012/2013

	Deferred Revenue from Previous Year Note (a)	ADD: Conditional funds invoiced to other Consortia	ADD: Current Year Receipts and Transfers-In Note (b)	DEDUCT:		Deferred Revenue: Conditional Grants Note (d) (Page 2)
				Conditional Grant Transfers to Other Consortia (Schedule 2)	Net Conditional Grant Revenue Note (c) (Schedule 1 and Page 1)	
Conditional Grant Programs: Note (e)						
Provincial Programs						
Alberta Approach to Collaborative Practice	7,433			6,372	1,061	0
Curriculum Implementation (NRLC)	-	330,000			330,000	-
Curriculum Coordinators Grant (10-12)					-	-
FNMI Northland School Division Supports	20,002				20,002	-
FNMI Provincial PD Partnership	725,588		250,000		582,976	392,612
Walking Together Digital Resource	46,674				1,711	44,963
WNCP (Gov't of MB)			17,300		17,300	-
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Notes to Schedule 3:

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



Cost Recovery Programs - Revenues and Costs: Note 3
For the Year Ended August 31, 2013 (in dollars)

Northwest Regional Learning Consortium

Program Total

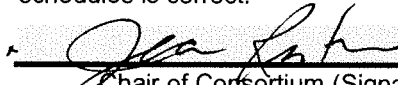
a. Includes payments for grants held by other Consortia. Cost Recovery Expenses are included in the Cost of Delivering Conditional Programs in schedule 1.



**Certification of
Regional Consortium Financial Statements
For the Year Ended August 31, 2013 (in dollars)**

CONSORTIUM NAME: Northwest Regional Learning Consortium

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


Chair of Consortium (Signature)

Dec. 12, 2013
Date


Financial Officer (Signature)

Dec. 12, 2013
Date

NOTES TO FORMS 1, 2 AND SCHEDULES

- Note 1** Management and Infrastructure grant from Alberta Education (total amount received for the year).
- Note 2** Alberta Education pays consortia for services provided under certain contracts/agreements.
- Note 3** E.g. grants and subsidies from private partnerships (e.g. Shaw).
- Note 4** Funding from other provincial government departments or the Federal government; bank interest and cost recovery program registration and other cost recovery revenue, and other fees recovered from other consortia.
- Note 5** Cost Recovery Programs are Programs that are not supported through Conditional Grants. Such programs are funded through provincial or regional registration fees and other fees.
- Note 6** Costs of operating and maintaining the consortium office.
- Note 7** Including Office Staff (Executive Director, Executive Assistant and other office staff). Fixed overheads include office space, utilities, and office supplies. These are indirect costs that benefit all programs. Where Office Staff work on a particular program or, for example where leased space is used for programs, these costs should be allocated to programs. Purchases for equipment used primarily for office overhead (e.g. photocopiers), some of which should be allocated to programs (See Note 7). These costs should also be charged to management and infrastructure expense.
- Note 8** Including meeting fees, supplies, travel and subsistence and board development.
- Note 9** Program cost allocations are M&I (Head Office) expenses that have been charged to conditional cost recovery programs because the program benefited directly from M&I employee time or other overheads. (Where M&I expenses benefit all or many programs equally (indirect benefit) these 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 amount received from Education.

- Note 10** Program delivery costs include part-time staff and contracted coordinators or consultants (e.g. host, presenters, registration staff), and other direct costs including materials, site, audio-visual, leased space, equipment used primarily for conditional programs, etc. Equipment costs attributable to more than one program (e.g. video conferencing) should be allocated to programs proportionately to 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 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 controlled by the consortium and that have been credited to Program Cost Allocations (see Note 17). 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. These costs are incurred by participating consortia and reimbursed to them. These other consortia net their reimbursement against their initial expense, thereby zeroing out the expense. This eliminates the duplication of expenses. Where other consortia bill an administration fee in addition to their own costs, miscellaneous revenue should be credited with that portion of the reimbursement.

Background

- Peace Wapiti School District #76, Grande Prairie Public School District #2357 and Grande Prairie Catholic District #28 representatives agreed to coordinate three (3) common professional development days for the 2011-2012 school year and brought in the Northwest Regional Learning Consortium to assist with surveys, program development and coordination as well as registration, contracts with presenters and follow-up reports.
- The District PD days have been created as opportunities for embedded professional development for teachers and support staff and as an opportunity for cohorts of teachers to create professional learning communities across the three districts and work together over the course of the year on identified PD goals.
- The inter-division planning has enabled sufficient numbers to provide specialized professional learning programs.
- Meetings and program development started in February 2012 with the complete program ready for staff to register prior to June 30, 2012.
- August 30, 2012; November 12, 2012 and February 15, 2013 make up the three days of PD; with some sessions operating outside of these dates due to scheduling and availability.

Highlights of Programming

- 44 cohort streams have been developed each with a focus that carries forward over the three designated days with a budget of approximately \$80,000.00. 96 individual sessions with a total attendance of 2885.
- Streams are based on cohort groups and sessions of three days each include: CTS, CTS Health, Fine Arts, Inclusive Education, Curriculum and Effective Practice, Assessment, French Immersion & French Second Language, FNMI, Technology Integration, Unit Planning.
- District Learning Coaches and Cohort Leads are involved in creating further coaching opportunities within their district during the year.
- One (1) Education partnerships including the Master of Education Introductory Course (21 participants) partnered with UNBC and GPRC.
- Almost 900 participants are registered for the year and can be identified by School and District sorting, as well as attendance in each program.
- Almost all of these were pre-registrations for the series.
- August 30 registration indicates 315 Peace Wapiti, 197 Grande Prairie Public, 36 Grande Prairie Catholic, and 2 Other reflecting one other school jurisdictions.
- November 12 registration indicates 294 Peace Wapiti, 164 Grande Prairie Public, 32 Grande Prairie Catholic, and 8 Other reflecting a combination of three other school jurisdictions and organizations.
- February 15 registration indicates 261 Peace Wapiti, 206 Grande Prairie Public, 5 Grande Prairie Catholic, and 7 Other reflecting a combination of three other school jurisdictions and organizations.
- Other community children, post-secondary, and health service providers also access these learning opportunities (i.e., Alberta Health Services).
- Paper feedback surveys were used for the first day to ensure we collect crucial data. Electronic feedback surveys are sent to each participant during the session and those results are shared with the Multi-District team for reporting.

Observations

- The opportunity to plan sessions that are requested and provided in a cost effective manner is exciting work for NRLC. The deeper understanding of specific learning goals is developed and strong relationships are developed with the District teams.
- Districts were able to survey their teachers and staff to identify specific needs on which to base the year of planning.
- Teachers and staff are aware of the various choices and are able to plan and utilize the professional learning opportunities effectively, planning for their entire year in most cases.



Provincial First Nations, Métis, and Inuit Professional Learning Project

~ Building Educator Capacity ~

~ Engaging Learners ~

~ Creating Paths for Success ~



Provincial First Nations, Métis, and Inuit Professional Learning Project

Northwest Regional Learning Consortium

Alberta Regional Professional Development Consortia ~ Alberta Education

Acknowledgements

The *Strategy* recognizes successful past and current work in the Ministry of Education and by education partners to identify the priorities and actions to support First Nations, Métis, and Inuit education and First Nations, Métis, and Inuit student success. The *Strategy* draws on many perspectives and experiences, including those of teachers, administrators, professional development providers and other education practitioners.

A number of key documents inform the *Strategy*'s intent and direction:



This document was prepared by the Northwest Regional Learning Consortium (NRLC) in collaboration with Alberta Education, to support the work of all regional offices of the Alberta consortia. This initiative was funded by Alberta Education Workforce Planning and Development Branch and intended to support Strategic Action 5 of the branch's 2008 – 2013 *Framework For Action* to "increase the number of educators in Alberta schools with the knowledge, skills and attributes necessary to support First Nations, Métis, and Inuit student success." This work shares the responsibility and contributes to a larger and more complex set of initiatives focused on First Nations, Métis, and Inuit educational success as detailed in the ongoing priorities identified in the *2012-15* and *2013-16 Education Business Plan*.

A *Provincial First Nations, Métis, and Inuit Professional Learning Strategy* recognizes that educational stakeholder communities are foundational supports which serve to enable and promote student success. The *Strategy* is informed and supported by the collaborative efforts of a steering committee comprised of representatives from the ARPDC Regional offices, Alberta Education, First Nation and Métis organizations and Northland School Division.

The learning aspirations and potential of First Nations, Métis, and Inuit individuals and communities are realized through a responsive and accountable education system. Alberta Education recognizes that First Nations, Inuit, and Métis people are not special interest groups. They are unique constitutional and governance entities, whose place in Canada is unlike that of any other people because of their original occupancy of Canada, their treaty rights, and Section 35 of the Constitution Act, 1982, that recognizes and affirms the "existing aboriginal and treaty rights of the aboriginal peoples of Canada."

Executive Summary

How can the education system contribute to creating a relational space where all students thrive in a supportive educational environment?

It is an ethical imperative that there are comprehensive systemic supports for educators to contribute to creating an occupational culture and educational environment where learners are empowered to achieve success. Given the provincial data on the graduation rates for our First Nations, Métis, and Inuit students and the opportunities for innovation presented through *Inspiring Education*, it is time to strategize how to foster a relational space where there are multiple pathways to reaching success. Through a process of collaborative inquiry between educators and their communities, the following guiding questions can provide a starting point for designing professional learning opportunities:

Physical

Learning to Live Together:

How does where we learn influence how we learn?

→ exploring innovative and collaborative ways to create positive educational environments

Emotional

Learning to Do:

How does empowering differ from delegating?

→ transforming engagement in educational communities and generating relational spaces for innovation

Spiritual

Learning to Be:

How does what we do differ from who we are?

→ analyzing the relationship between achievement and resources to support learning

Intellectual

Learning to Know:

How does knowing relate to understanding?

→ examining the relationship between significant historical events and current contextual realities

The fundamental goal of the *Provincial First Nations, Métis, and Inuit Professional Learning Strategy* is to establish a provincially cohesive process for educators to create learning plans that center on professional learning opportunities with the intent on building educator capacity, engaging learners, and creating paths for success. In the spirit of creating an educational culture which is open-minded, respectful, and collaborative, the *Professional Learning Strategy* calls for educators across the province to take actions to develop their understanding of First Nations, Métis, and Inuit perspectives and content so they can better serve all students. The *Professional Learning Strategy* goals are embedded in a circular graphic, like a compass, so that it may serve to provide direction in relation to where an educator is situated in their personal professional learning journey. The *Professional Learning Strategy* goals are informed by the UNESCO Pillars of Education, *Inspiring Education: A Dialogue with Albertans*, and *Ministerial Order on Student Learning* (#001/2013).

Project Description

Fundamental Goal

The fundamental goal of the First Nations, Métis, and Inuit Professional Learning Project is to inspire and empower educators through professional learning opportunities with the purpose of building educator capacity, engaging learners, and creating paths for success within the context of First Nations, Métis, and Inuit education.

Vision

What do the qualities and abilities of an engaged thinker and ethical citizen with an entrepreneurial spirit mean in the context of an educational environment?

Inspiring Education: A Dialogue with Albertans, outlines the vision of an educated Albertan as an engaged thinker and ethical citizen with an entrepreneurial spirit. The following is a chart informed by criteria which are highlighted in *Inspiring Education* and the *Ministerial Order on Student Learning #001/2013*.

Engaged Thinker	Ethical Citizen	Entrepreneurial Spirit
<ul style="list-style-type: none"> • think critically and creatively • use technology to learn, innovate, and discover • identify problems and find the best solutions • communicate ideas to others • demonstrate adaptability 	<ul style="list-style-type: none"> • build relationships through collaboration • contribute to community • assume responsibility in a variety of roles • engage with many cultures and value diversity in all people 	<ul style="list-style-type: none"> • set goals and persevere to achieve them • demonstrate resilience and adaptability to new discoveries • strive for success • demonstrate the courage to dream

The role of the First Nations, Métis, and Inuit Professional Learning Facilitator is to consistently role model the attributes, skills, and knowledge embodied in the vision of an educator who is an engaged thinker and ethical citizen with an entrepreneurial spirit. The strategic pathways listed in the report are examples of how the facilitators demonstrated these competencies in the context of providing opportunities for First Nations, Métis, and Inuit professional learning.

EXECUTIVE SUMMARY GRANT 2012-0364

Introduction

This summary report highlights learning activities provided for Zone One school jurisdictions and educators for the 2012-2013 School Year. The work focused on understanding and using new and revised programs of study; Alberta Education Initiatives and Strategies; and Zone Initiatives.

As per the grant deliverables, consortia activities are described in five areas including:

- Regional advisory committees;
- Development and implementation of work plans;
- Responsiveness and flexibility in adult learning; and
- Partnerships and collaboration.

A detailed chart of Supports for Implementation and corresponding designated funds have been included and a financial summary is provided.

Grant Background

Alberta Education provided a grant of \$330,000 to the Northwest Regional Learning Consortium (NRLC) to provide curriculum implementation support that aligned with Alberta Education's Curriculum Implementation Cycle and provincial initiatives.

Regional Characteristics/Context

The Northwest Regional Learning Consortium provides services and learning opportunities for 176 public and separate schools located within nine school districts as well as a number of band, private and charter schools in a large geographical area covering the northern half of Alberta. This zone has a teaching staff of over 2000 FTE serving in various subject and grade configurations. These teachers serve over 34,000 students.

Distance and scattered locations provide a challenge in providing professional development learning opportunities so we try to provide programming wherever feasible in each district or community. Distributed learning/online professional development plays an integral role as well as working with districts on PD days and PLC's to meet their needs in terms of time and place. Lack of substitute teacher availability and travel costs are two challenges we continue to address and are always investigating alternative delivery methods.

Regional Advisory Committees

Each school authority sends a representative responsible for their Board's curriculum implementation to planning meetings throughout the year and form NRLC's Regional Advisory Committee. Two of the dates are linked with Alberta Education Curriculum Coordinator meetings. The role of the advisory committee is to contribute to building the Regional Implementation Plan; provide ongoing feedback about the plan based on district needs and lessons learned; communicate the intent of the plan; gather evidence of success within their organizational network; and identify future regional needs. Two subject specific advisory committees meet regularly to discuss and share ideas related to the Consortia Implementation Plan.

Development and Implementation of Work Plans

NRLC submitted a plan for curriculum implementation in November 2012 and has continually updated, added and revised sessions based on advisory committee input, local jurisdiction requests, participant enrolment and speaker availability.

Of the 399 individual learning opportunity sessions planned by NRLC, 337 fell within the Implementation Grant priorities and initiative areas. Participants in these opportunities were 9670.

Responsiveness and Flexibility in Adult Learning

NRLC used the 2011 bi-annual Needs Assessment Survey, in partnership with the ATA, as a base to determine the needs of school administrators, teachers and support staff in the 2012-2013 year. Regular meetings with school district curriculum coordinators provided opportunities for collaboration and discussion of further needs to support their planning. Evaluation surveys are completed after every program and also provide direct participant feedback into our programming. We use video-conferencing and online Blackboard regularly for advisory meetings and committee work.

The programs NRLC offered met the identified and emerging needs of educators and contributed to the ongoing development of PD leadership capacity within the Zone. NRLC facilitated PD supports, effective implementation of curricula, Alberta Education initiatives and support for District Education Plans. A variety of learning opportunity choices were offered to allow participants to engaged in different ways. We were deliberate in creating opportunities for educators to share planning and teaching materials, and learn from each other both regionally and provincially.

Partnerships and Collaborations

The ARPD Executive Directors were provided with information from Alberta Education Lead Managers and Directors and were open to ongoing ideas and suggestions. Executive Directors met regularly to share ideas and programming.

Key Findings, Successes and Challenges

Zone collaborations, sharing resources and effective working relationships are advancing the goal of a coordinated, collaborative, and comprehensive approach to implementation of new and revised curricula. Regional access to learning opportunities in their time and place is a success and a challenge with the many competing priorities educators face daily. Our districts truly value the flexibility to include Zone initiatives in the professional learning programming and their support and attendance is evident in the report.

The use of technology supported professional learning and use of online resources is increasing as teachers develop their expertise and comfort level attending these sessions. The challenge is to continue to grow and provide supports with the increased expectations of our educators. We need to provide on- site support and resources for planning and delivering these outstanding job-embedded learning supports.



Executive Director: Karen Egge
 Karen.egge@gppsd.ab.ca
 Math Project Coordinator: Geri Lorway
 glorway@telusplanet.net

Results/Reflections

2012-2013 Implementation Support Plan Mathematics

The NRLC menu of supports is built to be flexible, adaptable and collapsible. What remains a constant throughout our offerings is a relentless focus on ALBERTA CURRICULUM and links to the FRAMEWORK FOR STUDENT LEARNING. From a careful analysis of the feedback available from a representative sample of our stakeholder groups and clients the following 4 categories of concern emerge as Challenges to Implementation Support Planning:

We began the 2012-2013 school year with a focus on the document: Framework for Student Learning. At a workshop, offered by Alberta Education part way through the year, we were encouraged to move teachers to a stronger focus on the Inspiring Education document as planning for Curriculum Re Design moved forward.

TIME: Teachers and Administrators cite distance, loss of instructional time compounded often by a lack of math qualified subs or difficulty with finding substitutes teachers at all, as obstacles to participation.

NRLC Response: To collaborate with planning groups to provide workshops and speakers for District PD days and Teacher Convention, to use technology mediated platforms when and where possible All Mathematics PD events are focused specific to courses and grade levels so that time spent face to face is as transferable to teachers' daily practice as possible.

Results and Reflections: As implementation moves forward, teacher and District needs continue to "complexify". Early adaptors to change demand a different level of support and learning opportunities than their slower to adopt colleagues, while teachers new to the profession, new to the grade level, new to the assignment of mathematics, all bring different levels of readiness and understanding to the change process and request different levels of support for implementing the curriculum. It is increasingly difficult to provide adequate, multi tiered offerings in the face of the growing demands. NRLC has responded in as timely a manner as possible to requests for support from teachers, schools and Districts. Those requests often fail to acknowledge the complexity of the levels of support needed to match the differences in readiness for change, engagement and motivation to change and both content and pedagogical expertise of the teachers who need to participate. As a result there can be a mismatch between the type of support set up and the expectations of the teachers who register.

An obstacle that is particularly vexing at the Senior High Level: an acute shortage in the number of facilitator/ presenters who have the instructional knowledge, skill, and expertise and personal confidence to provide the kind of support being requested. Teachers want to understand how the curriculums have changed and why, and to experience the types of activities that support student learning but even more important they want to observe and/or participate in vivid demonstrations presented in classrooms with Senior High students...

Attempts to provide sessions at District PD Days and Teacher Conventions have met with limited success. The number of sessions competing for teacher attention and the brief allotments of time scheduled for any one presentation limit the number of teachers who are able to participate and the potential for the kind of experience based, active learning inquiry sessions this curriculum requires.

District days are not common across the NRLC area which reduces the size of the potential audience even further, especially for professional development activities that focus on Senior High courses.

While the Online Math Symposium, offered last January (a collaboration between ARPDC and AB ED) was well received by senior high teachers, online is not the preferred delivery model for many teachers. Feedback on professional development offered through VC and Elluminate typically includes the following type of concern: *"The synergy, collaborative spirit and emotional energy generated within the group is lost. I feel disconnected and disengaged when I cannot see faces, share quick conversations, catch someone's eye for a nod or a wink, see the notes of the person "beside me."*

DEMONSTRATIONS: The 2007 revisions to the Alberta Program of Studies for Mathematics, challenge teachers to place problem solving at the heart of their teaching and to help students develop a conceptual understanding prior to practicing procedures. If they are going to be successful, it is critical that teachers (and the administrators who support them) engage with vivid demonstrations of alternative practices.

NRLC Response: Include vivid demonstrations in PD events. Include the development and delivery of demonstration pieces into the plan.

RESULTS & REFLECTIONS: Teacher surveys support the belief that vivid demonstrations make an impact on teacher buy in and implementation. However, as was mentioned above facilitators who can model at the **Senior High level** are in short supply. Dr James Tanton has delivered several highly engaging and interactive sessions for Senior High, but his schedule and accessibility is limited. There is a province wide need for presenters who can walk the talk in the classroom.

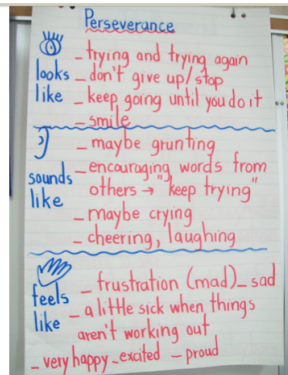
Teacher Leadership Cohorts met four times during the year. The cohorts are cross-graded, inter District learning communities, (each of the NRLC Districts is offered 2 teacher/coach seat in each Cohort). Teachers participate in vivid demonstrations of teaching, share and study student work, collaborate on approaches to, & reflections around problem solutions, inquiry lessons, questioning techniques, & strategies for engaging students in the planning for, and assessment of their learning. Cohort sessions include a heavy emphasis on unpacking and infusing the competencies as outlined in the Inspiring Education document into the teaching of Mathematics.

(The expectation for these teachers to take a lead role in their District or among their colleagues varies District to District.)

The Cohorts developed frameworks for building self assessment rubrics with students

The cohorts created tasks to assess student understandings. Which of these is Always true, sometimes true, never true?

A grade 2 class develops a framework for identifying and evaluating perseverance



A Grade One List

- I get started, I got started? To get started I.....
- I do not give up easily
- I take a break and keep trying when things get tough
- I know that it might take time to solve a problem
- I do not try to "get it over with"
- I complete the task

We discussed including the phrase "I do it on my own" but that seems about collaboration we really do not value it.. So then we talked about explain the solution they have arrived at, to understand that they did have for a solution. A student who worked with someone still must be solution. There may actually be two ideas here: I work till I am finish answer.

We are trying to get at every student being able to say: I know what m why my method worked.

Communication, Connections, Critical Thinking: Evaluate your work.
Focus means we see information from the problem on your page. You understand what is being asked. You are thinking about how to solve.
Gather Data means we see that you are building, diagramming and writing information that might help you solve the problem. I see numbers, symbols, labels, diagrams
Organize Data means we see that you are looking for a way to "see" your path for thinking. You sort, order, table, chart. You arrange things so they are easy to read, follow, see.
Search for pattern, relationships, to explain a solution
Explain the relationships and how you use them to find a solution: diagrams, labels, numbers, expressions, equations, words
Complete the Problem: show an answer, prove that it is the answer. Or explain where you got stuck and could not finish, compare your answer to others and if it is different explain why or find error
Self Evaluate: What have you demonstrated about yourself as a learner? As a worker? As a member of the classroom community? As a critical thinker? As a communicator? What can you do now? Do you need practice or a new challenge? What's your proof?

This document emerged from collaborative work between NRLC and Thinking101 during Cohort sessions. Please reference

The Cohorts created templates for connecting math curriculum and Inspiring Education into their lesson, unit and year plans.

THINKING SKILLS	DOING SKILLS
<p>Focus</p> <p>Match Sort Classify Compare</p> <p>Organize</p> <p>Connect</p> <p>Decide</p> <p>Extend</p>	<p>Communicate</p> <p>Connect</p> <p>Visualize</p> <p>Reason</p> <p>Problem Solve</p> <p>Estimate, Calculate Mentally</p> <p>Learn by Technology</p> <p>Curious</p> <p>Persevere</p> <p>Risk Take</p> <p>Flexible</p> <p>Adapt/Re</p> <p>Self Reflective</p> <p>Effective Instruction</p> <p>COMPARE</p> <p>SUMMARIZE & NOTE-TAKE</p> <p>VISUAL SPATIAL ORGANIZERS</p> <p>FEEDBACK</p>
<p>The Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit</p> <p>Strive for personal excellence and engagement in their learning journey</p> <p>Employ literacy and numeracy to construct and communicate meaning</p> <p>Discover, develop & apply competencies across subjects & disciplines areas for learning, work & life to enable them to:</p> <p>KNOW HOW TO LEARN: gain knowledge, understanding, skills through experience, study, interaction with others</p> <p>THINK CRITICALLY: conceptualize, apply, analyze, synthesize and evaluate to construct knowledge</p> <p>IDENTIFY AND SOLVE COMPLEX PROBLEMS</p> <p>MANAGE INFORMATION: access, interpret, evaluate and use information effectively, efficiently, ethically</p> <p>INNOVATE: create, generate apply new ideas or concepts</p> <p>CREATE OPPORTUNITIES: through play, imagination, reflection, negotiation, competition with an entrepreneurial spirit</p> <p>APPLY MULTIPLE LITERACIES: read, write, mathematics, technology, languages, media, personal finances</p> <p>DEMONSTRATE COMMUNICATION SKILLS & ABILITY TO WORK COOPERATIVELY</p> <p>DEMONSTRATE GLOBAL AND CULTURAL UNDERSTANDING: consider the economy & sustainable development</p> <p>IDENTIFY AND APPLY GROWTH & LIFE SKILLS THROUGH PERSONAL GROWTH & WELL-BEING</p>	

Collaborative Thinking 101 and NRLC 2017

Photo: educationnews.com/inspiring

Photo: thinking101math.com

MORE Artifacts from the Cohort sessions can be viewed at
<http://nrlcthink101math.wordpress.com>

Teachers who participated in the Cohorts reported their personal learning to be substantial, the transfer to the classroom to be discomfoting and stressful, the support of the group crucial to their persevering with that discomfort, and that obstacles to their feeling success included the competing demands of a variety of other “initiatives for change”, the demands of after school projects and extra curricular events creating a time conflict, lack of qualified subs, weather and travel issues that prevented them from attending. Teachers agreed in an after the event survey that they needed more than just a chance to study student work or create shared assessments. **RELEARNING** mathematics in a way that makes it a sense making process, understanding what the big ideas are, how they emerge and develop across a span of grades, experience with and support for practicing instructional techniques that build students; conceptual understanding and gaining the confidence to let go “traditional ways of thinking and doing” were the needs for continued support they identified.

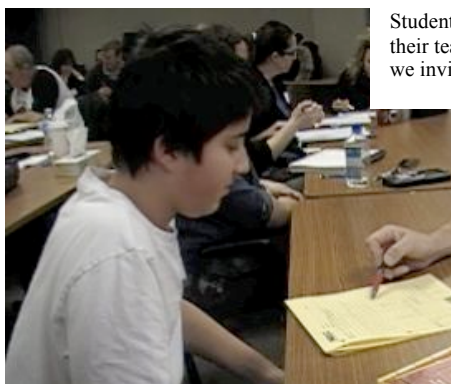
Feedback on Cohorts

I really feel the need to talk a bit about the Math cohort work that has been happening in our Zone over the last four or five years. I can't say enough about the work Geri has done to move many math teachers forward with the new curriculum. There have certainly been challenges in keeping the momentum going as the competing demands on teacher attention make regular attendance an issue (never mind sub issues, illness, weather, travel.. worries associated with missing class. It has been difficult to create and keep an ongoing cadre of teachers focused in the same direction and as with a classroom, attendance matters. But I do know that after many conversations with participants in the cohort that student learning has been improved.

I know I have certainly grown as a math coach and future math instructor as a direct result of this.

Gail McNabb PRSD Learning Coach

Thanks Geri for yet another great session! I find it doesn't matter how many of your sessions I attend there is always learning, making connections and aha moments for me. Can't wait to share with the teachers at my school!



Students were curious to know what their teachers did at the Cohort days, so we invited several to attend.

EFFICACY: Teachers and administrators often express feelings of being overwhelmed by the perception that initiatives for change are fragmented and disconnected (a well documented challenge within the Change literature)

NRLC Response: Focus the design and delivery of descriptors and the content and resources shared during our Math events on making connections. The Framework for Student Learning document is proving to be an excellent resource for linking revisions in the mathematics curriculum to the challenges of meeting and accommodating for, the needs of every student in all their planning for delivering and assessing instruction.

Results & Reflections: The following examples are offered as evidence that NRLC events and professional learning activities did indeed impact teacher efficacy.

This year Peace Ten and Holy Family Learning Coaches have spent 3 days working with Geri on what it is we as Coaches can do to help classroom teachers move their practice forward. Geri introduced the group to a template for linking the INSPIRING EDUCATION document and Framework for Student Learning into teacher planning for learning and assessment.

In our last session we observed Geri introduce students to the vision of Inspiring Education and the idea of BERCS as a model for assessing their own understanding. We definitely found these to be very worthwhile professional development for Learning Coaches as we work closely with teachers in the classroom in all different subject areas.
David and Spencer, HFCRD Coaches

I had a real shake my head moment this fall. Our District Superintendent and Administrators come out to the schools at the start of the year to touch base on directions for growth and this year it was all about 21st Century Competencies. I realized, the Cohorts have been looking at, practicing, and learning about these for four years. Thank you for helping me be a more enlightened teacher. It felt pretty good to realize I was leading my PLC ahead of the curve, rather than playing catch up.

(Karen Dana, HPSPD)

Year Planning Grade Five												
Dispositions	Curious		Risk Taking		Positive Outlook		Perseverance		Contributor		Confident	
LOOK → THINK → ACT – Build → Diagram → Explain → Represent → Compare → Self-Assess and Synthesize												
Metacognition		Explain & Represent Thinking			Contrast Thinking to Others			Adjust, Adapt and Refine Thinking				
		Apply Strategy		Shift Strategy or Approach			Justify Solution		Question Self, Self Correct		Challenge Self	
♦ Visualization		♦ Communication		♦ Connections		♦ Reasoning		♦ Mental Math/Estimation		♦ Problem Solving		♦ Technology
21 st Century Competencies		Critical Thinking		Creativity and Innovation		Communication		Collaboration / Leadership				
PROBLEM SOLVING												
Statistics and Probability				Shape and Space				Patterns and Relations		Number		
GO: Collect, display and analyze data to solve problems. GO: Represent & solve problems using experimental & theoretical				GO: Describe and analyze position and motion of objects and shapes. GO: Describe 3-D objects, analyze the relationships GO: Use direct and indirect measurement to solve problems.				GO: Represent algebraic expressions in multiple ways. GO: Use patterns to describe the world and to solve problems		GO: Develop Number Sense		
	September	October	November	December	January	February	March	April	May	June		
Openers	Quick Draw Finger Facts	Dot collections Arrays (Distribution)	Balances	Two Ways Math Squares Math Games- Raging Rectangles, Quip,			Problem Solving Sorting Red Hot Math					
Objectives	Apply mental mathematics strategies and number properties, such as: <ul style="list-style-type: none">• Skip counting from a known fact doubling or halving• Using patterns in the nine facts• Using repeated doubling or halving to determine with fluency, answers for basic multiplication facts to 8s and related division facts. Apply mental mathematics strategies for multiplication, such as: <ul style="list-style-type: none">• Annexing then adding zero• Halving and doubling• Using the distributive property. Demonstrate, with and without concrete materials, an understanding of multiplication (2-digit by 2-digit), to solve problems. Demonstrate, with and without concrete materials, an understanding of division (3-digit by 1-digit), and interpret remainders and solve problems. Express a given problem as an equation in which a letter variable is used to represent an unknown number Solve problems single-variable, one-step, whole number coefficients and solutions. Identify 90° angles. Design and construct different rectangles, given either perimeter or area, or both (whole numbers) and make generalizations.			Demonstrate an understanding of fractions by using concrete, pictorial and symbolic representations to: Create sets of equivalent Compare like and unlike denominators Describe and represent decimals (tenths, hundredths, thousandths). Relate decimals to fractions and fractions to decimals (to thousandths). Compare and order <ul style="list-style-type: none">• Benchmarks Place value Equivalent decimals. Demonstrate an understanding addition subtraction of decimals Demonstrate an understanding of measuring (mm) by: <ul style="list-style-type: none">• Select and justify referents• Model describe the relationship mm and cm mm and m units. Demonstrate an understanding of volume by: <ul style="list-style-type: none">• Select, justify referents cm³ or M³• Estimate Measure Record volume (cm³ or m³)• Construct right triangular prisms for a given volume. Demonstrate an understanding of capacity by: <ul style="list-style-type: none">• Describing the relationship between mL and L• Selecting and justifying referents for mL or L units• Estimating capacity, using referents for mL or L• Measuring and recording capacity (mL or L).			Describe and provide examples of edges and faces of 3-D objects, and sides of 2-D shapes that are: <ul style="list-style-type: none">• Parallel Intersecting Perpendicular Vertical Horizontal. Identify and sort quadrilaterals, including: <ul style="list-style-type: none">• Rectangles• Squares• Trapezoids• Parallelograms• Rhombuses Identify and describe a single transformation, including a translation, rotation and reflection of 2-D shapes. Perform, concretely, a single transformation (translation. Rotation or reflection) of a 2-D shape, and draw the image. Determine the pattern rule to make predictions about subsequent elements. Differentiate between first hand and second hand data. Construct and interpret double bar graphs to draw conclusions. Describe likelihood of a single outcome impossible Possible Certain Compare likelihood of two possible outcomes occurring, using words Less likely Equally likely More likely					
All Year Objectives	Represent and describe whole numbers to 1 000 000. Use estimation strategies, to problem solve including: <ul style="list-style-type: none">• Front-end-rounding Compensation Compatible numbers Apply mental mathematics strategies and number properties, for multiplication, and division Describe and provide examples of edges and faces of 3-D objects, and sides of 2-D shapes that are: Identify and sort quadrilaterals, including:											

After building this integrated plan for math, I was seeing connections across all the subjects so I begun a process with students to infuse the Competencies and BERCS into all four

Evidence that teachers are identifying and valuing the links between the Mathematics Curriculum Front Matter and the Competencies for Student Learning as listed in the Framework for Student Learning and Inspiring Education.

An excerpt from the reflections of a teacher who participated in multiple NRLC sessions that infused the Competencies into planning Mathematics lessons and then watched James Tanton in action.

James expected us to reason and think things out, he encouraged us to follow logic when answering and used prompting and guided questions to direct us. This certainly links to the program of studies; “Mathematical reasoning helps students think logically and make sense of mathematics. Students need to develop confidence in their abilities to reason and justify their mathematical thinking.” (POS, p8)

By letting us feel that what we had to say was worth listening to, clarifying and discussing, he modeled how teachers might help students learn to: “consider the context and seek additional information and perspectives when analyzing information. (Making them) able to reflect on their learning, recognizing strengths and weaknesses in their reasoning and in arguments presented by others.”

(Inspiring Education, p10)

..... He honoured and accepted what we knew, and if, after probing, it appeared we were confident, he challenged us to go further, try something harder or find the next level in the sequence.

I see a link to helping students become critical thinkers:

“As critical thinkers, (students) use metacognition to reflect on their thinking and recognize strengths and weaknesses in their reasoning and in the positions presented by others. Student have the confidence and capacity to solve a range of problems, from simple to complex and including novel to ill-defined, related to their learning, their work or their personal lives.” (Framework for Student Learning, p3)

They can identify and predict problems and solutions that are not readily apparent. These students are aware of and can use multiple approaches to solving a problem, including collaboration. (Inspiring Education, p10)



I started mapping unit plans with my students in Grade 8 and Grade 9. It really engages them in the learning and in taking responsibility for their own learning. This idea came out of discussions at the Cohort sessions and I felt empowered to try it.

COLLABORATION: The challenge is to maximize the application of our funding dollars to achieve the most gain with the least amount of duplication of services. Against which we must balance the unique needs of our specific regions and the personal nature of teacher professional growth, best nurtured in a face-to-face environment.

NRLC Response: The NRLC Leadership Cohorts represent inter District collaboration.

The Alberta Education website: (<http://education.alberta.ca/teachers/program/math.aspx>) and the ARPDC Learning Portal: (<http://learning.arpdc.ab.ca>) are proving successful as hubs for Senior High teachers to network and collaborate around

Results & Reflections:

Collaborations this past year included inviting Education Students from the Grande Prairie College to participate in professional development activities. Seven sat in on the Curriculum Re-Design Workshop presented by AB ED last January. One of the teachers who sat with them wrote this comment:

"Their enthusiasm for the vision of Competencies and Inspiring Education was a highpoint of the day. It was so encouraging to see these young adults so eager to make a difference in classrooms and so accepting of change. I really appreciated them being a part of the process. Sometimes the teachers around us can unwittingly dampen enthusiasm."

NRLC contracted Spencer Pinnock to facilitate a series of collaborative workshops during which teachers created sets of rubrics to match the outcomes for each of the Senior High Math courses. The rubrics are written so that a student can assess his or her work, determine whether or not it demonstrates proficiency or excellence with each outcome, explain the mark to a parent and describe what needs to be done in order to improve the mark. Summative Assessment questions accompany each outcome. Those rubrics have been shared with teachers across the province through the ARPDC Moodle. Here is a response from a teacher who has worked with the rubrics. The rubrics can be viewed at <http://nrlcthink101math.wordpress.com>

Hi Spencer,

I just wanted to give you some feedback...finally.

I have started to use these rubrics and assessments with my class. So far, we have done the outcomes for R.F. 6 and 7. I'm finding my class is still getting used to using the rubrics to guide what they are doing on the assessments, but this will just come down to practice, and getting used to the routine.

A few of my students have especially found the rubric helpful in terms of stretching from the 3 level to the 4 level. It is showing them exactly what needs to be done (usually one little detail!). In this respect, it is working quite well!

I'll keep testing these out, and as my class gets used to this routine, hopefully we will see more students actively looking for how to move to the next level.

Thanks again! Bill Crittenden

NRLC sponsored math presentations at MPTC convention, ECEC Conference, MCATA

Implementation of any curriculum change is a complex, long-term venture. Sustained funding that can be adapted and adjusted in response to the constantly evolving complexity must support it. The conceptualizations embedded in this curriculum challenge teachers and learners to transform their beliefs and understandings of what it means to "do" mathematics. Reams of research over the past 25 years tell us: "Teachers and others know enough not to take change seriously unless local administrators demonstrate through continuing actions that they should." (Fullan, 1994)

Administrators, at all levels of the system, must actively demonstrate enduring support for school management and teachers, process coaching, expert consultation, vivid demonstrations of alternative practices, inquiry groups, over years, not months. They must budget for the continuing cost of resources needed to actualize the innovation within every classroom. They must develop and maintain an information system that provides feedback and regular updates as to how the implementation is progressing and they must demonstrate active knowledge and understanding of the expected change and the processes required to actualize that change within every classroom.

The role that NRLC continues to accept is in providing access to quality resources, quality expertise, vivid demonstrations of alternative practice and opportunities for inquiry groups to develop and evolve.



ATA GREATER PEACE LOCAL PD DAY

Featuring Harry & Rosemary Wong

Monday, October 22, 2012, Venue: River City Cinema, Peace River

Audience: K-12 teachers and administrators of Greater Peace Local (PRSD, HFCRD)

A Joint Project of the ATA Greater Peace Local PD Committee & NRLC

Report Prepared and Submitted by Leslie Snyder, NRLC, November 1, 2012

BACKGROUND, PROJECT INFORMATION

- During the early spring of 2012 Greater Peace Local requested the services of NRLC to work with their volunteer PD committee to assist with planning and implementing their October, 2012 professional learning day for teachers in their local. Leslie Snyder was assigned to continue in this role (she had been working with this committee for a number of years).
- The local recognized NRLC's contribution of Leslie's time with a one time payment of \$5000 for her work, as well as handling contracts and payments for presenters and other bills, online registration for breakout sessions, and date collection and evaluation services for all sessions.
- Planning began in earnest. After some discussion and review, the committee selected Harry and Rose Mary Wong as the feature speakers. When a contract with the Wongs was secured, additional speakers were also contracted to meet a number of specific needs/requests:
 - Lloyd Bloomfield: VEX Robotics
 - Marc Frey: Editing Digital Photographs with Adobe Elements
 - Carol Gold: Ready, Set, Sew & Beyond!
 - Irene Heffel : Literacy Comprehension for Jr and Sr High: Reading & Viewing Across the Curriculum
 - Emergency First Aid Level B CPR with AED – Certificate Course
 - Spencer Pinnock: Creating Rubrics That Align Directly to Outcomes
- Venues were discussed and it was decided that we would try the River City Cinema for the main venue. Harry Wong assured us that he would be comfortable in this type of setting and he provided his requirements. A tech team was brought in from PRSD and arrangements were made to have the Wongs speak in the largest auditorium (seats 285). This would be a full house so outside registrations were not encouraged. All seats were full for the full day – the Wongs were very popular.
- Coffee, water, fruit and muffins were served in the morning. Popcorn and pop/water was the afternoon snack. The venue was very popular with multiple requests to use the movie theatre for future years.
- Electronic evaluation links were sent to the teachers via their ATA PD school reps after the session. Feedback provided below is from the main session by the Wongs: **How to Be An Effective Teacher**.
- NRLC was the main point of contact for all bookings, contracts, write ups, communiques.
- Survey responses showed strong support for the content, format, and applicability to the classrooms of teachers in Greater Peace Local.
- The PD committee of Greater Peace Local met following the event via "Elluminate" and in summary, they were very pleased with the format, speakers, content, venue, and follow up documents provided by the Wongs. They elected to use this format again for 2013.
- The following data indicates strong satisfaction with the event. **The final survey question indicates 93.8% of the teachers/administrators were satisfied with the professional learning provided.**

SURVEY RESPONSE RATES

- Response Numbers
 - 113 responses
 - HFCRD – 50 teachers (44.3%)
 - PRSD – 63 teachers (55.8%)
- Response Numbers by Job Designation
 - Teachers: 93
 - Administrators: 17
 - Other: 3

Electronic Survey Results – Monday, October 22, 2012					
Percentages indicate % of staff who indicate that they (S) Strongly Agree, (SA) Agree, (D) Disagree, (SD) Strongly Disagree with the statement indicated.					
	Survey Responses by all staff (Admin, Teachers, Other)	SA	A	D	SD
1	The presenter provided opportunities for me to be actively engaged in the learning.	20.4	43.4	31	5.3
2	The presenter provided strategies for integrating new practices into my current context.	63.7	34.5	1.8	
3	During this learning experience I increased my knowledge of the topic.	39.8	54.0	4.4	1.8
4	During this learning experience I learned strategies/skills to support student learning on this topic.	54	43.4	2.7	
5	During this learning experience I was able to reflect on my attitudes & beliefs about the topic.	59.3	38.1	2.7	
6	As a result of this learning experience I plan to apply the information learned into my practice.	60.2	38.1	1.8	
7	The session cost was reasonable.	63.7	34.3	1.0	1.0
9	Overall I was satisfied with this professional development opportunity.	63.7	30.1	4.4	1.8

***A more comprehensive report on the above survey is available in a variety of formats upon request. There are many anecdotal comments provided by teachers and administrators. Additional session evaluations are available for the breakout sessions that were hosted on the same day but this report focuses on the main event which most teachers attended.*

Sample Anecdotal Comments:

I really liked the venue (Theatre) that Harry Wong was held at. I like the seating, the cup holder, the space, the large screen, and the coffee and pastries in the morning, and the popcorn and drink in the afternoon. I liked that we were let out before 3:00 so that those of us that had to travel an hour or more got home at a decent time.

Registration and communication from the NRLC were excellent and everything ran smoothly. The venue was okay for presenting but there were problems with a lack of washrooms for the number of participants. In regards to #18, I don't feel that the cost of Harry Wong's session was worth the educational benefits. I feel we could have brought in multiple high quality presenters with that money that could have addressed a greater number of professional development needs.

It confirmed best practice and emphasized that it is not all about discipline but rather about establishing routines and procedures. For new teachers, this was great for them to hear.

Even though the presentation was geared to new teachers, I am sure that most of us are going to look, and at least tweak, some of our procedures.

This was probably the best session that I've ever had for PD because it was practical, required no knowledge of buzz words and the information was timeless, not trendy.

It is a key piece for all teachers and I was thrilled the ATA PD Committee and the NRLC worked together to bring in such a noteworthy person. Teachers have been coming up to me and thanking you guys saying it was a great day.

Harry and Rosemary gave specific information and the correlation to the month/year in which we can reference each specific teacher or topic. Excellent PD Day! Thanks to the amazing PD committee!

The nature of the presentation didn't allow for participants to be actively involved as far as moving about, discussing with colleagues, etc. I was okay with that because I was actively engaged and listening throughout the entire presentation!

I was not satisfied at all. I was actually shocked by how everyone was so excited about them coming to talk to us. I expected a lot more. I felt like it sounded like a canned presentation with no interaction with the audience, no questions from the audience and was really just a way to promote their resources.

It provided me with an opportunity to choose from a variety of sessions, each focusing on different areas. The presenters - Harry and Rosemary - were well prepared, and discussed not just research and ideas, but provided practical examples to help illustrate what they were presenting.

This was an excellent session and reignited my passion for what I do. I am grateful for this opportunity.

Harry and Rosemary Wong are excellent presenters, very engaging, and refreshed many things that are important to making effective teaching a reality.

They were very entertaining speakers that are very passionate about their topic. They gave practical strategies that do not cost anything and that everyone can do!

I felt as though it validated a lot of what I had heard while obtaining my Education Degree and was a great refresher of the information obtained.



Summary of Project Planning, Intended Outcomes & Session Evaluations

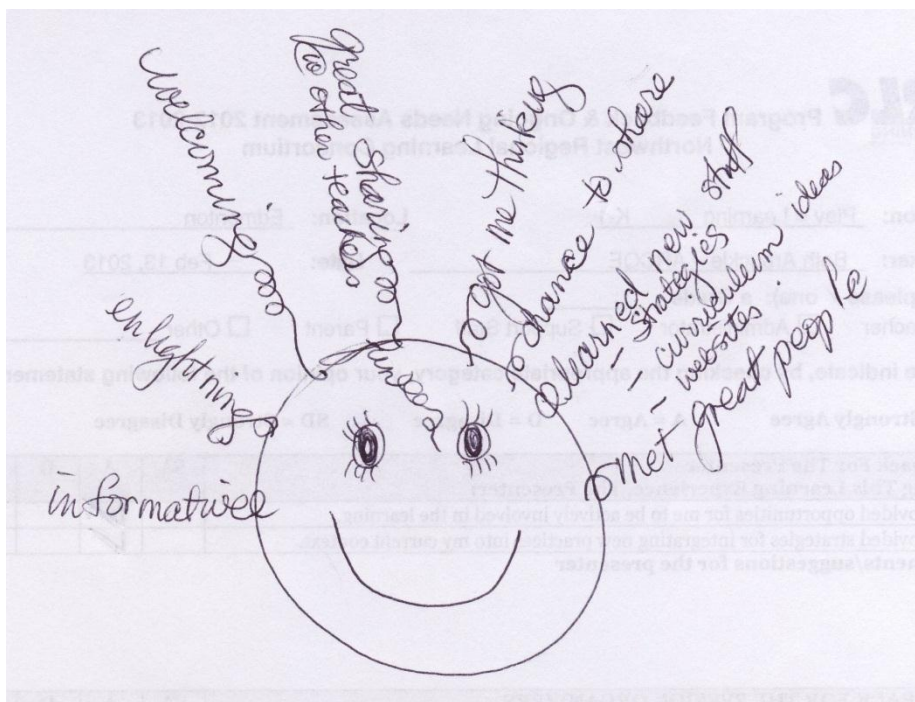
Report Prepared for NSD by Leslie Snyder, NRLC, March 16, 2013

BACKGROUND, PROJECT INFORMATION

- During the early spring of 2012 Northland School Division continued following the recommendations of the Alberta Ed Northland Report, and the Miriam Trehearne audit of NSD by designing a professional learning series focused on improving student LITERACY.
- A team comprised of NSD staff (central office including Pedagogical Supervisors & FNMI, school admin, teacher reps), NRLC (Leslie Snyder), and outside consultants provided thoughtful input into the design of the professional learning events to ensure that it would best meet the needs of NSD students and staff.
- Data from the NSD ATA PD committee survey administered to teachers in 2012 was also used in the planning.
- These multiple sources of input allowed for a wide variety of planning perspectives and voices. The resulting design included a job-embedded three (3) day series of PD for all professional staff. Two of these days would also include all paraprofessional staff who work directly with students.
- Over a series of multiple days, two “series” of literacy professional learning events were hosted in the fall of 2012 for all teachers and paraprofessional staff. The sessions were hosted in school sites within NSD in September/October (Round 1) and October/November (Round 2). Multiple locations were used to reduce travel for teachers and to provide for smaller groups in the workshops. Sessions were hosted in Anzac, Fort Chipewyan, Lac La Biche, Wabasca, Peace River, High Prairie, and Gift Lake.
- A third PD day was provided for all professional staff in Edmonton on Wednesday, February 13, 2013. The date was initially selected to coincide with Teachers Convention in an attempt to reduce overall project expenses. The planning committee noted that hosting all teachers on one day (divided into three sub groups: K-6, 7-9, 10-12) reduced the facilitator costs as well as reducing teacher and admin travel (already covered by their collective agreement as a requirement attend convention). This would result in the project incurring one night’s accommodation and one day of meal costs for each staff member. Although this was not exactly how it worked out, this would be a recommendation for subsequent years of the project.
- Anne Muir, Siobhan Murphy and Irene Heffel were contracted as division level experts in the area of literacy and each of them facilitated the majority of the sessions at the K-3, 4-6 and 7-12 grade levels. NSD Literacy/AISI Coordinator Gail Sajo filled in as locations required for Rounds 1 and 2.
- In Round 3, additional facilitators were brought in for two hours in the morning to weave the FNMI perspective more closely into the literacy project. Please note: because of the change in schedule for the third day, evaluation data for Round 3 may not be deemed as accurate as in the first two rounds of PD. The potential effect on the data was recognized by the PD organizers on February 13 and attempts were made to collect separate data from the morning and the afternoon sessions. Feedback was generally positive for both parts of the day, but it must be recognized that the third day was altered and teachers were not expecting the change, thus potentially affecting their responses.
- Survey responses for all the PD days showed strong support for the content, format, and applicability to the classrooms of NSD staff. Communication regarding logistics continued to be noted as a consistent concern throughout all data collection. Staff noted throughout the project that they required more advance information re dates, content, location, expectations, and more.

- Consultants maintained excellent communication with NSD staff and reviewed participant feedback, district input, FNMI components, and other relevant data throughout the project. They adjusted their planning and processes accordingly.
- A subcommittee of the original project committee met regularly to review feedback, continue joint planning, and to ensure the project stayed on track.
- The following data indicates strong satisfaction with the LITERACY project throughout all three professional learning opportunities. **The final survey question indicates 95.5 of NSD staff were satisfied with the sessions.**
- Student data will be analyzed after the first year of the project to provide additional feedback on the success of the professional learning that was provided to teaching staff.

The following graphic was provided by a teacher as part of the feedback, February 13, 2013.



RESPONSE RATES

- Response Numbers by "Round" of PD:
 - 267 responses in Round 1, (164 teachers, 26 admin, 66 paraprofessionals, 7 "other")
 - 218 responses in Round 2, 146 (teachers, 13 admin, 40 paraprofessionals, 17 "other")
 - 156 responses in Round 3 (130 teachers, 15 admin, 5 "other")
- Response Numbers by Job Designation
 - Teachers: 164 (Round 1), 146 (Round 2), 130 (Round 3)
 - Paraprofessionals: 66 (Round 1), 40 (Round 2), 0 (Round 3)
 - Administrators: 26 (Round 1), 13 (Round 2), XX (Round 3)
 - "Other": 7 (Round 1), 17 (Round 2), 5 (Round 3)

SURVEY QUESTIONS AND RESULTS

The key questions that participants were asked to respond to are included in the chart below.

Column 1: All Surveys: (teachers, admin, paraprofessionals) Round 1 responses

Column 2: All Surveys: (teachers, admin, paraprofessionals) Round 2 responses

Column 3: All Surveys (teachers, administrators): Round 3 responses – PM sessions only

Column 4: All surveys combined for Rounds 1, 2, 3

There were no statistically significant differences that related to

a. which sessions were attended

b. which location the sessions were held in

c. whether you were a teacher, an administrator or a paraprofessional

Round 1, 2, 3 PD Survey Results

Percentages indicated % of staff who indicated that they Strongly Agree or Agree with the statement indicated.

	Survey Responses by all staff (Admin, Teachers, Para-professionals) at all locations	Round 1	Round 2	Round 3	Combined
1	The presenter provided opportunities for me to be actively engaged in the learning.	98	99	92	96
2	The presenter provided strategies for integrating new practices about literacy into my current context.	98	99	90	96
3	I increased my knowledge of the topic.	98.5	98	86	94
4	I learned strategies/skills to support student learning on this topic.	99.5	99	90	96
5	I was able to reflect on my current literacy practice and knowledge.	98.5	98.5	92	97
6	I plan to apply the information learned into my practice.	99.5	99.5	93	97
7	The professional development series was well organized. (4 people disagreed)	98.5	98.5	93.5	97
8	I received enough information in advance. (52 people disagreed)	80%	86	82	83
9	My overall impression: I was satisfied with these sessions	98	99.4	89	95.5

***Question 8** (receiving info in advance) was the only question where significant dissatisfaction is still being report by staff. Note that this had improved – it was 80% satisfaction in round one, 86% in round two, but dropped again for the third session.

****A more comprehensive report on the above survey is available in a variety of formats upon request. In rounds one and two, data has been disaggregated by community, by presenter, by participant group and is available anonymously for each of these areas. For round three, data is available for morning and afternoon sessions.**



NRLC Zone One Community of Practice

Learning Coach Cohort (June 30, 2012 Project Report)

- A Learning Coach cohort was formed in the fall of 2012 with members from FVSD, HFCRD, PRSD, HPSD, NSD. Leslie Snyder from NRLC was the group moderator and organizer. The group committed to three days as an initial “trial” to see how the cohort would develop. After a planning day attended by district staff and learning coaches, the “outline” was co-constructed and it was decided that they wanted to organize their time at each session into three areas:
 - Building Capacity (3 hours) – the bigger picture – conceptual pieces around coaching
 - Building Community (2 hours) – what is going on in our zone related to the concepts of the day
 - Building Context (1 hour) – work with your own district, respond to prompts on the NING
- 27 Learning Coaches from 5 Zone One school districts have been part of these sessions, opting in and out for days that relate to their context/position and ability to attend based on finances and other commitments
- For the first three sessions, facilitators were sourced internally from the Learning Coaches in the cohort. This was very successful. As part of their planning, the facilitator’s have been asked to prepare prompts for the Community of Practice NING and time has been provided at the end of each day for reflection. The response to the NING has been much higher when the teachers respond while they are at the session. Follow up responses have not had the same uptake.
- The group requested a fourth cohort date in December and also had local facilitation with 2 areas of foci: literacy using the book “Best Ever Literacy Survival Tips” by Lori Oczkus, and Inclusion in the Alberta context.
- Teachers wanted to continue with the literacy book and set up a learning coach webinar series internally facilitated by the members of the group – they meet every Monday for 12 weeks via Blackboard/Elluminate with NRLC support. A different coach facilitates a chapter from the book each time. Attendance has varied for this series but participants are appreciating the follow up work on this excellent resource.
- Coaches opted to take a one day workshop with Hugh Phillips in December “Coaching for Peak Performance” – response to this day was extremely positive and teachers requested two follow up days with Hugh “High Impact Training” which will be held February 20/21 in Peace River. Coaches have now requested a two day workshop in June “Proactive People Skills” - NRLC will work to arrange this for the cohort.
- **Successes:**
 - Local facilitation of our sessions
 - Topics based on group requests/needs/concerns – developed by the cohort
 - Time for sharing and collaboration
 - Thoughtful reflective posts on the NING during sessions
- **Challenges:**
 - Time, distance, costs
 - Providing for the “organic” discussions that the participants value – the issue is that they don’t actually happen organically but require careful preparation and structure in order to reach that point – preparation time and topics still require “conversation” to be developed
 - Follow up on the NING after sessions
- **Follow Up/Next Year:**
 - Although we haven’t discussed this in any detail yet, this group has the desire to participate over multiple years in this cohort
 - Funding and coordination will be two of the key determining factors

Data from the “Enhancing Inclusive Environments: Supports for Implementation” NING: Zone 1 Learning Coaches Pilot Group”

- 31 members
- 11 discussion threads have been opened
- Discussion threads which have been started in a face to face session have the most responses and views:
 - September: Introduction of participants thread: 30 responses, 149 views
 - October: Examining Coaching Perspectives & Practices: 77 responses, 189 views
 - November: Coaching Practices: 34 responses, 89 views
- Discussion threads started virtually have far lower participation rates, ranging from 0 to 9 responses
- Link to our Learning Coach Pilot Group:
<http://reachingallstudents.ning.com/group/zone-1-learning-coaches-pilot>

Data from the session evaluations administered after each f2f session:

Surveys were administered electronically after each face to face LC cohort session. The key questions that participants were asked to respond to are included in the chart below.

Compiled Survey Results (Responses by Zone One Learning Coaches) Sept-Oct-Nov 2012					
Percentages indicated % of Learning Coaches who indicated they Strongly Agree or Agree with the statement indicated.					
	Survey Responses by all Learning Coaches at the 3 fall cohort sessions	Sept	Oct	Nov	Total
1	The presenters provided opportunities for me to be actively involved in my learning.	100	100	100	100
2	The presenters provided strategies for integrating new practices about literacy into my current context.	100	100	100	100
3	I increased my knowledge of the topic.	100	100	100	100
4	I learned strategies/skills to support student learning on this topic.	100	95	100	98
5	I was able to reflect on my current literacy practice and knowledge.	100	100	100	100
6	I plan to apply the information learned into my practice.	100	100	100	100
9	My overall impression: I was satisfied with this session	100	100	100	100

*Response Comments in Surveys (excerpted/shortened from all September/October/November f2f cohort sessions)

- To further support my learning I need the coaching cohort to continue so that I can continue to build relationships with other coaches. That way I will have others to bounce ideas off of/ know others out there that can help me.
- The Learning Coaches are getting more comfortable with each other/sharing ideas about the work that we do. With the information presented, it directs our conversations to bring more depth of knowledge to everyone participating
- We had lots of time to interact with the other coaches, to have the chance to share some of our ideas and thoughts on how coaching should be done, but also time to listen to other coaches and learn from each other
- A key change I will make in my practice is to be more involved with the NING/ use NING to network with colleagues / participate more fully in the NING / The opportunity to organize my Enhancing Inclusive Education Environment Ning was a big help in keeping in touch with other Learning Coaches (10 comments)
- (A key change I will make) take advantage of the vast amount of expertise to collaborate with
- Would like to further discuss coaching contracts and formalize this with the teachers we are working with
- Try to be more electronically connected with other coaches instead of just waiting for face to face meetings / make a commitment to engage in the online Learning Coach community on a regular basis / the ning and the cohort to keep meeting face to face – I find that using VC or phone conferencing not as effective as meeting f2f (5 comments)
- F2F collaboration, a structure/format for continuous participation in the in between times (Elluminate, VC etc)
- Networking with different divisions to compare and discuss similarities and differences in priorities, strategies, etc
- Good group interaction, excellent facilitation and engagement, and topics relevant to my needs
- I thought the anchor activities were very good. The qualities/attributes of learning coaches’ activities provided the opportunity to dialogue with others and reflect on where I am in each of the areas.
- I enjoy the speakers and the collaboration this group provides; there’s so much terrific expertise.
- One thing I feel is very important is to continue to have time for longer conversations with other cohort members which are able to be open and organic and based on needs of the participants, not just structured conversations

Data from the session evaluations administered after each session with HUGH PHILLIPS:

- One day session with Hugh Phillips on December 12, 2012 (topic: **Coaching for Peak Performance**)
- Two day session with Hugh Phillips on February 20/21, 2013 (topic: **High Impact Training**).
- Two day session with Hugh Phillips on June 19/20, 2013 (topic: **Pro-Active People Skills**)

The key questions that participants were asked to respond to are included in the chart below.

Compiled Survey Results (Responses by Zone One Learning Coaches)					
	Percentages indicated % of Learning Coaches who indicated they Strongly Agree or Agree with the statement indicated.				
		Dec	Feb	June	Total
1	The presenters provided opportunities for me to be actively involved in my learning.	100	100	100	100
2	The presenters provided strategies for integrating new practices about literacy into my current context.	100	100	100	100
3	I increased my knowledge of the topic.	100	100	100	100
4	I learned strategies/skills to support student learning on this topic.	100	100	100	100
5	I was able to reflect on my current literacy practice and knowledge.	100	100	100	100
6	I plan to apply the information learned into my practice.	100	100	100	100
9	My overall impression: I was satisfied with this session	100	100	100	100

*Evaluation Survey Comments “Coaching for Peak Performance”

- The role play was great. More time? I know it should have been two days.
- Excellent speaker. Well-paced. Got us up meeting new people right off the quick so made for a friendlier group and day
- I want to integrate the COACH acronym into my daily coaching experiences
- I will attend more to statements I make when working with others, and I will increase my wait time to ensure that I'm letting the other person have a reasonable chance to respond before I jump in
- Help the teachers that I'm working with find the answers from within rather than acting as a mentor. By identifying the behaviors and how they can be modified, teachers are more likely to take ownership of their development. Then the kids can benefit from that.
- I look forward to the next session with Hugh Phillips. It was great to have the opportunity to discuss coaching with others in the same profession.
- It directly impacts my role as a coach. I have often felt as if it is a field that has a pioneering aspect as it is a newer field for education, but receiving support and practice in coaching has been very beneficial.

*Evaluation Survey Comments “High Impact Training”

- Thank you so much Hugh for sharing your knowledge, experience and expertise. You are truly passionate about training. The interactive Learning Techniques you took us through really helped me acquire the content. Getting the chance to work in different groups and in different ways added to the experience.
- I learned a great deal about myself as a presenter/learner. It was excellent. Thank you! ☺
- I learned from others through various techniques. This was a VERY BENEFICIAL SESSION!!
- Thank you so much, I learned and laughed and was given time to apply my learning!!!!
- Thank you for putting people first, subject matter second – great modeling!
- I was very engaged throughout. ... The span of activities and information was an excellent collection of tools for learning coaches.
- It met my needs in all contexts of my job and I can even transfer to some organizational/committee work I do. Hugh is a very engaging presenter!
- It related to what I currently practice and it gave me insight and motivation to do “it” much more mindfully. This was a great experience.
- Good mix of activities. Thoughtful of his audience. Low risk – no pressure to perform. Felt very comfortable.
- I like how the concepts [Hugh] presented were utilized during the presentation. ... It was very applicable. Often you get knowledge from PD but little understanding of how to apply it. Here I got the knowledge and the strategies to put it to use.

- I love the way this session was so practical and packaged clearly and concisely. I can leave today with many strategies that I'm motivated to incorporate and change my presentations.
- Highly impactful. Thank you. The Power Tool and the Learning Style quadrants... ☺ ☺ ☺ It was timely, informative, active, provocative and provided opportunities for deep reflection.

***Evaluation Survey Comments "Pro-Active People Skills"**

- Hugh models what he preaches. I absolutely loved all the sessions with him this year.
- Can't think of a thing - even when he's talking about other concepts, Hugh models such great instructional strategies that it's easy to learn all day long.
- I am better equipped to recognize/encourage & effectively collaborate with people. A key change I will make in my homeroom is having my students do a mini-inventory of their personality type/preference so it can help guide their learning/behaviour as they evolve as students.
- Bring Hugh Phillips back! His pacing, session-models and demeanor are wonderful. Hugh's session was akin to parenting classes my husband & I took decades ago. Thanks NRLC for facilitating this session!
- The presenter was very well prepared. He had a book on the topic as well as a "workbook" to work from. He presented and then reviewed concepts, allowing time for feedback and questions.
- It was practical. Excellent resources were provided. The two days were very engaging.



Mamawihtowin “Ayamihcike” (Let’s Read Globally)
Conference October 10-11, 2012 (Pre-Conference Oct 9) - Slave Lake Alberta
Featuring David Bouchard

Audience: K-12 teachers, administrators, liaisons, support workers, parents, elders

A Joint Project of the Zone One FNMI Advisory & NRLC
 Report Prepared by Leslie Snyder, NRLC, December 1, 2012

BACKGROUND, PROJECT INFORMATION

- For the past six years NRLC has hosted an educational conference aimed at providing information and strategies to improve First Nations, Métis, and Inuit student success. The conference committee is made up of representatives from school districts in Zone One. Planning for the conference begins in January and the committee meets face to face a few times, as well as via Blackboard Collaborate for online meetings.
- There was a request for the conference to have a “literacy” theme so this was the focus for all sessions.
- This 2012 conference was the first to include a pre-conference day, requested by a contributing school district. This was planned for administrators to have a half-day session on “Literacy Leadership”; while Cree teachers had a full day pre-conference session on thematic unit and lesson plans for grades 4, 6 and 8 Language Learning.
- The feature speaker for the conference was David Bouchard. There were two other feature speakers who were booked and cancelled – we were able to get David at a reduced rate at the last minute and he did a super job. His opening keynote was **Reading – Achieving Success** and he closed the conference with a dynamic session **For the Love of Reading**. David also provided entertainment at the evening banquet where he did flutes and storytelling.
- There were a wide variety of scheduling cancellations and changes. In the end we hosted all plenary sessions (normally we have breakout sessions at this conference) and they included:
 - Reading 44 (program from Vancouver – aimed at FNMI students)
 - Elder Writing in the Classroom (Terry Lakey)
- Evening banquet and cultural presentation also included David Bouchard (flute playing, storytelling) as well as two committee members providing story telling in Cree and the translated into English.
- Culture was an important aspect of the planning process. A pipe ceremony was held early on the morning of October 10th. Elders were on hand to provide prayers and consultation throughout the three days. Appropriate gifts were provided (birch bark baskets, FNMI literature).
- The conference was sponsored through registrations fees and NRLC funds. Reduced rates were charged to parents, elders and students. There were **134** participants registered for October 10 (day one) and **47** participants registered for October 11 (day two). The reduction in numbers on day two was mainly due to district staff having attended pre-conference only; there was a lack of funding to stay for two days.
- Venue was the Sawridge Inn in Slave Lake. Although adequate for this conference, there was limited room to have breakout sessions and this will be a consideration for future planning of this event.
- NRLC was the main point of contact for all speaker bookings, contracts, write ups, communiques. Leslie Snyder was the NRLC representative for the planning, communication and carrying out of the event.
- Survey responses showed strong support for the Mamawihtowin Conference. The committee also agreed in their follow up meeting that the conference was successful, despite all the cancellations and changes that had to be made in the schedule. Comments were made re dates for future planning: do not have participants travelling on “holiday Monday” to arrive at the pre-conference.

CONFERENCE EVALUATION RESPONSES

**Conference attendees were provided with paper surveys after each day of the conference.*

Survey Results – Wednesday, October 10, 2012			
Percentages indicate % of attendees who indicate that they (S) Strongly Agree, (SA) Agree			
	KEYNOTE FEEDBACK (David Bouchard: Reading: Achieving Success)	SA	A
	The presenter provided opportunities for me to be actively engaged in the learning.	33	47
	The presenter provided strategies for integrating new practices into my current context.	27	54
	PLENARY FEEDBACK (S. Sharp/A. Copp: Reading 44)		
	The presenter provided opportunities for me to be actively engaged in the learning.	33	47
	The presenter provided strategies for integrating new practices into my current context.	27	54
	OVERALL FEEDBACK: Day 1		
	During this learning experience I increased my knowledge of the topic.	40	60
	During this learning experience I learned strategies/skills to support student learning on this topic.	40	60
	During this learning experience I was able to reflect on my attitudes & beliefs about the topic.	45	55
	As a result of this learning experience I plan to apply the information learned into my practice.	50	50
	Overall I was satisfied with this professional development opportunity.	58	42

Survey Results – Thursday, October 11, 2012			
Percentages indicate % of attendees who indicate that they (S) Strongly Agree, (SA) Agree			
	PLENARY (Terry Lakey: Elder Writing in the Classroom)	SA	A
	The presenter provided opportunities for me to be actively engaged in the learning.	93	7
	The presenter provided strategies for integrating new practices into my current context.	95	5
	CLOSING KEYNOTE FEEDBACK (David Bouchard: The Love of Reading)		
	The presenter provided opportunities for me to be actively engaged in the learning.	10	80
	The presenter provided strategies for integrating new practices into my current context.	60	37
	OVERALL FEEDBACK: Day 2		
	During this learning experience I increased my knowledge of the topic.	70	30
	During this learning experience I learned strategies/skills to support student learning on this topic.	67	12
	During this learning experience I was able to reflect on my attitudes & beliefs about the topic.	80	18
	As a result of this learning experience I plan to apply the information learned into my practice.	78	12
	Overall I was satisfied with this professional development opportunity.	80	19

***A more comprehensive report on the above survey is available in a variety of formats upon request. There are many anecdotal comments provided by teachers and administrators. Additional session evaluations are available for the breakout sessions that were hosted on the same day but this report focuses on the main events that most teachers attended.*

***Anecdotal comments are available for each section of the conference.*

***Pre-conference results and comments are also available.*

