



Annual Report 2013 -2014



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

Submitted to Alberta Education
January 2015

Karen Egge, Executive Director

Northwest Regional Learning Consortium



Northwest Regional Learning Consortium is one of seven regional consortia in Alberta established to support regional professional development needs in an ongoing, coordinated and cost effective manner.

Northwest Regional Learning Consortium
Lions Learning Centre
9625 Prairie Road
Grande Prairie, AB T8V 6G5
nrlc@gppsd.ab.ca
www.nrlc.net
karen.egge@gppsd.ab.ca
twitter: NRLC_Info

TABLE OF CONTENTS

Messages

Accountability	5
Management Team Chair	5
Executive Director.....	6

NRLC Introductions	7
---------------------------------	----------

NRLC Mission, Vision, Regional Context	8
---	----------

Working in Collaboration with Regional and Provincial Partners.....	10
--	-----------

Consortia Partnerships/Advisory Committees/ Regional Collaborative Learning Teams	14
Curricular Areas of Focus 2013-2014.....	18
Regional PD Statistics & Participation Rates.....	21
Learning Opportunities by Theme	23
Participation Rates by Division	24

NRLC as ARPDC Lead	25
---------------------------------	-----------

Meeting Our Mandate	26
----------------------------------	-----------

NRLC Accountability Measures	28
---	-----------

Trends in Professional Development in the Northwest Region.....	34
--	-----------

Provincial Professional Development	36
--	-----------

Introduction to Appendices.....	44
--	-----------

Appendices

- A. NRLC 2013-2014 Audited Financial Statements
- B. NRLC 2013-2014 Regional Plan to Support Curriculum Redesign Summary Report
- C. First Nations, Métis, Inuit Provincial Professional Learning Project Summary Report
- D. Mathematics Implementation Project Summary Report
- E. Teacher Efficacy Through Professional Learning Experiences Executive Summary Report

ALBERTA EDUCATION VISION STATEMENT

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



ARPDC BELIEFS ABOUT CURRICULUM IMPLEMENTATION

ARPDC (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?

ACCOUNTABILITY STATEMENT

The Northwest Regional Learning Consortium Annual Report for the 2013-2014 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 2013-14 Annual Financial Statement is submitted as Appendix A to this report.

Dr. Jean Reston

Board Chair

Karen Egge

Executive Director

MESSAGE FROM THE MANAGEMENT TEAM CHAIR

Professional development in Zone 1 is driven by two focuses, the Provincial Government mandated promotion of Curriculum Redesign and other specific initiatives, encouraged through provisional grants from the Province of Alberta, and supported by the region's school jurisdictions to meet the local needs of teachers. In 2013-2014, the NLRC staff were busy ensuring that needs were identified and then addressed through high quality presenters and ongoing involvement with professional development; delivered locally either through face-to-face opportunities, or through technology mediated communications. From this report, the reader can see the number of interactions, as well as the anecdotal evidence for the effectiveness and usefulness of the learning offered.

The massive task of Curriculum Redesign, initiated as a response to the changes articulated in the vision of *Inspiring Education* has been a leading initiator of much of the professional development offered by NLRC to teachers, administrators and even parents. Along with the funding from the provincial Ministry of Education, NRLC has also joined with the local school districts to engage noted presenters for multi-day learning experiences through the year. Participants have been able to initiate changes in practice in their classrooms and then reflect on and expand their understanding under the mentorship of these experts. Practices such as these have encouraged thoughtful, lasting professional changes in classroom planning, assessment and instruction. This is the kind of professional development that will bring about measurable change in the quality of children's learning.

NLRC's Executive Director, Karen Egge, along with Executive Assistant and Systems Coordinator, Tammie Diesel, and Administrative Assistant, Jennifer Labrecque, have managed challenging circumstances and provided exceptional service to the constituents of Zone 1. Their dedication and professional approach to the task of delivering this high quality product is reflected in the substantial participation figures recorded in this document. The Management Board of NLRC is grateful for the service of these dedicated employees.

Submitted by *Dr. Jean Reston*

MESSAGE FROM THE EXECUTIVE DIRECTOR

The 2013-2014 Annual Report frames a year of collaborative professional learning opportunities designed to support the approach of Inspiring Education policy and the Ministerial Order (001/2013) reflecting the curricular competencies of an educated Albertan. We are just starting the work and continue to develop strategies and opportunities to meet the provincial and locally identified needs in congruence with provincial direction.

Our mandate holds us responsible for delivering comprehensive, collaboratively developed, accessible and quality professional learning for educators in the context of shared responsibility. Our shared pursuit of excellence in creating relevant transformational supports increases our teachers' efficacy in order to enhance student learning.

This report reflects our efforts to create learning opportunities that would engage, develop knowledge, and transform teaching practice in order to meet the expectations, requirements and demands of our world class education system. We continue to focus on working with school districts and their priorities and design programming that supported educator professional practice growth over time. Our continued appreciation to our district and zone advisory groups for direction and commitment as we work to support "learning" to meet the needs of all students, for today and tomorrow.

I thank the NRLC staff and Management teams for the continued focus on responsive outstanding service and efficient use of the resources available to us. 2013-2014 was a unique year for me as Executive Director needing some medical leave and staying in touch through technology. I value more than ever the relationships built up over time and the on the ground practical approach to overcoming new challenges as we grow together. I believe our work we do together makes a difference as we celebrate "Partners in Adult Learning for Students' Sake".

Submitted by: Karen Egge



"Learning is a consequence of thinking. Retention, understanding and the active use of knowledge can be brought about only by learning experiences in which learners think about, and think with, what they are learning. Far from thinking comes coming after knowledge, knowledge comes on the coattails of thinking. As we think about and with the content that we are learning, we truly learn it."



NRLC TEAM INTRODUCTIONS

The Northwest Regional Learning Consortium is governed by educational stakeholders and is represented by the following associations:

Management Team

Jen Clevette Alberta Teachers' Association (Peace Wapiti SD)
Wendy Kelm Alberta School Boards Association (Peace Wapiti SD)
Judy Peppler Association of School Business Officials of Alberta (Peace River SD)
Ray Sylvester..... Alberta Teachers' Association (Grande Prairie Public SD)
Mark Yurick..... Alberta Teachers' Association
Nick Radujko College of Alberta School Superintendents (Grande Prairie Public SD)
Jean Reston (Chair)..... Teacher Education North, GPRC
Heidi Dempsey..... Alberta Education, Education Manager School Improvement
No Representative Alberta School Councils' Association

Staff and Consultants



Karen Egge Executive Director
Tammie Diesel Systems Coordinator/Executive Assistant
Jennifer Labrecque Administrative Assistant
Leslie Snyder Curriculum Redesign Implementation Facilitator
Wanda Dechant Mathematics/Distributed Learning Technician
Solange Lalonde..... FNMI Professional Learning Facilitator
Geri Lorway..... Mathematics Curriculum Consultant

Photographs in this report are glimpses of our Zone 1 regions and are used with permission of Tammenthia Diesel.

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 2013-2014 school year, NRLC operated with one Executive Director and two administrative support positions. Additionally, Leslie Snyder was seconded as a half-time (.5 fte) Curriculum Redesign Implementation Facilitator; Wanda Dechant as part time (.2 fte) Mathematics/Distributed Learning Technician; Solange Lalonde as full time Provincial First Nations, Métis, and Inuit Professional Learning Facilitator; and Geri Lorway was contracted as a part time Math Curriculum Consultant. NRLC connected with five Advisory Committees, eight Regional Planning Teams, as well as with numerous 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 First Nations, Métis, and Inuit students; some jurisdictions also include Colony and Francophone students.
- A number of on-going initiatives (i.e. zone advisory committees, curriculum coordinator meetings, individual and joint planning meetings with districts) across the region provide opportunities for working together and designing plans that can complement and enrich teacher learning.

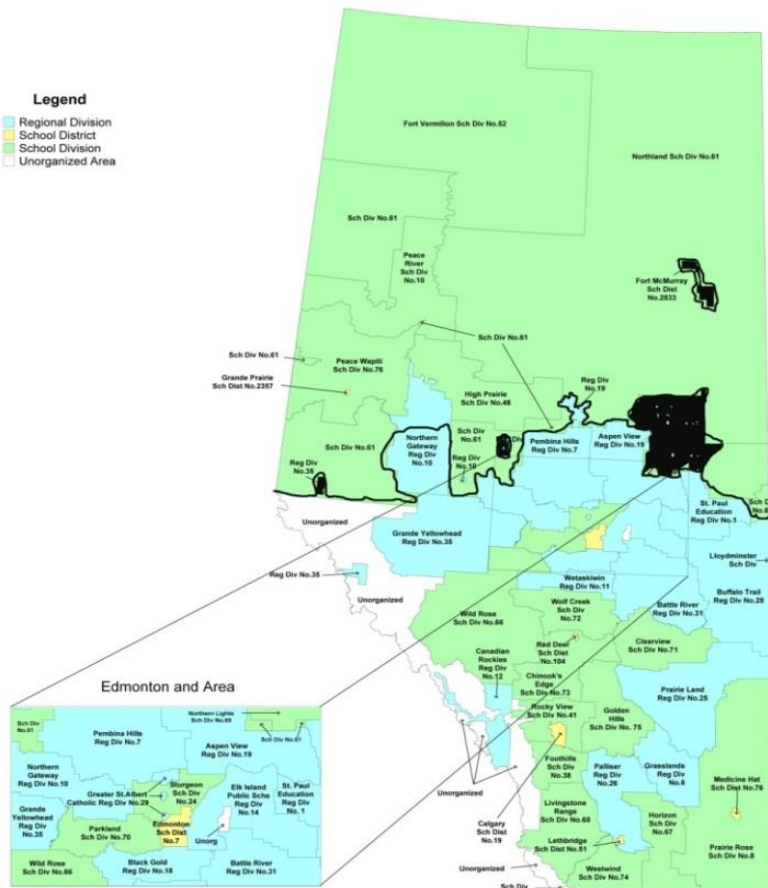
NRLC Zone 1 Boundary Map: Service area is indicated above the black line (generally) in the upper portion of the province.

Zone 1 Jurisdictions

- ★ Grande Prairie Public School District
- ★ Grande Prairie & District Catholic Schools
- ★ High Prairie School Division
- ★ Holy Family Catholic Regional Division
- ★ Northern Gateway Regional Div (west portion)
- ★ Peace River School Division
- ★ Peace Wapiti School Division
- ★ Fort Vermilion School Division
- ★ Northland School Division
- ★ Private, Charter, Federal and Métis Schools

Alberta Public School Districts, School Divisions and Regional Divisions

Legend
 Regional Division
 School District
 School Division
 Unorganized Area



Prepared by: Information Services
 Alberta Education

September 2005

Zone 1* Students Teachers

32,072 2,077

*not including West NGRD, Francophone, some Federal and Charter as they are included in other provincial counts



Over the past few years, our consortium work and planning has been fluctuating in response to building our knowledge of effective professional development design and meeting the expectations of Alberta Education and School Jurisdiction Business Plans. This past year, with the continued focus on student learning, we have worked closely with several key regional planning teams as well as provincial teams to develop those snapshots of effective 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.

In the 2013-2014 year the Curriculum coordinator meeting had extended time and invitations for dialogue on awareness of Curriculum Redesign. Our thanks to the Alberta Education team that participated across the province.

It should be noted that NRLC staff and consultants 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.

NRLC 2013/14 Regional Plan to Support Curriculum Redesign Summary

The [2013-14 Curriculum Redesign Grant](#), **Appendix B**, 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. A primary portion of the grant deliverables is focused on Curriculum Redesign, Inclusive Education, Literacy, High School Redesign and Mathematics. This work is summarized in the attached report, as well as in the data of this report. Plans are underway with local district planning and partnership for the 2014-2015 school year as well.

Grande Prairie Region District PD Collaboration Projects

The 2013-2014 school year was our fifth year of co-planning and collaboration with local school districts to coordinate common professional development days as an opportunity for embedded PD that creates professional learning communities across the districts. Highlighting district initiatives and similar work plans, these sessions are most often created as a cohort learning environment to create lasting results and connections. These programs are open to all Zone 1 teachers and support staff and are regularly subscribed to by those districts within a 250km radius. In the 2013-14 year, approximately 3500 participants took part in the planned sessions.

Early Learning Collaborative Project

Joining with five regional early learning coalitions and three school jurisdictions, NRLC partnered to host three workshops on early brain development with Dr Robbin Gibb. A very successful parent night, followed by two full day workshops for school and service providers, equipped participants with tools for influencing their practices.

SAMPLE RESPONSES from *Magnificent Brain* [March.2014]

A key change that I will make in my practice as a result of today's session is:

- ✓ To be more aware of how physical factors affect a child's learning potential, and to be sensitive to this
- ✓ Not squeeze so much information into a lesson and try to build in rest breaks, esp. with younger children
- ✓ More play and positive interactions

I was satisfied with this session because:

- ✓ Lots of good information about brain development & influences for better child growth
- ✓ So much great info! Robbin is a very engaging speaker!
- ✓ Up-to-date research, wonderfully informative, interesting and thought provoking
- ✓ Heard lots of facts and ideas that confirmed, further developed, and altered some of my understandings of how the human brain grows & develops

First Nations, Métis, and Inuit Education Conference

The NRLC organized and hosted the 7th Annual Mamawihtowin "Coming Together" First Nations, Métis, and Inuit Educators Conference. This was held in Grande Prairie with participants provincially and from BC, with a record high of more than 300 for the two days. The theme of this 2014 conference was 'Successful Schools' and featured a panel, keynotes and breakout sessions to engage and empower all educators who came together to work toward the success of all students. Well respected speakers and facilitators such as Fred Dillon, Colette Young, Trudy Dwyer, Caron Jones, Natasha MacArthur-Poole, Kim Campbell, Kim Barker-Kay, Terry Lakey and the Alberta Education FNMI Branch provided support through a panel presentation, workshops, keynote and cultural entertainment. The work of our organizing committee, with reps from Zone 1 school districts and other partners, provided for a successful seventh 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.

Greater Peace Local #13 ATA PD Day Project

NRLC, through the primary support of Leslie Snyder, continued a very active role in developing and providing PD sessions at the one day event hosted by ATA Greater Peace Local in Peace River. Over these eight (8) years, our role has expanded 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 with six (6) learning opportunities for 350 teachers from Holy Family Catholic Regional Division and Peace River School Division.

SAMPLE RESPONSES from *Great Peace ATA Day* [Oct.2013]

A key change that I will make in my practice as a result of today's session is:

- ✓ Shift teacher's position to leader of inquiry as opposed to dispenser of knowledge
- ✓ Simplify curricular outcomes
- ✓ To re-design my delivery to start with the big question, or an inquiry question that will allow the student to explore and discover the answer, which will allow for a richer learning experience

I was satisfied with this session because:

- ✓ It addressed the fundamental problem with curriculum - too many outcomes.
- ✓ It provided me with an opportunity to see how curriculum re-design really can enrich the learning experience in the classroom. Make learning more enjoyable, and increase mastery of content
- ✓ It gets you thinking about what could be and where education is headed

Fort Vermilion Local #77 ATA PD Day Project

Working from the example with Greater Peace, the FV Local requested NRLC support in developing their September 2013 PD day for teachers. NRLC staff supported the work of the district team with securing international and local speakers, processing contracts and descriptors, advertising on our website, providing online evaluations, and providing a summary of the session results. An engaging “Creating Learners” day for this northern community of educators with 40 sessions and more than 200 teachers from Ft Vermilion School Division.



Additional Collaborative Projects

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 40 programs, bringing expertise from her NRLC role to this project.

The 2013-14 NRLC and Northland School Division literacy project included three (3) online and seven (7) community face-to-face learning opportunities with a total of 37 session dates, reaching over 1000 division teaching staff.

Holy Family Regional Division partnered with NRLC to host Cara Shores through their division wide Response to Intervention initiative, with seven (7) delivery dates, 19 sessions, and 234 district staff. This was the second year of this initiative, which will continue in 2014-15 as well.

Working with the Peace River School Division, NRLC hosted a series of literacy opportunities featuring Dr. Coranne Johnson through online webinars moderated by NRLC staff. Over the five (5) dates, more than 100 participants took part, many taking the recordings back to class for further review and application to practice. This was a continuation of the previous year work, which is set to continue on 2014-15 as well.

After a number of years without a dedicated conference for Educational Assistants and Support Staff in Zone 1, NRLC was asked to collaborate with two districts through two projects. Partnering with the Grande Prairie Public School District, the team developed and co-hosted a one day mini-conference, open to the Zone, focused on building relationships for stronger success. Kim Barker-Kay provided the opening keynote on Healthy Relationships and set the tone for more than 180 support staff.



The Peace Wapiti School Division requested for support in organizing a district PD plan for Educational Assistants. With seven (7) sessions available over the two district PD days, over 150 staff participated. Both of these projects laid the groundwork for continued efforts in the 2014-15 planning.

SAMPLE RESPONSES from *EA Mini Conference* [March.2014]

A key change that I will make in my practice as a result of today's session is:

- ✓ This taught me to learn to accept the differences around me and to learn to deal with it.
- ✓ Stop and think about what is going on in the student's mind/life before I react to their behavior/actions
- ✓ Will always make eye contact and greet my students as they enter and leave the classroom.

I was satisfied with this session because:

- ✓ Thank you so much for all the time and effort that you put into the EA Convention that we all benefitted from yesterday. For me, the day just kept getting better. I appreciated Kim Barker-Kay and took away new "tricks of the trade" from Speech and Language. The best was yet to come though. Rebecca Evarts was "standout" in my book. I learned a great deal in her session and will likely discover that I learned even more as I process and reprocess it in my head. If you are looking for a Keynote Speaker for another convention, another year, I would totally recommend her. Thank you for all the up front and behind-the-scenes work that all of you did to make yesterday happen. This is the first EA convention I have been to in GP. I have heard past conventions recalled with fondness. Now 2014 can be added to that list! We pushed our thinking and our teaching in a very practical way
- ✓ Both of my sessions were informative and thought provoking

Mathematics Curriculum Support

Through the [2013-2014 Mathematics Curriculum Redesign Summary](#), **Appendix D**, Geri Lorway, NRLC Mathematics Curriculum Consultant, provides an outline of the math curriculum support for continual growth as well as successes this past year including: *Junior High and Senior High Learning Days* with Dr. James Tanton; *Elementary Workshops: Connecting Literacy-Numeracy Competencies in Center Activities*; and *Connecting Literacy-Numeracy Competencies to Instruction and Assessment* in 14 presentations at the Mighty Peace Teacher Convention. Geri continues to embed the constructs of Curriculum Redesign and actualize teacher practice through the revised Alberta Program of Studies and the Curricular Competencies in the 2013 Ministerial order in all her work with Learning Cohorts, Administrators, teachers and parents. More information and artifacts from this work is available on the NRLCThink101 blog at <https://nrlcthink101math.wordpress.com/>

SAMPLE RESPONSES from *Engaging Students Engaging in Mathematics* [Feb.2014]

A key change that I will make in my practice as a result of today's session is:

- ✓ It broadened my horizons as a Math teacher. It rekindled that passion for mathematics and pushed us as a group to think outside the box and use skills that may have become somewhat rusty post-graduation.
- ✓ By far the best Math PD in a very long time. We have had numerous people with weak or no math background try to present to us in the past. Dr. Tanton brought a high level of math. He understands where our high school students are heading and he understands where they are at now.
- ✓ Being honest about how difficult fractions are to understand - giving the message straight up. Allowing for students to show their thinking, by providing assessments that are authentic to this purpose. Being open to new ways for students to build and demonstrate mathematical processes while engaging in content areas such as fractions.

I was satisfied with this session because:

- ✓ It took away some fear. Reminded me to work on common misconceptions with my kids and it really does depend on the context.
- ✓ We pushed our thinking and our teaching in a very practical way
- ✓ Present a question and get the students to muddle it over and think, instead of me starting off easy and going to hard

Consortia Partnerships

Alberta Regional Professional Development Consortia

The ARPDC are dedicated to promoting student learning and achievement; school improvement; and parental engagement in the educational process through the provision of effective professional development services, at the local, regional and provincial levels.

Alberta Education

Alberta Education is the provincial government department responsible for the delivery of education programs and services for people of all ages. It works with parents, educators, business and industry to create opportunities for Albertans to learn throughout their lives.

SAMPLE RESPONSES from Wellness sessions 2013-14

A key change that I will make in my practice as a result of today's session is:

- ✓ Awareness. I often see students "hide" when put in a stressful situation. I now understand why and will pay more attention.
- ✓ Utilize the information shared as part of my social-emotional education initiative.
- ✓ Implementing physical literacy activities into my lessons to improve student success.
- ✓ Teach as many children as I can about preventative measures. Universal programming around proactive approaches.
- ✓ Incorporating the 5 steps we learned (1. Education 2. MR/Breathing 3. Green Thinking 4. Ladders 5. Social Skills).
- ✓ Branching out of the textbook in an attempt to enrich the students' learning opportunities i.e. guest speakers, field trips, etc.
- ✓ Applying new knowledge learned to each individual to ensure I can help them succeed.



NRLC Advisory Committees

To ensure the needs of school districts, charter, private and band schools are met, Northwest Regional Learning Consortium collaborates by forming advisory committees which represent stakeholder groups. Advisory committees address the following Alberta Regional Professional Development Consortia goals:

- ✓ Facilitate professional development which supports the effective implementation of the Alberta Education Business Plan and jurisdictional and school council education plans.
- ✓ Facilitate professional development which supports the effective implementation of curricula, including instruction, assessment and student learning outcomes.
- ✓ Promote and support the development of professional development leadership capacity.
- ✓ Deliver professional development based on the identified and emerging needs of education stakeholders.

• Curriculum Coordinators

Sheldon Rowe, Superintendent.....	Peace Wapiti School Division
Mark Davidson, Deputy Superintendent.....	Peace Wapiti School Division
Bob Stewart, Deputy Superintendent	Peace Wapiti School Division
Paul Bennett, Superintendent.....	Peace River School Division
Carol Fedoruk, Deputy Superintendent	Peace River School Division
Carol Ann MacDonald, Superintendent	Grande Prairie Public School District
Nick Radujko, Assistant Superintendent, Curriculum Services	Grande Prairie Public School District
Karl Germann, Superintendent	Grande Prairie & District Catholic Schools
Jessie Shirley, Assistant Superintendent of Teaching & Learning	Grande Prairie & District Catholic Schools
Betty Turpin, Superintendent.....	Holy Family Catholic Regional Division
Cora Ostermeier, Assistant Superintendent	Holy Family Catholic Regional Division
Kathryn Kirby, Assistant Superintendent of Inclusive Education	Ft Vermilion School Division
Bill Driedger, Assistant Superintendent of Teaching and Learning ...	Ft Vermilion School Division
Margaret Hartman, Deputy Superintendent.....	High Prairie School Division
Evan Dearden, Assistant Superintendent of Curriculum.....	High Prairie School Division
Donna Barrett, Superintendent.....	Northland School Division
Don Tessier, Associate Superintendent.....	Northland School Division

• Inclusive Education Advisory

Carol Fedoruk	Peace River School Division
Cheryl Brown	Grande Prairie Public School District
Diane Little.....	Fort Vermilion School Division
Chris Farquharson	Grande Prairie Public School District
James Robinson	Grande Prairie Public School District
Janet Mayer	Peace River School Division
Janet Wallentiny	Peace River School Division
Jim Taplin.....	Holy Family Catholic Regional Division
Joy Williams	High Prairie School Division
Karen Carleton.....	High Prairie School Division
Kathryn Kirby	Fort Vermilion School
Linda Facey	High Prairie School Division
Margaret Hartman.....	High Prairie School Division
Michelle Berggren	High Prairie School Division
Pauline Ruel-Wyant	Grande Prairie & District Catholic Schools

Heather Putio	Peace Wapiti School Division
Stephanie Ritcey	Northland School Division
Vikki Presakarchuk.....	Peace River School Division
Wesley Oginski	Northland School Division

- **First Nations, Métis, and Inuit Advisory**

Bill Driedger	Fort Vermilion School Division
Bob Stewart	Peace Wapiti School Division
Carol Fedoruk	Peace River School Division
Carol Lemay	Living Waters Catholic Schools
Caron Jones	Peace River South
Cheryl Sheldon.....	Lesser Slave Lake Indian Regional Council
Chester Auger	Bigstone Cree Nation
Darrell Willier	Peace Wapiti School Division
Debbie Werklund.....	Grande Prairie & District Catholic Schools
Delores Pruden-Barrie	Northland School Division
Evan Dearden	High Prairie School Division
Gladys Cardinal	Treaty 8 First Nations of Alberta
James Robinson	Grande Prairie Public School District
Jessie Shirley.....	Grande Prairie & District Catholic Schools
Kim Barker-Kay	High Prairie School Division
Margaret Hartman.....	High Prairie School Division
Maureen Chernipeski	Northland School Division
Patrick Loyer	Alberta Teachers' Association
Pauline Ruel-Wyant	Grande Prairie & District Catholic Schools
Sandra Skare	Alberta Education
Shannon Dunfield	Grande Prairie Public School District
Sherrie Buchner.....	Northland School Division
Terry Lynn Cook.....	Northland School Division
Trevor Mitchell	Living Waters Catholic Schools
Valerie Norman	Holy Family Catholic Regional Division
Victor Dikaitis.....	Kee Tas Kee Now Tribal Council -Northland School Division

- **French Language Advisory Committee**

The *French Language Resource Centre* representing thirteen partners including seven school boards:

Grande Prairie Public School Division	Peace Wapiti School Division
Grande Prairie Catholic and District School Division	Peace River School Division
Conseil scolaire du Nord-Ouest	Holy Family Catholic Regional Division
High Prairie School Division	Académie of Nancy-Metz

SAMPLE RESPONSES from the *Mamawihtowin* “Coming Together” Conference [Oct. 2013]

A key change that I will make in my practice as a result of today's session is:

- ✓ I need to re-establish a positive, meaningful relationship with Chief and Council of the Band in our area
- ✓ Practice what I preach; love first, react second-give students what they need
- ✓ Continue to immerse myself in the knowledge of First Nation culture and tradition
- ✓ The positive energy in a room of predominately Aboriginal people is so energizing and boosts my self-esteem and identity as an Aboriginal person
- ✓ Excellent at looking at new ways of thinking and the "language" that goes with it
- ✓ Loved the opportunity to have experts share on cultural, language and community supports

Regional Collaborative Partnerships

Nine Regional Planning Teams collaborated to encourage and maintain professional learning projects and relationships across the region. Some of these projects and teams have been established for a number of years, based on branching out from district and advisory committee work.

Early Learning Collaborative Project

- Elizabeth Bell Northern Alberta Family Literacy Regional Network
- Marilyn Boisvert Supports to Early Learning and Child Care Programs
- Holly Handfield NW Alberta Early Child Development Mapping (ECMap) Project
- Chantel Napier South Peace Area Rural Kids Early Development
- Sheldon Rowe Peace Wapiti School Division

Fort Vermilion School Division & ATA Council

- Kathryn Kirby
- Bill Driedger

Holy Family Catholic School Division

- Betty Turpin
- Jim Taplin
- Cora Ostermeier

Grande Prairie Public School District

- Nick Radujko
- Angela DesBarres
- James Robinson
- Shannon Dunfield
- Chris Farquharson

Northland School Division

- Gail Sajo

Greater Peace ATA

- Wanda Laurin
- Kathy Gall
- Leslie Snyder
- Donna Ross

Peace River School Division

- Carol Fedoruk
- Janet Wallentiny
- Janet Mayer

Mighty Peace Teacher Convention

- Kate McDace
- Leslie Snyder

Peace Wapiti School Division

- Bob Stewart
- Sheldon Rowe
- Heather Putio
- Mark Davidson
- Dawne Kurtz-McNaught

NRLC Collaborative Projects 2013 - 2014

	Learning Opportunities	Session Total	Registrations
Peace Wapiti School Division	34	83	1426
Early Learning Collaborative Project	1	3	207
Grande Prairie Public School District	37	57	2525
Fort Vermilion ATA PD Day	1	40	716
Greater Peace ATA PD Day	6	6	343
Northland School Division	4	37	1018
Peace River School Division	1	5	104
Holy Family Catholic Regional Division	19	19	234
French Language Resource Centre	15	21	191
Collaborative Inquiry Assessment Project (GPPSD/PWSD/ATA/AAC)	1	3	171

Curricular Areas of Focus for 2013-2014

In response to Needs Assessments, regional conversations and prioritization at the NRLC regional Curriculum Coordinators meetings, NRLC focused on the following curricular areas:

1. **Inclusive Education (including ESL, Early Learning and Leadership Capacity Education):** working with Alberta Education and school districts collaboratively to support provincial and regional initiatives and provide appropriate learning opportunities designed to address needs identified by our jurisdictions, our Regional Learning Teams and our Advisory Committees.
2. **Mathematics / Numeracy:** includes supports for continued implementation at all grade levels, with particular focus on high school mathematics including Math demo classes through ARPDC.
3. **Assessment:** includes supports based on district requests to focus on administrators and learning coaches; co-planned district days focused on working with outcomes-based reporting at both the Grade 4-6 and Grade 9-12 levels.
4. **Literacy Support:** focusing on cross-curricular literacy, NRLC designed 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.
5. **First Nations, Métis, Inuit:** continued work with sharing and collaboration of best practice and emerging strategies; support for the annual First Nations, Métis, and Inuit Education Conference through direct involvement of district representation from northern Alberta as members of our First Nations, Métis, and Inuit Advisory Committee.

First Nations, Métis, Inuit Learning Opportunities

~ supported under the Curriculum Redesign Grant ~

Two First Nations, Métis, Inuit Advisory Committee meetings were held and learning opportunities were offered in Grande Prairie, Peace River and High Prairie. This Advisory Committee also provided the base of a working conference committee, with additional district support of staff and time to meet (four planning meetings plus time to connect with speakers) and provide hosting during the conference.

Two information sessions were offered (5 sessions) which provided an opportunity for provincial school authority leaders and their First Nations, Métis and Inuit teams to develop Collaborative Frameworks to engage local First Nations, Métis and Inuit families, parents and communities in the planning and implementation of strategies to focus on improving student success. They were:

- *Understanding My Child's School:* High Prairie (cancelled), Peace River, Grande Prairie
- *Impact of Residential Schools:* Peace River and Grande Prairie

Seven additional learning opportunities were also held which included:

- *Circle of Courage: Dr. Martin Brokenleg*
- *Kisikow Method of Healing (two-days)*
- *Traditional Games*
- *The Fourth R Workshop: GPPSD*
- *Cultural Awareness for Administrators: GPPSD Administrators*
- *Everyday HEROES Training: GPPSD*
- *FNMI Cultural Awareness for Teachers: Classroom Resources*

SAMPLE RESPONSES FNMI Cultural Awareness and Classroom Resources....[Feb.2014]

A key change that I will make in my practice as a result of today's session is:

- ✓ Honour my students' history; take time to acknowledge it more often, even if it is in a small way.
- ✓ I will attempt to incorporate more aboriginal cultural activities into my lessons.
- ✓ More knowledge and understanding of First Nations history and how it still affects children today. This understanding will help me support students by having more pieces to the puzzle. By having more knowledge of culture and family values, and learning ways to embrace more of these values will improve comfort, confidence, and learning of all students.
- ✓ Sharing of knowledge through traditional means that allows participants an opportunity to gain understanding through Aboriginal context
- ✓ I can use the ARPDC website to collaborate with colleagues who may have more ideas/experience.
- ✓ Storytelling to encourage students learning with "voice".
- ✓ I will be more aware of how I am going to be perceived by my students when I teach.

Identified Regional Needs for 2013-2014

The **Northwest Regional Learning Consortium Regional Plan to Support Curriculum Redesign 2013-2014** was developed and the following priorities were identified:

- *Curriculum Redesign (primary focus of the 2013 - 2014 Grant)*
- *Moving Forward with High School Redesign*
- *FNMI Student Success*
- *Additional Professional Learning Sessions*
 - *Literacy*
 - *Mathematics / Numeracy*
 - *Career and Technology Foundations*
 - *English as a Second Language*
 - *Inclusive Practices*
 - *Student Learning Assessment (SLA) for Grade 3*
 - *Other: Fine Arts, Science, Social Studies, Technology & Innovation, Wellness*

Northwest Regional Learning Consortium plans learning opportunities based on advice from our region including feedback from advisory committees, district curriculum coordinators, regional planning teams, session participants, the NRLC Management Team, and other education stakeholders. We strive to collaborate with as many groups as possible to support "adult learning for students' sake". Programs are based on the most up-to-date PD literature as well as Alberta resources such as the *Guide to Comprehensive PD Planning* and *A Guide to Support Implementation – Essential Conditions*.

Programs are developed to meet identified regional needs. The following emerging needs for 2013 - 2014 were identified by districts within Zone 1:

The Northwest Regional Learning Consortium provided PD opportunities in the following areas which were covered under the Curriculum Redesign grant. These sessions demonstrate NRLC's ability to meet the diverse regional needs of all stakeholders.

Note: The Official Languages in Education Program (OLEP) grant is used for French programming.

Focus	Number of Learning Opportunities	Number of Sessions Planned	Number of Sessions Cancelled	Number of Participants
Assessment	8	18		485
Curriculum Design (includes High School Redesign)	8	19	1	1,652
First Nations, Métis, Inuit	10	27	4	846
French	14	20	1	191
Inclusive Education (including ESL, Early Learning and Leadership Capacity Education)	41	112	17	2,756
Literacy	21	70	8	3,275
Math / Numeracy	25	66	1	1,238
Other (CTS, Fine Arts, Science, Social Studies, Technology & Innovation, Wellness)	26	60		1,109
	153	392	32	11,552

SAMPLE RESPONSES *Moving Forward with High School Redesign [Oct.2013]*

Overall, I was satisfied with this professional development opportunity because:

- ✓ I could verbally process and discuss ideas with a variety of people
- ✓ I think more time should be devoted to working in groups to explore redesign in more detail.
- ✓ Provided the local context but also brought in the Provincial aspects and challenges that must be addressed.
- ✓ This was the best PD I have had since my first year of teaching. It is SO GOOD to hear that other educators feel the same way about high school curriculum, building relationships, scheduling, preparing our students for post-secondary &/or the workforce and using our time more effectively as educators, so we do not end up on stress leave.
- ✓ The quality of the dialogue was excellent. It feels like we are talking about something that is truly meaningful and has the potential to drive transformation.
- ✓ The real life experiences shared by the presenters was great! We are able to already see areas for improvement

REGIONAL PD STATISTICS & PARTICIPATION RATES

The NRLC planned four hundred eighty (480) regional professional development sessions through our Consortium in 2013-14 hosted primarily in Grande Prairie and Peace River, with some sessions in High Prairie and High Level. 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). We continue to develop and participate in innovative steps to provide delivery of PD via online means, including ARPDC initiatives such as Community of Practices, Wikis, Nings, etc. Distributed learning opportunities continue to develop regionally and provincially; as do well-trained and able facilitators.

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; with fewer cancellations over the past five years due primarily to a more collaborative approach to planning. These learning opportunities continue to be flexible in meeting needs such as delivering to smaller groups, delivering as class support, and delivering online to team groups or community of practices. 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 area 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 Redesign / Implementation Grant](#).

Participation Rates 2013-2014

Alberta Regional Professional Development Consortia (ARPDC)

In order to be consistent in determining participation rates among consortia, ARPDC has developed a PD counting model. The guidelines used by the seven consortia are:

- Half day, full day or partial day sessions count as one day (The time to organize a full day or half day session is the same.)
- Each day of a series counts as one day of PD. Participant numbers are counted for each day.
- Conference over multiple days: each day counts as a day of PD, regardless of the number of contracts and presenters.
- Conference with multiple sessions in one day still counts as one day.
- Webinars are conducted as “one day” due to the time to train facilitators, moderate sessions, develop conversation guides and post archives.

The NRLC further has developed a counting system that more accurately reflects the number of deliveries as a session total within one learning opportunity cohort.

PD PROGRAMS & PARTICIPANTS

	2009-10	2010-11	2011-12	2012-13	2013-14
Participants	7,617	7,921	9,092	12,547	12,180
Programs Planned	439	506	436	395	480

Five-year comparison of attendance by Zone 1 jurisdictions in NRLC PD. Note that some jurisdiction schools are served by other ARPDC 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.

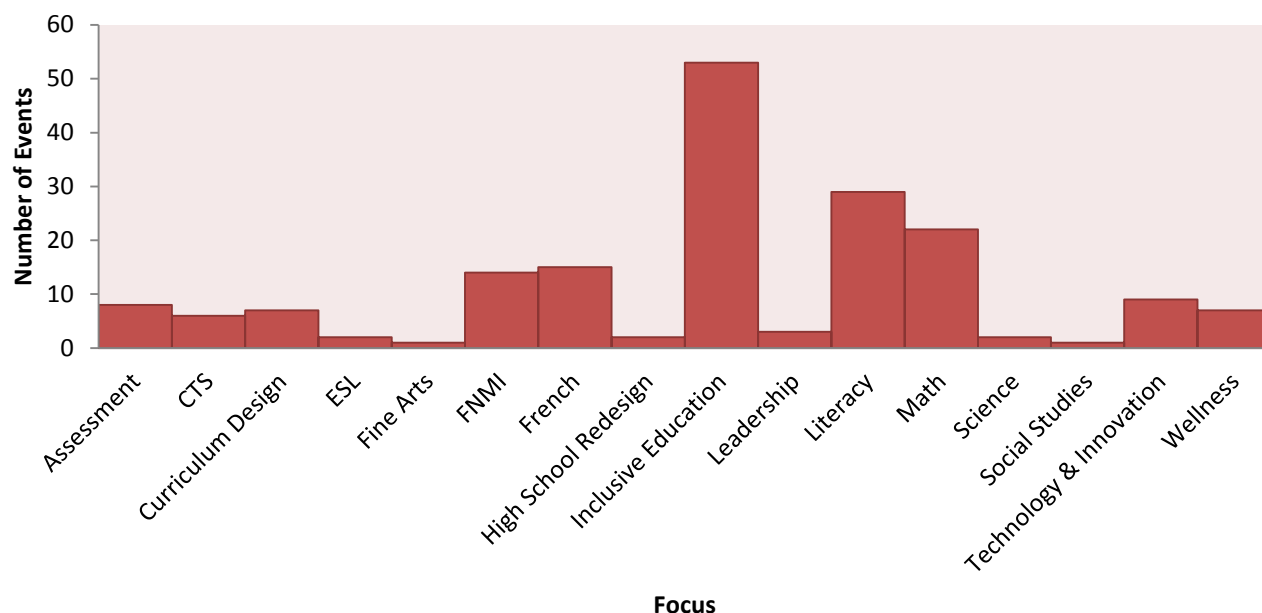
Meetings have been included in these totals as most are related to programming and will include presentations to the group. Example: FNMI Advisory, Curriculum Coordinators meeting.

ZONE ONE REGIONAL LEARNING OPPORTUNITIES

2013 - 2014

ZONE ONE REGIONAL LEARNING OPPORTUNITIES 2013 - 2014	# of Learning Opportunities	Number of Participants		
		Face to Face / In Person	Attending via Technology	Total Participants
Learning Opportunities				
Meetings/Advisory Groups	34	152	80	350
PD Learning Opportunities	480	10,924	1,256	12,180
District Collaboration				
9 Regional Planning Teams	37	37		97
9 Cohorts (CTS, Fine Arts, ELA, Math, PE, Science, Social Studies)	27	27		587
1 Math Leadership Cohort	3	3		51
Math District Days (3 per district available)	23	23	0	349
Technology Mediated Learning Opportunities				
Synchronous	# of Learning Opportunities	Number of Sites	Total Number of Participants	
NRLC Webinars / Videoconferences	30		1161	
Math Videos				
Collaborative District Partnerships				
	Number of Learning Opportunities	Number of Sessions	Number of Participants	
Peace Wapiti School District	34	83	1426	
Grande Prairie School District	37	57	2525	
Fort Vermilion ATA PD Day	1	40	716	
Greater Peace ATA PD Day	6	6	343	
Northland School Division	4	37	1018	
Peace River School Division	1	5	104	
Holy Family Catholic Regional Divis	19	19	234	
French Language Resource Centre	15	21	191	
Collaborative Inquiry Assessment Project (GPPSD/PWSD/ATA/AAC)	1	3	171	

Number of NRLC Learning Opportunities by Theme 2013-14



SAMPLE RESPONSES from CTS Cohorts

A key change that I will make in my practice as a result of today's session is:

Shop Teachers

- ✓ It was great to become aware of the mobile "shop" materials available to schools without the facilities and expertise. I am thinking of how and when I could make use of some of these things - I feel it would be great for Junior High Math students to incorporate some practical hands on experience in their learning
- ✓ I am not teaching a shop class this year, however, being aware of shop related topics allows me to help perspective students who may be wondering about shop programs, etc. Set up an experiment in my classroom where students can try different types of gluten-free flours.

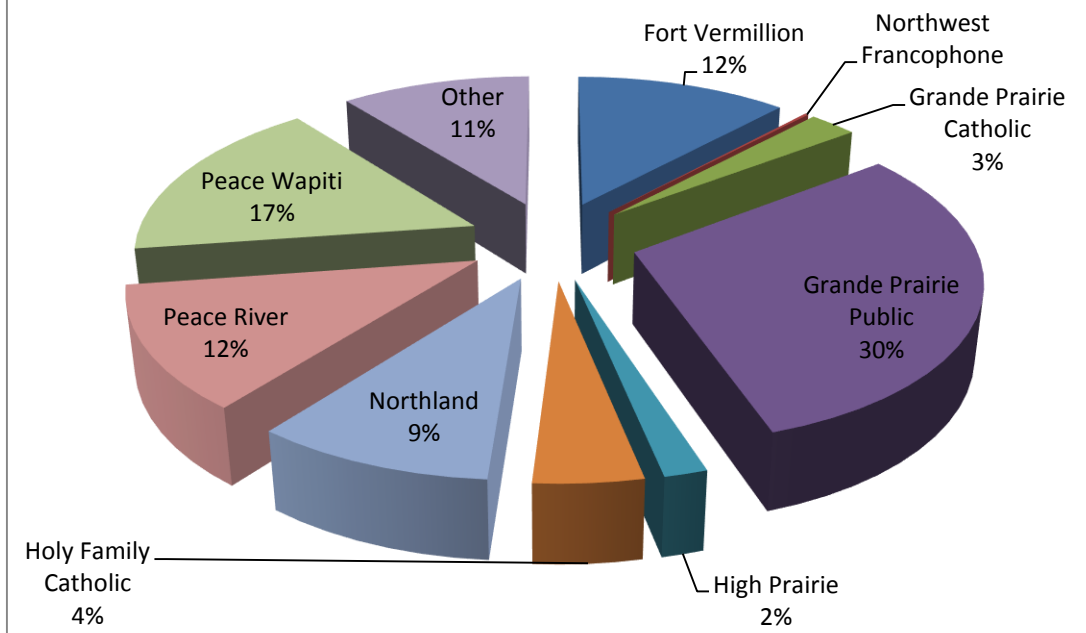
Foods & Fashion

- ✓ Introduce small changes in the types of recipes to broaden understanding.
- ✓ Be more prepared to incorporate specialized dietary needs.

Cosmetology

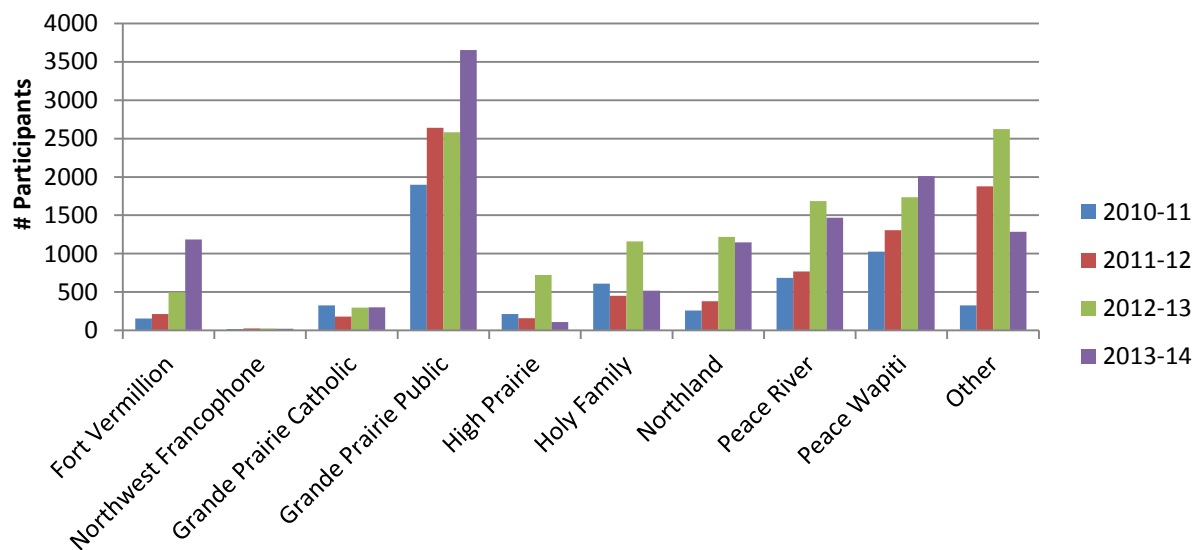
- ✓ The way I present facials to my students.

NRLC Learning Opportunities Participation Rates by Division 2013-14



- *Other* includes registrants from outside of Zone 1 (provincial)
- Band Schools' attendance is reflected within the participant's school jurisdiction

Attendance by Jurisdiction Over Time



★ Other includes Federal, Band, Private, Charter, and ARPDC participants

First Nations, Métis, and Inuit Provincial Professional Learning Project 2013-2014

Northwest Regional Learning Consortium Executive Director, Karen Egge, served as the Alberta Regional Professional Development Consortia (ARPDC) lead for the **First Nations, Métis, and Inuit Provincial Professional Learning Project** in the 2013-2014 year. This project has created the opportunity to bring the Inspiring Education vision into action through Learning to Be, Learning to Know, Learning to Do and Learning to Live Together. The Pilot Districts are working through the process and tools developed to support district and teacher learning plans. The interest and capacity continues to grow as the Districts share their journey. The [ARPDC FNMI Moodle](http://learning.arpdc.ab.ca/) site <http://learning.arpdc.ab.ca/> provides a focus for teachers to use and build on line resources.

The Provincial First Nations, Métis, and Inuit Professional Learning Facilitator, lead the project work in designing and facilitating professional learning opportunities for five pilot school authorities. For an overview of this learning project including what has happened in the first year of field testing, and what is planned for the second year of implementation, please see **Appendix C**.

Number of pilot authorities.....	5
Number of pilot authorities meetings.....	54
Number of education partner meetings	66
Number of resource development and project lead meetings.....	23

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

The purpose of this project was 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 "Exploring the Development of Teacher Efficacy Through Professional Learning Experiences" final report was released in January 2014. The research asked what professional learning works well, how it influences teacher efficacy and professional practice, and what effective professional learning supports look like. The findings are attached in **Appendix E** in the "Final Report Research Findings Highlights" report prepared by the ATA. The recommendations will be valuable considerations for future professional learning design and delivery with our partners.

NRLC's Ongoing Needs Assessments and Stakeholder Surveys

An ongoing needs assessment is carried out throughout the year through NRLC's evaluation process. The program evaluation forms are reviewed constantly and programs are developed to meet those needs.

These evaluation forms answer the following questions:

- What is the quality of the presenter?
- Has the presenter met the learning goals of the session?
- How well did the session meet the needs of participants?
- How did the session influence improvement in the teacher's practice and therefore enhancing student learning?
- Which topics/speakers would participants suggest for future programs?

NRLC continues to use primarily electronic online PD evaluations sent directly to each participant following their learning activity. This continues to be a challenge in securing responses from participants. At the beginning of the year, in some specific learning opportunity forums and projects, and with certain populations or cohort groups, paper evaluations which are completed at the end of each opportunity are used. 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.

In 2013–14, NRLC evaluated 352 days of learning opportunities/sessions and received 3,638 individual evaluations out of a possible 11,337 (number of participants) for a return rate of 32%.

PD Satisfaction Results

Cumulative Stakeholder Survey Responses 2013-14:

98% 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 2013-14:

- ✚ *NRLC provided services at reasonable cost: 100% satisfaction*
- ✚ *Overall session satisfaction: 97% satisfaction*
- ✚ *Overall Presenter Satisfaction with tech-mediated sessions: 97% satisfaction*
- ✚ *Overall satisfaction with technology mediated PD 95% satisfaction*

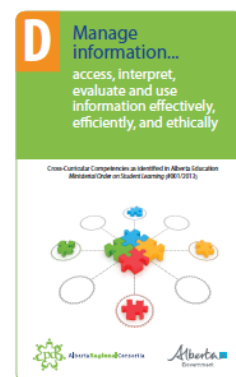
Throughout this report, you will find **SAMPLE RESPONSES** taken directly from the *NRLC's Program Feedback and Ongoing Needs Assessment* forms completed by participants following each learning opportunity.

NRLC Annual Stakeholder Survey

The Northwest Regional Learning Consortium reports annually through a Stakeholder Survey from educational stakeholders, the school jurisdictions we serve. Approximately 60 surveys were distributed within Zone 1, much later than in previous years, with a **12%** return rate from jurisdiction representatives. Results of this survey are reported in the accountability measures for each ARPD goal outlined. As this number is remarkably low this year, NRLC will seek to improve the response rate for the coming year through various measures including focus group discussions and through CASS meetings.

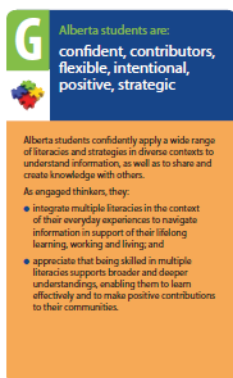
In 2013-14, we used a provincially designed follow-up evaluation for specific workshops and conference to obtain answers applicable to teacher practice, needs, and changes as a direct result of that training. Our facilitators, consultants, and staff teams offer much encouragement to the participating educators 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 ARPD in a format that has been developed and used provincially.



SAMPLE RESPONSES from the NRLC Annual Stakeholder Survey 2013-14

- ✓ Great job!
- ✓ NRLC is a fantastic partner. Thanks again for the diligence and professionalism.
- ✓ I want to thank Karen and the NRLC team for the fantastic job that they do in supporting our jurisdiction with our professional learning needs! The reality in the north is that we are continually building capacity with both new and existing employees. It is often a challenge to provide all that is needed but with the support of the consortium, our job is made much easier. Thank you for being so responsive to our needs and for the efficient and timely manner that those needs are met. Your efforts are very much appreciated!



NRLC ACCOUNTABILITY MEASURES

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

Target is 80-89% Satisfaction
Goal Achieved

Performance Measures	Metrics	Target	Results
Percentage of stakeholders who agree that NRLC PD offerings aligned with needs identified in their plan(s)	Survey of stakeholders	Goal: to achieve a rating of 80-89%	100% agreed that PD offerings aligned with identified plans.
Number of participants that attended NRLC PD offerings	Participant Count		153 learning opportunities 480 planned sessions 29 cancelled sessions 11,863 participants attended NRLC offerings
Satisfaction of stakeholder contacts with Consortium services overall	Survey of stakeholders		100% of program participants were satisfied with the services provided by the Consortium.

Stakeholder Survey Results

The Consortium was effective in helping us address needs identified in our planning documents.				
2009-10	2010-11	2011-12	2012-13	2013-14
94%	89%	80%	89%	100%
Outcome: NRLC offerings align with stakeholders' needs identified through planning documents and consultation.				

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.

GOAL 2:

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

Target is 80-89% Satisfaction
Goal Achieved

Performance Measures	Metrics	Target	Results
Percentage of stakeholders satisfied that NRLC facilitated PD supports for effective implementation of curricula	Survey of educational stakeholders	Goal: to achieve a satisfaction rating between 80-89% in this area	100% of district contacts were satisfied that NRLC facilitated PD supports for effective implementation of curricula
% of participants satisfied that NRLC sessions supported their ability to effectively implement curricula	Session evaluations		98% of PD program participants were satisfied that sessions supported their ability to effectively implement curricula

Stakeholder Survey Results

The Consortium was effective in helping us meet emerging PD needs, outside of those identified in our planning documents.				
2009-10	2010-11	2011-12	2012-13	2013-14
100%	90%	76%	89%	100%
Outcome: NRLC facilitated PD supports, effective implementation of curricula (inclusive of instruction and assessment), and student learning outcomes.				

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 also being utilized. The Mathematics in-service support is an important part of building sustainable leadership capacity.

SAMPLE RESPONSES A key change that I will make in my practice as a result of today's session is:

- ✓ To become more critically aware of how I am currently delivering the curriculum and how I want to deliver the curriculum
- ✓ To examine what my staff REALLY know about inclusion and what strategies they are actively using in their classrooms. Once I have identified that, I can plan coaching and support as needed
- ✓ We attended all of the webinars and were able to build upon the discussion questions at the end of the presentation to really flesh out our plans at the school level. We will use them again next year as well.
- ✓ We used most of the Webinars. They are all applicable, we need to cover the material again as we move more effectively into the RTI model.
- ✓ As an Administrator, I really appreciated the sequential focus of the webinars and the ability to work with my staff throughout the year.

GOAL 3:

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

Target is 80-89% Satisfaction
Goal Achieved

Performance Measures	Metrics	Target	Results
% of stakeholders accessing NRLC services that were satisfied	Survey of educational stakeholder contacts	Our goal was to achieve a satisfaction rating of 80-89%	100% of district contacts accessing NRLC services were satisfied

Stakeholder Survey Results

The Consortium's coordinating, brokering and or referral services were effective in helping us access PD resources.				
2009-10	2010-11	2011-12	2012-13	2013-14
100%	94%	80%	89%	100%
Outcomes: NRLC coordination, brokering and referral services are responsive to stakeholder needs.				

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.

SAMPLE RESPONSES from *Inclusive Education* sessions

What I need to support my further learning on this topic:

- ✓ Follow up, and continued use of these skills, as well as continued sharing of apps, and ever continuing investigation of new sites.
- ✓ I think I was provided with enough information to adequately begin practicing positive behavior supports. The notes I was given (and references section) will allow me to look into the topic further if I require more information.
- ✓ That our computers in the classroom remain functional so that the students will have routine access to the program.
- ✓ Webinars which have been arranged already and a further session in February would be excellent ...
- ✓ Information overload. Will definitely be looking for a refresher after I've had a chance to practice and give the test to students. More learning on stats and reports to generate.
- ✓ More ongoing sessions. I would love to see more teachers have this same PD opportunity.
- ✓ I always appreciate new resources, esp. what other people are doing I don't care for all of the handouts; it's a waste; we could have been given the link for the pdf instead
- ✓ To be better at making presentations I will continue to study the other chapters in "The Leader In You". I am confident that book has the support I need in the future for making effective presentations.

SAMPLE RESPONSES from *Assessment* sessions

What I need to support my further learning on this topic:

- ✓ I desire to learn more as I am not yet prepared to 'speak' to this topic in discussion as I am still developing understanding.
- ✓ Now that I am determining the "readiness" of my students, I would like more strategies for managing the differentiation required to instruct/assess them.
- ✓ I have enough to get started. A follow up session would be helpful after I have been able to gather ideas and have tried some of the assessment tools to reflect on where I need to go.

GOAL 4:

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

Target is 80-89% Satisfaction
Goal Achieved

Performance Measures	Metrics	Target	Results
% of stakeholders satisfied that NRLC was effective meeting emerging PD needs, outside of those identified in planning documents.	Survey of educational stakeholders	Our goal is to achieve a satisfaction rating of 80-89%	100% of district contacts indicated satisfaction that NRC's PD offerings aligned with their identified plans and emerging needs
Descriptions of services offered	Qualitative Measures		Descriptions and testimonials noted throughout Annual Report.
District Collaboration	Number of District Teams & Meetings Number of Collaborative Projects		8 District Planning Teams utilized 37 District Meetings held 118 learning opportunities/ 271 sessions were planned in collaboration with Zone 1 Districts 6728 participants

Stakeholder Survey Results

PD facilitated by the Consortium supported effective implementation of curricula.				
2009-10	2010-11	2011-12	2012-13	2013-14
100%	94%	84%	84%	100%
Outcomes: NRLC programs meet the identified and emerging needs of educational stakeholders.				

Context: The Northwest Regional Learning Consortium tracks district requests and participation through website reports. This tracking is a new feature in 2013-14 which gives a clear indication that identified and emerging needs of educational stakeholders are being met.

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.

GOAL 5:

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

Target is 80-89% Satisfaction
Goal Achieved

Performance Measures	Metrics	Target	Results
% of stakeholders satisfied that the efforts of the NRLC contributed to the development of professional development leadership capacity	Survey of educational stakeholders	Goal: to achieve a satisfaction rating between 80-89%	100% of stakeholders responded that they were satisfied with the efforts of NRLC to develop professional development leadership capacity in a number of areas
Descriptions of services offered	Qualitative measures (descriptions and testimonials)		Descriptions and testimonials noted throughout Annual Report.

Stakeholder Survey Results

The Consortium has contributed to the development of PD leadership capacity within my organization.				
2009-10	2010-11	2011-12	2012-13	2013-14
100%	100%	79%	84%	100%
Outcomes: <i>NRLC contributes to the development of PD leadership capacity.</i>				

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 2009, 2011 and 2013. 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.

SAMPLE RESPONSES from Leadership sessions:

A key change that I will make in my practice as a result of today's session is:

- ✓ I will have conversations with my colleagues about ethical and entrepreneurial classrooms and what they look like, feel like, sound like etc.
- ✓ Adopting some of the strategies introduced in the session.
- ✓ As a learning coach it is important for me to connect with other teachers. Learning how to identify people's strengths and tendencies is key to that. With what I learned here today, I believe I will do a better job supporting good teaching practice, and approaching suggestions for improvement in a way that is consistent with each teacher's style.
- ✓ Be more effective taking the lead of teacher meetings in my learning coach duties. I will have more confidence that I can lead discussions where they need to go in a sensitive and productive way.
- ✓ I will be able to pre-plan for many of the meetings I am involved in. I will also be able to identify traits of people who attend the meetings and can focus my energy on tasking and maintenance skills even if I am not the facilitator.

GOAL 6:

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

Target is 80-89%
Satisfaction
Goal Achieved

Performance Measures	Metrics	Target	Results
% agreeing that services are provided at a reasonable cost	Survey of stakeholders contacts	Our goal was to achieve a satisfaction rating between 80-89%	100% of district contacts were satisfied that NRLC met this goal.
% agreeing that NRLC provided good value for the grant dollars they were provided to support implementation of curricula	Survey of stakeholders contacts		100% of district contacts agreed or strongly agreed that this performance measure was met.
% of session participants agreeing that the session cost was reasonable	<i>Program Feedback and Ongoing Needs Assessment</i> distributed electronically or in hard copy following each event		100% of program participants were satisfied that session costs were reasonable

Stakeholder Survey Results

The Consortium provided good value for the grant dollars they were provided to support implementation of curriculum				
2009-10	2010-11	2011-12	2012-13	2013-14
100%	100%	84%	89%	100%
Outcomes: <i>NRLC provides professional development at a reasonable rate.</i>				
The Consortium services are provided at reasonable cost				
2009-10	2010-11	2011-12	2012-13	2013-14
100%	100%	84%	89%	100%
Outcomes: <i>NRLC offers professional development on an overall cost recovery basis.</i>				

Context: NRLC strives to provide access to sessions in locations where usually at least three jurisdictions would be within a two 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.

SAMPLE RESPONSES from the Art Cohort

A key change that I will make in my practice as a result of this session:

- ✓ It was great to learn how to make materials that were inexpensive and useful to students in my class.
- ✓ Students will be able to make their own materials and then we can all share the stamps that we have made and thus give students a varied use of print making materials.

TRENDS IN PROFESSIONAL DEVELOPMENT IN THE NORTHWEST REGION

Through examination, consultation and discussions with NRLC educational partners and ARPDC Executive Directors, the following trends were identified, and have been addressed in the NRLC Regional Plan to Support Curriculum Redesign 2013-14; and will continue for the 2014-15 year.

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. The current focus on Curriculum Redesign is now supported by one year grants since 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





Coordinated, Collaborative, Comprehensive Provincial Professional Development Leadership

The Alberta Regional Professional Development Consortia (ARPDC) is the term regional consortia use to highlight collective provincial “adult learning for students’ sake” learning opportunities. The ARPDC is representative of the collective work of the regional Executive Directors and their teams, who report to their respective boards and provide service to school authorities in a region or for a group of school authorities assigned. During 2013—2014, ARPDC took a leadership role in many provincial initiatives based on direction and grant deliverables provided by Alberta Education. ARPDC provides in-person, as well as synchronous and asynchronous, technology-mediated learning opportunities to support adult learning, relying on consultation from the region to ensure professional development program designs support participants’ and school authorities’ context. Programs are based on our expertise and knowledge of effective professional learning design and delivery, aligned with the Alberta Programs of Study and are research sound. In 2013—2014, besides regional PD delivery and implementation support work, the following provincial activities occurred:

- Provincial pilot projects / Communities of Practice
- Provincial projects
- 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.

For 2013-2014, Pilot Projects included:

<p>Early Learning – Early Years Evaluation:</p> <p>2 learning opportunities 117 participants in person 1 wiki space created 278 unique views /610 hits</p> <p>CARC</p>	<p>Literacy for All – Community of Practice</p> <p>7 learning opportunities 196 participants in person and online 1 wiki space created – 3,011 unique visitors; 14,237 page views https://abliteracyforall.wikispaces.com/</p> <p>ERLC</p>
<p>Moving Forward with High School Redesign:</p> <p>15 learning opportunities 1,044 participants in person 1 website created 1,942 unique views http://www.abhsredesign.ca/</p> <p>CARC</p>	<p>FNMI Professional Development Project</p> <p>5 pilot authorities involved 54 pilot authorities meetings 66 education partner meetings 23 resource development and project meetings</p> <p>NRLC</p>
<p>Numeracy for All – Community of Practice</p> <p>3 face-to-face learning opportunities 84 participants in person 4 webinars – 112 online participants 1 wiki space created 16 unique visitors 2,948 page views http://abnumeracyforall.wikispaces.com/</p> <p>CARC</p>	<p>Peer Mentoring (Supporting Peers with Disabilities)</p> <p>9 learning opportunities 159 participants 1 wiki space created 1 NING group created 1,593 unique visitors 2,406 page views</p> <p>ERLC</p>

Lessons Learned Based on Facilitating Pilot Projects:

- Pilot participants appreciate the opportunities to collaborate with other provincial pilot participants.
- Learning has the propensity to stay with the group involved in the pilot.
- Pilot project design varies depending on grant resources and deliverables.

Implications for Future Pilot Projects Design:

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

Provincial Projects

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

FNMI Family, Parent and Community Engagement 19 regional learning opportunities presented by the FNMI Branch, logistics arranged by each region; 19 learning opportunities in 12 locations with 501 participants in person	LN
Leading in Literacy & Numeracy for FNMI Students 7 videos and learning guides created representing promising practices in Alberta and to support personalized learning <i>Empowering the Spirit Website - http://www.empoweringthespirit.ca/</i>	ERLC
Inclusive Education Community of Practice - NING Online Community of Practice - 1,154 members with 11 groups This online community of practice is a place to share and celebrate innovative strategies that support inclusive practices across Alberta. http://reachingallstudents.ning.com/	ERLC
AISI Networking Grant 15 networking applications approved, representing 42 districts, education authorities, charter and private schools involved in a variety of collaborative partnerships	LN & CPFPP
Consolidation of Technology 14 project meetings for program planning and development	CARC & CPFPP
Official Languages in Education Program 11 learning opportunities, 1456 participants in person	SAPDC

Lessons Learned Based on Facilitating Provincial Projects:

- A broad range of professional learning design and delivery being offered and developed.
- 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 ARPDG capacity to distribute learning in a variety of approaches.
- Digital resource development and access have ongoing learning value for educators when they reflect current needs, applicability and interests.

Implications for Future Provincial Projects Design:

- Continue to provide a variety of learning designs, resources and opportunities responsive to educator needs, applicability and interests.
- Ensure budgets are adequate to support all aspects of the projects inclusive of knowledge management.
- Develop a provincial communication plan that addresses knowledge mobilization.

Empowering the Spirit Website - <http://www.empoweringthespirit.ca/>



Digital Resource Development and Support

2013—2014 continued to show an increase in accessibility of learning opportunities for Alberta educators as a result of technology tools that facilitated the distribution of learning. Synchronous learning opportunities provided in-person access via webinars, webcast, and videoconference. Asynchronous learning opportunities, that participants could access at their own time, pace and place, were provided via video, wiki spaces, learning portals and Communities of Practice. Provincial websites were created for *Career and Technology Foundations* <http://albertactf.ca> and *Moving Forward with High School Redesign* <http://www.abhsredesign.ca/>. A provincial wiki was created for *Curriculum Redesign* which allowed access to materials and presentations for system and school leadership <http://arpdccurriculumredesign.wikispaces.com/Curriculum+Redesign>.

As well, to assist educators with implementation of *Inspiring Education*, *Inclusive Education*, *High School Redesign* and *Curriculum Redesign*, ARPDC created Alberta resources including videos and learning guides,

archived webinars, facilitator guides and links to Communities of Practice.

<http://www.engagingalllearners.ca>.



Synchronous		
Webinars	241 webinars	3,058 webinar participants
	159 meetings	581 meeting participants
Videoconferences	11 sites	121 participants in person 104 participants at remote sites
Webcasts	8 host sites 4 remote sites	155 participants at host sites 159 participants at remote sites
Tweet-Up High School Redesign	8 biweekly Twitter conversations	240 participants

Asynchronous - Online Resources		
Wikis		
EYE Project	1 wiki	16 unique users 14 pages on the wiki 2,948 page views
Numeracy for All	1 wiki	25 unique users 73 pages on the wiki 3,829 page views
Curriculum Redesign, High School Redesign, Math, Social Studies, Beginning Teacher (Webinar) , LNES PD resources	1 wiki	9,641 unique users 11,535 hits 40 pages on the wiki 526 page views
Literacy for All	1 wiki	3,011 unique visitors 14,237 page views
Learning Portal 2013—2014	262 courses; 88 of which are open to all and do not require a log-in	10, 146 registered users 97, 597 activities on the top 30 active courses (activities include any view or addition made by logged-in users)
Online Community of Practice: Enhancing Inclusive Environments	Social Networking (NING)	1,154 members January-August 2014
Videos/Learning Guides Created 2013—2014		2 videos 1 learning guide
Inclusive Education Website 2013—2014 www.inclusiveeducationpdresources.ca/		29,686 unique users 86,553 page views

Lessons Learned Based on Digital Resource Development and Support:

- Create “black books” containing organizational operations allowing Consortia to learn from one event to the next.
- Provide a variety of support materials to assist educators in using the resources for professional development is recommended.
- Participant accessibility, time and cost savings are reflected when utilizing synchronous or asynchronous digital support.

Implications for Future Digital Resource Development and Support:

- Continue exploration of emerging technologies to support the delivery of professional learning.
- Develop a communication plan to provide awareness and understanding of use of professional development resources.
- Regular evaluation of usage and applicability of professional development resources to determine continuation or archival of the resource.

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 2 Learn, 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 2013-2014 Fee for Service Partnerships included:

Event	Service Provided	# of Registrants
ATA Specialist Councils	Registration, Coordination, Delivery	2 events - 570 registrations
CASS Events	Registration and/or Coordination	29 events - 2016 registrations
Rural Education Sustainability Symposium	Webcast, Webinar Registration, Follow-up Survey	unknown webcast/webinar sites
21st Century Symposium	Registration	1 event - 431 registrations
Microsoft Teaching and Technology	Registration and Coordination	1 event - 25 registrations
BYOD in Alberta Schools	Registration and Coordination	1 event - 52 registrations
RCSD Meeting	Registration and Coordination	1 event - 40 registrations
The Alberta Association of Public Charter Schools Conference	Registration, Event Management, Evaluation	1 event - 533 registrations
Engaging with Community Partners (Alberta Education)	Registration, Event Management, Evaluation	1 event - 89 registrations
Engaging with Education Partners (Alberta Education)	Registration, Event Management, Evaluation, Financial Management	1 event – 117 registrations
Lethbridge School District #51 Professional Learning Day	Registration	5 events – 1176 registrations
Holy Spirit Professional Learning Days	Registration	3 events – 1974 registrations
IAAP Conference	Registration	1 event – 105 registrations
LethCAMP	Registration, Follow-up Survey	1 event – 137 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/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.
- Finding a balance between process, content and relevance when providing access to a variety of professional learning opportunities.
- Collecting and analyzing data, and utilizing the evidence to collaboratively plan programs responsive to the needs in each region, 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 First Nations, Métis, Inuit PD Facilitator project.
- Leading/Modeling and exploring new learning strategies, such as Communities of Practice. (Online NING and face-to-face)
- Providing cost effective, long term planning, maintaining staff with sustained funding commitment.
- Responding to the requests from Alberta Education, districts, community partners and having the scope of staff that can bring integrity and quality to the work.

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

INTRODUCTION TO APPENDICES

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

A. NRLC 2013-2014 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. [NRLC 2013-2014 Regional Plan to Support Curriculum Redesign Report](#)

C. 2013-2014 Provincial First Nations, Métis, Inuit Professional Learning Project Summary Report

A summary report of the work completed under this grant project in the 2013-14 year is attached to provide a global overview of the NRLC work, as it relates to the project management and overall action by the Executive Director. The full [Provincial FNMI Learning Strategy 2013-14 Year End](#) report is available for viewing and downloading by clicking [here](#).

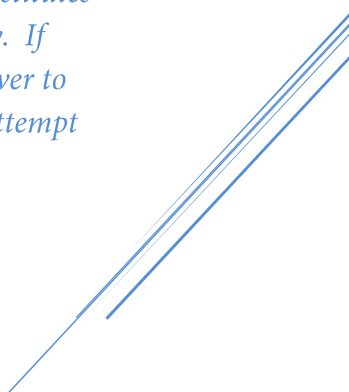
D. [Mathematics Implementation Project Summary Report](#)

E. Teacher Efficacy Through Professional Learning Experiences Executive Summary Report

Final Report Research Findings Highlights

“Beliefs of personal efficacy constitutes the key factor of human agency. If people believe they have no power to produce results, they will not attempt to make things happen.”

Albert Bandura







Regional Consortium
Statement of Revenues and Expenses
For the Year Ended August 31, 2014 (in dollars)

CONSORTIUM NAME:	Northwest Regional Learning Consortium		
	Budget 2013/2014	Actual 2013/2014	Actual 2012/2013
REVENUES			
Alberta Education:			
Management & Infrastructure (Note 1)*	191,987	191,987	191,987
Net Conditional Grant Revenues:			
Provincial Programs (Schedule 1)	887,574	257,914	953,050
Regional Programs (Schedule 1)	348,710	363,555	83,353
Fee For Service Contracts (Note 2)			
Other Alberta Education			
Total Alberta Education	1,428,271	813,456	1,228,390
Other Revenue:			
Conditional Program Registration Fees:			
Provincial Programs (Schedule 1)		-	203,502
Regional Programs (Schedule 1)		287,384	15,273
Grants - Non government sources (Note 3)			
Cost Recovery Programs: (Note 5)			
Registration Fees (Schedule 4)	150,000	-	
Other fees (Schedule 4)		-	3,309
Other (Note 4):			
Other Provincial and Federal Government			
Miscellaneous			
TOTAL REVENUES	1,578,271	1,100,840	1,450,474
EXPENSES			
Management & Infrastructure (Note 6):			
Salaries, Wages, Benefits, Contracts and other fixed overheads (Note 7)	188,987	201,875	322,303
Board expenses (Note 8)	3,000	836	1,551
Less: Program Cost Allocations (Note 9)	126,519		115,751
Net Management & Infrastructure expenses (Note 9)	65,468	202,711	208,103
Program Delivery Costs (Note 10):			
Conditional programs:			
Provincial Programs (Schedule 1)	1,213,651	257,914	1,156,552
Regional Programs (Schedule 1)	326,077	650,939	98,625
Cost Recovery Programs (Schedule 4)	22,633	-	3,309
Other:			
Fee for Service Contracts			
Accounting and Audit Fees			
Legal Fees			
(Specify)			
(Specify)			
TOTAL EXPENSES	1,627,829	1,111,564	1,466,589
ANNUAL SURPLUS (DEFICIT)	(49,558)	(10,724)	(16,115)
Accumulated Surplus at beginning of year		28,186	44,301
Accumulated Surplus at end of year	(49,558)	17,462	28,186

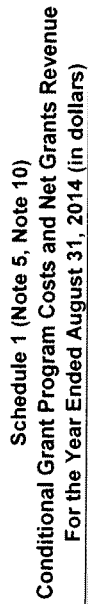
* See notes to Forms 1 and 2 on page 7 and 8.

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, 2014

Regional Consortium
Statement of Financial Position
As at August 31, 2014 (in dollars)

CONSORTIUM NAME: Northwest Regional Learning Consortium

	August 31, 2014	August 31, 2013
ASSETS		
Cash in Bank and Temporary Investments	568,093	366,597
Accounts Receivable (Note 11):		
Province of Alberta		
Alberta school jurisdictions	50,423	104,408
Other		
Prepaid Expenses (e.g. deposits for future programming)	77,299	2,018
Other assets		
TOTAL ASSETS	695,815	473,023
LIABILITIES		
Accounts payable		85
Accrued liabilities (Note 12)		
Deferred Revenue:		
Conditional Grants:		
Provincial Programs (Schedule 3)	637,308	437,575
Regional Programs (Schedule 3)	-	2,633
Prepaid registration (Note 13)	41,046	4,545
Other:		
(Specify)		
(Specify)		
Total Deferred Revenue	678,354	444,753
TOTAL LIABILITIES	678,354	444,838
ACCUMULATED SURPLUS		
Unrestricted Funds (Note 14)	17,461	28,185
Operating Reserves (Note 15)		
Capital Reserves (Note 16)		
TOTAL ACCUMULATED SURPLUS (Note 17)	17,461	28,185
TOTAL LIABILITIES AND ACCUMULATED SURPLUS	695,815	473,023

**CONSORTIUM NAME:**[illegible]

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, 2014 (in dollars)

CONSORTIUM NAME: Northwest Regional Learning Consortium

		Amount Transferred 2013/2014 Note (b)
(Specify Program)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
Program Total	(Specify Program)	-
(Specify Program)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
Program Total	(Specify Program)	-
(Specify Program)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
Program Total	(Specify Program)	-
(Specify Program)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
Program Total	(Specify Program)	-
(Specify Program)		
(Specify Consortium)		
(Specify Consortium)		
Program Total	(Specify Program)	-
Total transfers to Other Consortia		-

Notes to Schedule 2:

- 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, 2014 (in dollars)

CONSORTIUM NAME:

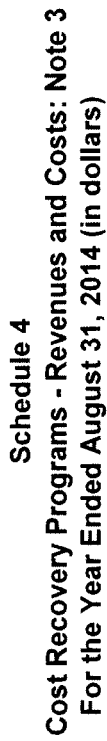
Northwest Regional Learning Consortium

2013/2014

	Deferred Revenue from Previous Year Note (a)	ADD:		ADD: Current Year Receipts and Transfers-In Note (b)	DEDUCT: Conditional Grant Transfers to Other Consortia (Schedule 2)	DEDUCT: Net Conditional Grant Revenue = Note (c) and Page 1)		Deferred Revenue: Conditional Grants Note (d) (Page 2)
		+ Conditional funds invoiced to other Consortia	+ Conditional Year			-		
Conditional Grant Programs: Note (e)								
Provincial Programs								
Provincial FNMI PD Strategy #2012-0185	392,612			(392,612)	-	-	-	(0)
Provincial FNMI PD Strategy #2014-0039				891,240	-	253,932	637,308	
Walking Together Digital Resource #2012-0039	44,962			(40,980)	-	3,982	-	-
(Specify)								-
(Specify)								-
(Specify)								-
(Specify)								-
(Specify)								-
(Specify)								-
(Specify)								-
(Specify)								-
(Specify)								-
(Specify)								-
(Specify)								-
(Specify)								-
(Specify)								-
(Specify)								-
(Specify)								-
Total:	437,574	-	-	457,648	-	257,914	637,308	
Regional Programs								
Implementation of Curriculum Redesign #2013-0300				326,077		326,077	-	-
Curriculum Coordinators Grant (CRC13-15)	2,633					2,633	-	-
French Language (SAPDC)		21,970				21,970	-	-
Moving Forward WHSR (CARC)		12,875				12,875	-	-
(Specify)							-	-
(Specify)							-	-
(Specify)							-	-
(Specify)							-	-
Total:	2,633	34,845	-	326,077	-	363,555	-	

Notes to Schedule 3:

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



Schedule 4

CONSORTIUM NAME:

Northwest Regional Learning Consortium

[illegible]

Notes to Schedule 4:

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



**Certification of
Regional Consortium Financial Statements
For the Year Ended August 31, 2014 (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.

M. Olan Renteria

Chair of Consortium (Signature)

Jan 11, 2015

Date

[Signature]

Financial Officer (Signature)

Jan 15, 2015

Date

NOTES TO FORMS 1, 2 AND SCHEDULES

- Note 1** Management and Infrastructure grant from Alberta Education (total amount received for the year).
- Note 2** Alberta Education pays consortia for services provided under certain contracts/agreements.
- Note 3** E.g. grants and subsidies from private partnerships (e.g. Shaw).
- Note 4** Funding from other provincial government departments or the Federal government; bank interest income, conference 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 6). Other 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 conditionally recoverable 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 cost allocations (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. 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.

[REDACTED]

notes and

[REDACTED]

re)

[REDACTED]

ear).

est,
ational

verheads
rams.
to deliver
rily for
e 18),

nal grant or
ter
e costs
rogram
ether
e"
A & I grant

. program
al, catering,
uted to
e to other
: include

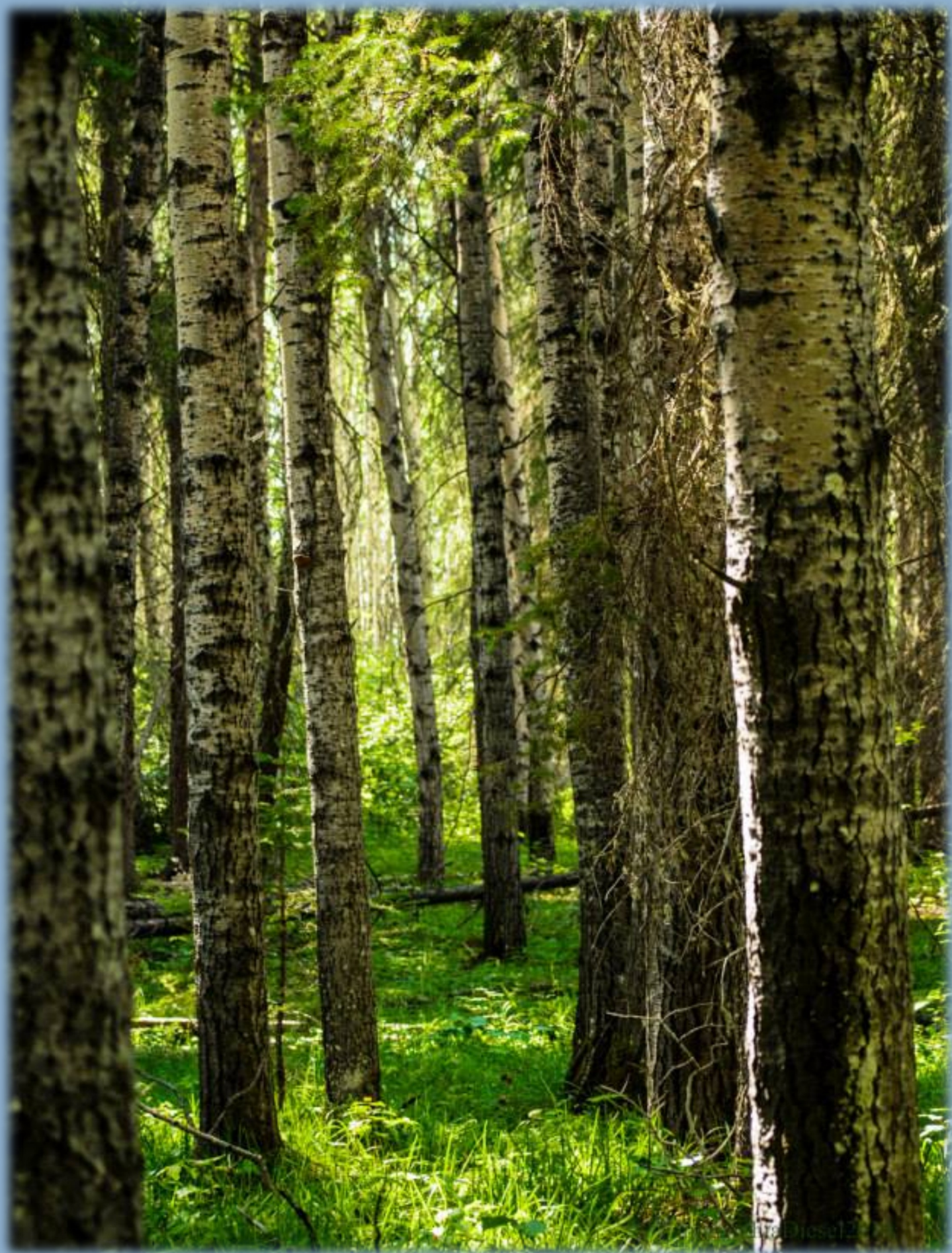
ting or

- 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 the reimbursement against their initial expense, thereby zeroing out the expense. This eliminates the duplication of expenses. Where other consortia bill an administration fee in addition to their out-of-pocket costs, miscellaneous revenue should be credited with that portion of the reimbursement.
-

s.

program
ote 9).

he
ey include
ier
he
it-of-pocket



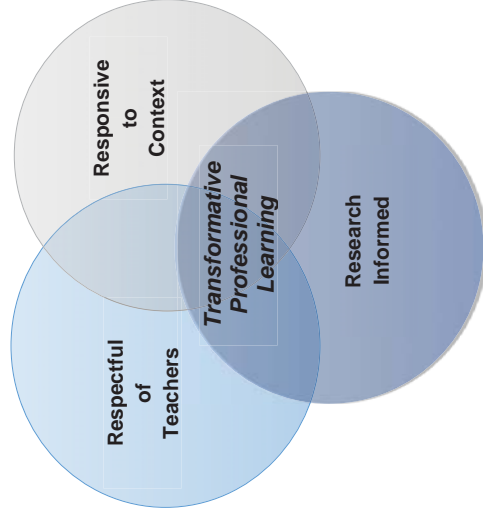
Northwest Regional Learning Consortium Regional Plan to Support Curriculum Redesign 2013-2014 Year End Report

Alberta Education has provided an annual grant to the Northwest Regional Learning Consortium (NRLC) to support implementation of Curriculum Redesign and identified priorities of the Department. For the 2013- 2014 school year, a one-year grant of **\$326,077.00** (#2013-0300) was provided for the identified areas of implementation work. NRLC, in consideration of the ARPDC goals, regional and provincial priorities, and the needs of Zone 1 school authorities, will work collaboratively with regional advisory committees (comprised of representatives from school authorities and others as appropriate), Alberta Education staff, and other consortia to develop plans, strategies and opportunities to meet provincial and locally identified needs in congruence with provincial direction.

Regional Characteristics/Context

- NRLC 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 **2,000 f.t.e.** serving in various subject and grade configurations. These teachers serve over **35,000** students.
- A number of jurisdictions have a high percentage of FNMI students; some include Colony schools and/or French Immersion Schools.
- 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 funding 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 in each district or community. We use a variety of locations, thereby reducing travel time for participants to attend sessions. Distributed learning/online professional development plays an integral role in the overall planning, also reducing time and travel commitments.
- A number of on-going collaborative 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.

This 2013- 2014 Regional Plan includes quality professional learning opportunities for teachers and leaders related to the priorities outlined in the grant deliverables.



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

Research Informed	Responsive to Context	Respectful of Teachers
<ul style="list-style-type: none"> • inclusive • technology-supported learning • job embedded "just in time" • communities of practice • process-based learning • cohorts • use of data and evidence • ongoing • collaborative • inquiry based • examples of promising practice • integrates multiple formats/delivery models 	<ul style="list-style-type: none"> • is cost effective • promotes shared responsibility among partners • encourages collaboration and sharing of resources • builds partnerships • supports AB Ed goals/initiatives, implementation • integrates multiple formats/delivery models 	<ul style="list-style-type: none"> • supports TPGP • contributes to work-life balance • is transformative • is accessible • is job embedded and "just in time" • supports teacher knowledge and readiness for provincial and jurisdiction implementation

NRLC Plan to Support Implementation of Curriculum Redesign, High School Redesign and FNMI Success: 2013 - 2014

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

Key Deliverables 2 (A-D)

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

STRATEGIES (How and What)	MEASURES Degree to which intended result is achieved.	RESULTS Quantitative	RESULTS Qualitative
NRLC staff will: <ul style="list-style-type: none"> Identify regional needs related to all deliverables in the grant through meetings with Alberta Education, advisory committees and school authorities as well as teacher needs assessments. 	Regional needs are identified. <ul style="list-style-type: none"> ATA/NRLC Teacher Needs Assessments School authorities and advisory committee consultations 	<ul style="list-style-type: none"> An ATA/NRLC Needs Assessment Survey completed in Spring 2013 and regional conversations identified the following key areas of need for Zone 1: <ul style="list-style-type: none"> Inclusive Ed. / Early Learning Mathematics / Numeracy Literacy Assessment First Nations, Métis, Inuit 3 NRLC Management Team meetings were held in November 2013 and February and June 2014. The Executive Director/NRLC Consultants met with all Zone 1 school authorities (37 meetings) 	<p>We continue to use the biannual needs assessment data completed in Spring 2013.</p> <p>Our work with District and regional projects provides excellent opportunities to connect with specific needs of the staff and district based on their data.</p> <p>We use the Essential Conditions planning template with specific local context identified.</p> <p>Teacher Experience 24.6% 0-5 years 20.6% 6-10 years 27.4% 11-20 years 27.7% over 20 years</p>

	<ul style="list-style-type: none"> Learning Opportunity Participants Survey data 	<ul style="list-style-type: none"> Meetings held: 2 Curriculum Coordinator; 3 FNMI Advisory Committee ; 1 Early Learning Collaborative Project, 1 French Language Advisory and 1 Inclusive Education Advisory Committee 8 Regional Planning Teams who work closely with the NRLC team. 118 learning opportunities/271 sessions projects were planned as a result of specific district or school requests Participants attending NRLC learning opportunities complete a session evaluation/needs assessment either electronically or in hard copy following the event. Evaluation Return Rate - 32% 	<p>Our zone has some fast growing population centers with need for regular hiring and others up to a 20% staff turn-over.</p> <p>Need remains for support of curriculum content and pedagogy supports.</p> <p>We would like the evaluation return rate to be higher and continue to explore different methods. We implemented a 30-50 day follow-up survey for sample sessions in 2013-14 to gain more insight on impact.</p>
<ul style="list-style-type: none"> Work collaboratively to develop a common regional plan that meets the identified local needs. 	<ul style="list-style-type: none"> Regional plan developed 	<ul style="list-style-type: none"> NRLC is working with stakeholder groups to develop a Curriculum Redesign Implementation Plan for 2014 – 2016. Executive Director/NRLC Consultant met with regional teams to develop the plan. 	<p>The directions from Jurisdiction contacts was to keep focus on awareness and supporting teacher practice. The Curriculum Redesign elements were embedded into programming offered.</p>
<ul style="list-style-type: none"> Explore opportunities to develop collaborative strategies across ARPD that meets the needs of the region. 	<ul style="list-style-type: none"> Collaboration occurred <ul style="list-style-type: none"> Face-to-face/ Online / Technology-mediated 	<ul style="list-style-type: none"> 23 days of ARPD Executive Director meetings were held: <ul style="list-style-type: none"> 13 days face-to-face meetings 10 meetings held via Elluminate 	<p>Regular time to create, share and be part of Learning Communities with a provincial role is a critical success factor in provincial collaboration.</p>

		<ul style="list-style-type: none"> ○ 89 guests (e.g. ARPDC staff, Alberta Education reps) attended meetings during the year ● 25 provincial webinars were developed with district teams 	
--	--	---	--

ANALYSIS:

NRLC continues to respond to direction of the Alberta Education business plan, the Jurisdiction 3 year education plans and Teacher/Support Staff needs assessment surveys and feedback. The programs offered reflect the Northern context of collaborations where possible and provide reasonable local access.

Key Deliverable 2 (E)

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

STRATEGIES (How and What)	MEASURES	RESULTS Quantitative	RESULTS Qualitative
NRLC staff will: <ul style="list-style-type: none"> Investigate school authorities' awareness of curriculum redesign. 	Level of awareness <ul style="list-style-type: none"> % of increase of educators awareness 	<ul style="list-style-type: none"> There was an estimated 40% increase of educators' awareness based on session evaluations, meetings and informal regional conversations. 	Curriculum Design: Re-Imagined Classroom August 30, 2013 Sample comments from session evaluations: <i>What I need to support my further learning on this topic:</i> <ul style="list-style-type: none"> I want to read some of the authors mentioned. Would love to share this with my entire staff. Continuation of sessions, networking. Time in the school to prepare for this. Strategies for bringing my staff along. Every jurisdiction represented at regional information sessions.
<ul style="list-style-type: none"> Participate in collaborative ARPD development of process and tools to support district development of a Curriculum Redesign Implementation plan. 	Process and tools created and utilized <ul style="list-style-type: none"> % of school authorities that created plans Materials created <ul style="list-style-type: none"> % of school authorities that have access to materials 	<ul style="list-style-type: none"> school authorities are in the process of creating a Curriculum Design Implementation Plan school authorities have completed a Curriculum Design Implementation Plan 100% of school authorities have access to materials 	Jurisdictions are in process of revising their plans to embed the Ministerial Order and competencies across the curriculum. At this time the details of completion rates are unknown; conversations with school authorities have taken place.

	<ul style="list-style-type: none"> number of people that accessed materials 	<ul style="list-style-type: none"> Resources & Partner Links include: <ul style="list-style-type: none"> Inspiring Education Wiki ARPDC Support for Curriculum Redesign ARPDC ESL Group NING AlbertaPD K-9 Math POS Updates & Clarification ABMath20-1 Wiki Inclusive Education Alberta Education Curriculum Coordinator Corner Moving Forward with High School Redesign 	
<ul style="list-style-type: none"> As requested, NRLC will work collaboratively with their stakeholder groups to create their Curriculum Redesign Implementation plan for 2014 – 2016 using ‘A Guide to Support Implementation: Essential Conditions’. 		<ul style="list-style-type: none"> NRLC is working with stakeholder groups to develop a Curriculum Redesign Implementation Plan for 2014 – 2016. 	This will continue to be a high priority in 2014-15.

ANALYSIS:

The evidence of a plan completed is not the right evidence when considering the change of culture required as envisaged by Inspiring Education. Our jurisdictions have been cautious given the delay from August to November for release of key foundational elements such as the standards for curricular prototyping and Literacy and Numeracy benchmarks and subject essence statements.

The focus has been building the jurisdictional leadership capacity with a focus on supporting instructional excellence with success for every child. NRLC has contributed to building that capacity through programming in 2013-14.

Key Deliverable 2 (F)

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

STRATEGIES (How and What)	MEASURES	RESULTS Quantitative	RESULTS Qualitative
NRLC staff will: <ul style="list-style-type: none"> Identify regional learning needs that could be met by collaborating with professional learning providers and stakeholders. 	Identification of needs that can be collaboratively met	<ul style="list-style-type: none"> Developed cohort-style learning opportunities coordinated with two districts (GPPSD, PWSD) and open to all educators in Zone 1. Partnered with jurisdictions to bring together two highly recognized international speakers 3-day Collaborative Inquiry Assessment Project / 58 participants (GPPSD/PWSD/ATA/AAC/NRLC) 	Sample comments from session evaluations: <i>What I need to support my further learning on this topic:</i> <ul style="list-style-type: none"> ✓ Keep up the Math cohort (a continuation/extension of a very successful Math AISI project). It is so great to meet with other Math teachers from junior and senior high schools to talk about what works and what doesn't. These presenters and attendees are super generous in sharing. Wonderful! ✓ Time to evaluate/reflection incidents and occurrences in the school with cohorts. ✓ Continued availability of resources from my learning coach and cohort.
<ul style="list-style-type: none"> Explore potential partnerships and collaboration opportunities with professional learning providers and stakeholders through discussions and meetings. 	Partnerships and collaborations explored <ul style="list-style-type: none"> Number of organizations that were approached % of partnerships formed 	<ul style="list-style-type: none"> 118 Collaborative Projects developed 271 sessions 6728 participants Zone 1 School Divisions were approached Approximately 75% of partnerships were formed 	<p>The majority of 2013-14 planning was in place at the end of June 2013, through the collaboration and development work of existing consultants and staff at the time.</p> <p>New collaborative projects were dealt with on an individual basis with existing consortium staff and consultant.</p> <p>Limited activity on this item due to Executive Director medical leave.</p>

		<ul style="list-style-type: none"> • 6 out of 9 districts developed Collaborative Projects with NRLC • 2 Educational Assistant Conferences were coordinated • 1 ATA PD Day was arranged 	
<ul style="list-style-type: none"> • Design and deliver professional learning opportunities to capitalize on the resources of partners. 	<p>Learning Opportunities designed and delivered with partners.</p>	<p>11 Collaborative Projects</p> <ul style="list-style-type: none"> • 103 Learning Opportunities • 250 Sessions • 6537 Participants <p>These projects included:</p> <ul style="list-style-type: none"> ✓ Grande Prairie Public School District <ul style="list-style-type: none"> • 37 Learning Opportunities • 57 Sessions • 2525 Participants ✓ Greater Peace Local #13 ATA PD Day Educators Conference <ul style="list-style-type: none"> • 6 Learning Opportunities • 343 Participants ✓ Fort Vermilion Local #77 & FVSD "Creating Learners" PD Day <ul style="list-style-type: none"> • 1 Learning Opportunity • 40 Sessions • 716 Participants ✓ Peace Wapiti School Division <ul style="list-style-type: none"> • 37 Learning Opportunities • 88 Sessions • 1613 Participants ✓ Holy Family Catholic Regional Division <ul style="list-style-type: none"> • 19 Learning Opportunities • 234 Participants 	

		<ul style="list-style-type: none"> ✓ Peace River School Division <ul style="list-style-type: none"> • 1 Learning Opportunity • 5 Sessions • 104 Participants ✓ GPPSD/PWSD/ATA/AAC/NRLC Collaborative Inquiry Assessment Project <ul style="list-style-type: none"> • 3 Sessions • 171 Participants ✓ Northland School Division Literacy Project <ul style="list-style-type: none"> • 4 Learning Opportunities • 37 Sessions • 1018 Participants 	
--	--	--	--

RESULTS ANALYSIS:

What I need to support my further learning on this topic:

- ✓ Time to collaborate with other grade 4 teachers regarding outcomes based report cards.
- ✓ OPPORTUNITIES TO COLLABORATE. Mr. Cooper really stressed the value of collaboration.
- ✓ We need more time to collaborate with our colleagues within our school and with other schools.
- ✓ I need time to develop assessment tools such as checklists and rubrics and then to collaborate with other educators who teach a similar curriculum.
- ✓ More opportunities to collaborate and hear quality presenters like Kylene and Bob

Trend in Region → increased desire to work collaboratively

We continue to provide direct learning opportunities that meet the needs of all teachers and educators in the context of the Inspiring Education framework, the Ministerial Order related to an Ethical, Entrepreneurial and Engaged Albertan.

Priorities

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

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

- Curriculum Redesign
- Components that anchor curriculum development prototyping
- Scaling up to provincial implementation for educators, administrators and varied school leadership teams (e.g., curriculum coordinators, department and initiative leads) as well as additional stakeholders (e.g., parent groups, industry, business, post-secondary, communities).

STRATEGIES (How and What)	MEASURES	RESULTS Quantitative	RESULTS Qualitative
<p>NRLC staff will:</p> <ul style="list-style-type: none"> • Collaboratively develop 'needs based' Professional Learning opportunities, professional development resources and facilitation guides. • Identify regional learning needs. • Plan, develop, organize, deliver and broker a wide range of job embedded "just in time" learning opportunities. (e.g. Technology-mediated communities of practice, face-to-face, blended, online professional development resources). • Identify feedback mechanisms, tools and strategies for measuring the impact and effectiveness of professional learning opportunities and subsequent follow-up activities. • Use emerging technologies to increase variety for adults to learn synchronously and asynchronously. 	<p>Development of Professional Learning opportunities (Number of professional learning opportunities developed)</p> <p>(Number of professional development resources /facilitation guides created)</p>	<p>4 learning opportunities 1 cancelled 10 sessions 156 participants</p> <p>1 webinar series 6 sessions over time 793 participants</p> <p>1 conference - CASS/Alberta Education Learning Symposium 2014 494 participants</p>	<p>Exploring a Collaborative Response Model – Webinar Series PRSD</p> <p>✓ We attended all of the webinars and were able to build upon the discussion questions at the end of the presentation to really flesh out our plans at the school level. We will use them again next year as well.</p> <p>✓ Good to have planned with the PD. We did use all of them in some way. Some as a whole group and some individuals viewed.</p> <p>✓ We used most of the Webinars. They are all applicable, we need to cover the material again as we move more effectively into the RTI model.</p> <p>✓ As an Administrator, I really appreciated the sequential focus of the webinars and the ability to work with my staff throughout the year.</p>

<p>Curriculum Redesign; Components that anchor curriculum development prototyping; Scaling up to provincial implementation</p> <ul style="list-style-type: none"> • Meet with district advisory committee to determine their plans and needs. • Develop a menu of opportunities for Districts to choose from for regional sessions, district sessions or school-based sessions. • Create presentations and materials for districts to use in their implementation of curriculum redesign. <p><i>* Competency-Based Instruction</i></p> <p>What changes are needed for teacher practice? Instructional and assessment strategies</p> <p><i>* Literacy and Numeracy Benchmarks</i></p> <p>What are benchmarks?</p> <p>How does this impact instruction and assessment?</p> <p><i>* Cross-Curricular Instruction</i></p> <p>What does this look like?</p> <p><i>* Resources</i></p> <p>Identify strategies for transition to a more teacher driven/local context format?</p> <p>What skills will teachers need to choose appropriate resources?</p> <ul style="list-style-type: none"> • Provide sessions as requested (regional, district and school based) on the foundations for curriculum redesign. • Embed curriculum redesign foundations in presentations by NRLC staff and contractors. 	<p>Regional learning needs identified that can be collaboratively met</p> <p>Feedback mechanisms, tools, and strategies identified (data collected from a variety of sources through different formats)</p> <p>Types of technology used to distribute learning</p> <p>Types of learning opportunities utilized to support ongoing learning</p>	<ul style="list-style-type: none"> ✓ Session Evaluations ✓ Follow up Evaluations ✓ Regional Consultations ✓ Advisory Teams ✓ Webinars ✓ Video Conferences ✓ Google Docs ✓ Face-to-face ✓ Online ✓ Single Day Event ✓ Multi-day Event ✓ Conferences ✓ Series ✓ Cohorts ✓ Combination of face-to-face and online learning 	<p>Curriculum Design: Re-Imagined Classroom</p> <p><i>A key change that I will make in my practice as a result of today's session is:</i></p> <ul style="list-style-type: none"> ✓ To become more critically aware of how I am currently delivering the curriculum and how I want to deliver the curriculum. ✓ Dismantle curriculum into Big Connected Ideas linked to other subjects. ✓ I am encouraged to move forward with what I've wanted to do for many years. <p><i>I was satisfied with this session because:</i></p> <ul style="list-style-type: none"> ✓ It's a good start to my understanding the Re-Imagined Classroom and a basis to build on for the next 2 sessions. ✓ Garfield and Laura modeled what was being taught. Specific examples given which are useful in any curriculum. A reminder that learning should be joyous.
---	--	--	--

<ul style="list-style-type: none"> Educate presenters about “Inspiring Education” and Curriculum Redesign so they attend to the foundations in their presentations. 			
--	--	--	--

RESULTS ANALYSIS:
 As noted, the NRLC did not proceed as effectively as originally planned for a number of reasons. Our contractors have been very diligent in bringing their perspective and expertise to unpacking the curriculum redesign foundations. The provincial collaboration of the Regional Consortia has been invaluable in developing resources for sharing across the province. We continue to rely on the knowledge and expertise of Alberta Education staff to guide and share their research on effective curriculum redesign elements.

Additional Professional Learning Sessions

Provide scheduled professional learning sessions in the following areas:

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

STRATEGIES (How and What)	MEASURES	RESULTS Quantitative	RESULTS Qualitative
<p>NRLC staff will:</p> <ul style="list-style-type: none"> • Determine needs of school districts and teachers related to these areas through meetings, discussions and surveys. • Identify regional/provincial learning needs that could be met through ARPDG collaboration. • Plan, develop, organize, deliver and broker a wide range of job embedded "just in time" learning opportunities. (e.g. Technology-mediated communities of practice, face-to-face, blended, online professional development resources). • Collaborate with EPSA staff to plan for electronic meetings, discussion groups, podcasts, video-conferencing or other digital media that enhances the collaboration among session participants. 	<p>Regional learning needs identified (Data collected)</p> <p>Collaboration occurred</p> <p>Learning opportunities delivered (number of professional learning opportunities provided)</p>	<ul style="list-style-type: none"> ✓ The ATA/NRLC Teacher Needs Assessment was not administered in 2013/14 ✓ NRLC brokered sessions for all jurisdictions and numerous individual schools and community partners ✓ Advisory Committee and District Team consultations occurred • 93 learning opportunities delivered • 253 sessions • 7269 participants <p>These learning opportunities included:</p> <ul style="list-style-type: none"> • 2 conferences/1059 participants 	<p><i>Sample Comments: Learning Opportunity Participants' Survey</i> What I need to support my further learning on this topic:</p> <p>Student Learning Assessment</p> <ul style="list-style-type: none"> ✓ Continue to offer more professional development with assessment and Inspiring Education as the key focuses, in all areas of the curriculum. Being able to plan with a facilitator as well, to be guided through this process would also be useful professional development <p>Mathematics / Numeracy</p> <ul style="list-style-type: none"> ✓ I need to continue to attend math workshops to gain greater ideas and strategies to help implement math centers and more cooperative learning in my math lessons. I need additional resources to help me create a math resource of these centre ideas and put them from theory into practice. ✓ Keep up the Math cohort (a continuation/extension of a very successful Math AISI project). <p>Inclusive Practices</p> <ul style="list-style-type: none"> ✓ I need time to work with the technology to see further how I could use it in my classroom...I would love to take another PD session on this subject to learn even more.

<ul style="list-style-type: none"> Complete all necessary tasks to secure and pay for facilities and AV equipment for face-to-face meetings. Manage the registration process including confirmation to and follow-up with participants. Budget funds from the grant are to cover all costs associated with all logistics outlined above including: facility payment, AV materials, registration, travel expenses, communication with Alberta Education and administrative costs. Work with EPSA staff to develop a pre- and post-survey instrument to gauge the effectiveness of the professional learning; work with the EPSA staff to provide evidence of success of these sessions with follow-up as required throughout the duration of this contract 		<ul style="list-style-type: none"> 1 mini-conference/11 sessions/371 participants 2 PD Days/1430 participants 97 face-to-face sessions 3 blended sessions 25 webinars (ARPD) 16 webinars developed by NRLC 1 Collaborative Inquiry Assessment Project <p>✓ 9 meetings held with EPSA</p> <p>✓ 2 meeting utilizing video-conferencing – Curriculum Coordinators</p> <p>✓ Reference Appendix 1: Curriculum Redesign Grant Budget for each priority area.</p> <p>✓ No survey instrument was developed</p>	<p>✓ More instruction on applying these principles to ESL Hutterite students.</p> <p>✓ An expansion on this topic would be great; for example, a full course in “Reference & Regulate” would expand many skills, our knowledge and grow our confidence English as a Second Language</p> <p>✓ I want more information on the benchmark and how to use them. I have been in an ESL school for MANY years and the information being presented is not new. This Benchmark IS new, the expectation is that I am to be using it and that is what I need information on.</p> <p>Literacy</p> <p>✓ Additional PD on implementation at the elementary level; in particular on using the sign posts for non-fiction texts as I would like to implement them across the curriculum in order to provide continuity and opportunities for transference in my students' learning.</p> <p>✓ I would love to attend future sessions on supporting struggling readers.</p> <p>CTS</p> <p>✓ Be nice to have a repeat of this session; but rather than 2 hours of carpentry, 2 hours of welding and two hours of small engines, the shop teacher agreed that it would be better if we could elect to spend the whole day in one of these sessions.</p> <p>✓ More, more, more but 1 to 2 days rather than 1 to 2 hours</p>
	Meetings organized		
	Effective management of budget		
	Survey administered		

<p>Student Learning Assessment (SLA) for Grade 3</p> <ul style="list-style-type: none"> Meet with district advisory committee to determine their plans and needs. Train NRLC staff on the Student Learning Assessment information. Provide sessions as requested (regional, district and school based). 	<p>Regional learning needs identified (Data collected)</p> <p>Learning opportunities delivered (number of sessions provided)</p> <p>Collaboration occurred</p>	<p>No sessions were scheduled as Zone 1 districts did not feel they would be effective at this time.</p> <p>The Collaborative Inquiry Assessment Project (GPPSD/PWSD/ATA/AAC/NRLC) explored SLAs.</p>	<p>The nature of this project and work plan did not lend itself to an 'evaluation' of the sessions. The project was developed and grew from day to day, culminating in the final day of working together on marking the SLA's that were delivered.</p>
<p>Literacy</p> <ul style="list-style-type: none"> Meet with district advisory committee to determine their district literacy priorities and needs. Provide sessions as requested (regional, district and school based). Organize cohort groups or communities of practice for deeper understanding of literacy. Plan follow-up activities for sessions. 	<p>Regional learning needs identified (Data collected)</p> <p>Learning opportunities delivered (number of sessions provided)</p> <p>Collaboration occurred</p>	<p>29 learning opportunities 8 cancelled 70 sessions 3275 participants</p> <p>Division 3&4 ELA Teacher Cohort: Creating Engaged Thinkers</p> <p>3 learning opportunities 47 participants</p> <p>ARPDC Provincial Tour <i>When Kids Can't Read: Strategies to Improve Adolescent Literacy</i> with B.Probst & K.Beers</p>	<ul style="list-style-type: none"> ✓ I won't necessarily make any changes to my practice, but the messages conveyed will enhance my approach and also give me a shared experience that I can use as a reference point in my conversations with peers. ✓ I am excited about the reading ideas I am bringing back to our school, am also looking to see if student council can work more closely with our Healthy Active Kids Groups ✓ I am going to choose some great literature and create interactive read aloud lessons using the 3 day plan. I am also going to use the "A week of wonderful word warm-ups" during my morning meeting. ✓ To work on oral language development – to teach writing the first day of grade one. ✓ I have adapted my planning to make the best use of my time and to make the most impact on their literacy skills. ✓ Love the workshop and read around strategies! Will definitely be explicitly and consistently teaching previewing strategies. ✓ More previewing discussions and practice. ✓ I will implement book walks and previews during morning lessons & discuss the importance of illustrations, authors, along with text for understanding books content. ✓ I raced back to my room and lunchtime and created a reading lounge in my library centre

Numeracy <ul style="list-style-type: none"> Meet with district advisory committee to determine their district numeracy priorities and needs. Provide sessions as requested (regional, district and school based). Organize cohort groups or communities of practice for deeper understanding of numeracy. Plan follow-up activities for sessions. 	Regional learning needs identified (Data collected) Learning opportunities delivered (no. of sessions provided) Collaboration occurred	<ul style="list-style-type: none"> No sessions were developed specific to Numeracy but this focus was covered in content and outcomes in many of the Mathematics sessions. 	<ul style="list-style-type: none"> It allowed us to work directly with the curriculum. Teachers could walk away with critical challenges to present to their kids the next day and I was given more experience to be able to work with others on how to do that. Marion used examples to show what was critical thinking questions and what wasn't. This was very helpful! She also gave us time to work on creating our questions with guidance! She also provided her website which has more questions! Thank you! I totally agree with the philosophy of teaching math this way and now I have the strategies to do it in my own classroom Brought in lots if historical value to math; developed much deeper understanding of topics
Mathematics <ul style="list-style-type: none"> Meet with district advisory committee to determine their district mathematics needs. Provide sessions as requested (regional, district and school based). Create Division level mathematics cohorts to work with the mathematics curriculum throughout the year. Provide in classroom support and modelling through a NRLC Curriculum Redesign Facilitator. 	Regional learning needs identified (Data collected) Learning opportunities delivered (number of sessions provided) Collaboration occurred	<ul style="list-style-type: none"> 26 learning opportunities 1 cancelled 66 sessions 1238 participants <p>Division 3 & 4 Math Cohort 3 learning opportunities 37 participants</p> <p>Math District Leadership Cohorts 3 learning opportunities 51 participants</p>	<ul style="list-style-type: none"> To use some of the strategies given in the classroom. To create a more collaborative problem solving classroom. To attempt to bridge grade 9 students to have better success in grade 10. Immediately add math centers in my teaching practice...with ready to go material and explicit teaching of how to teach it. Yes I still need to make it mine and get messy with it, but the material is THERE! Thank you! I will be more specific communicating specific learner outcomes to my students and making sure they understand what we're learning and where we're going with it I will pose much broader questions to my class to encourage critical thinking
Career and Technology Foundations <ul style="list-style-type: none"> Meet with district advisory committee to determine their district intentions and needs related to CTF. 	Regional learning needs identified (Data collected)	<ul style="list-style-type: none"> Districts indicated they were not ready for CTF Collaborative partnership with PWSD and GPPSD identified a 	

<ul style="list-style-type: none"> • Provide sessions as requested (regional, district and school based). 	<p>Learning opportunities delivered (number of sessions provided)</p> <p>Online PD resource developed</p> <p>Collaboration occurred</p>	<p>need for sessions related to CTS.</p> <ul style="list-style-type: none"> • No learning opportunities delivered • No online PD Resources developed 	
--	---	--	--

<p>English as a Second Language</p> <ul style="list-style-type: none"> Meet with district advisory committee to determine their district ESL priorities and needs. Provide sessions as requested (regional, district and school based). 		<p>English as a Second Language</p> <p>2 learning opportunities</p> <ul style="list-style-type: none"> 2 face-to-face 7 follow-up webinars over time 143 participants 	<p>✓ I feel that I have had lots of professional development based upon supporting English language learners in my classroom. Because my classroom is composed mainly of ELL learners from the same background, almost all activities and assessments I do are based on supporting them. I didn't feel that I learned anything new from the webinars...I would have found it more useful to spend the time learning specifically about how to use the benchmark tool.</p>
<p>Inclusive Practices</p> <ul style="list-style-type: none"> Meet with district advisory committee to determine their district inclusive education priorities and needs. Provide sessions as requested (regional, district and school based). Organize cohort groups or communities of practice for deeper understanding of inclusive education. Plan follow-up activities for sessions. 	<p>Regional learning needs identified (Data collected)</p> <p>Learning opportunities delivered (number of sessions provided)</p> <p>Collaboration occurred</p>	<p>Inclusive Practices</p> <p>52 learning opportunities 17 cancelled 2347 participants</p> <p>Early Learning</p> <p>1 learning opportunity 3 sessions 217 participants</p> <p>Highlights:</p> <ul style="list-style-type: none"> Early Learning Coalition Project: <i>The Magnificent Brain</i> GPPSD EA Conference Peace Wapiti EA Cohort HFCRD Response to Intervention 	<p>✓ You can never run out of strategies to use. There is not one universal strategy that will work on every student, it is important to keep trying new ones.</p> <p>✓ Try to ensure all necessary information about my students is made available to me in order to better work with my students.</p> <p>✓ Become familiar with more strategies and variations on applying them. Attempt to engage colleagues for further meaningful discussions and input of ideas.</p> <p>✓ To apply some of the things I learned. It would have been great to have had this session at the beginning of the year and not at the end.</p> <p>✓ Dr. Goulden's info will allow me to look at diagnostic information a bit differently. I will assess/report a bit differently for doctors' purposes.</p>

<p>Other</p> <ul style="list-style-type: none"> • Create cohorts to work with technology integration. • Provide sessions on specific subject areas that show pedagogy and process that revolve around competency-based instruction. • Provide learning opportunities to support identified regional needs • Create cohorts in identified focus areas to provide an active, interactive, and dynamic setting for educators to grow their knowledge and skills 	<p>Regional learning needs identified (Data collected)</p> <p>Learning opportunities delivered (number of sessions provided)</p> <p>Collaboration occurred</p>	<p>Assessment</p> <p>8 learning opportunities 18 sessions 485 participants</p> <p>CTS</p> <p>3 cohorts 16 learning opportunities 130 participants</p> <p>Fine Arts</p> <p>1 cohort 3 learning opportunities 62 participants</p> <p>Leadership</p> <p>3 learning opportunities 3 sessions 49 participants</p> <p>Science</p> <p>1 cohort / 1 series 6 learning opportunities 107 participants</p> <p>Social Studies</p> <p>1 cohort 3 learning opportunities 60 participants</p> <p>Wellness</p> <p>2 cohorts 15 learning opportunities</p>	<p>Assessment</p> <ul style="list-style-type: none"> ✓ The assessment I will be able to do of my students work will improve. I think it will also lead to being able to create more detailed long range plans. ✓ Building rubrics. Discussion/explanation of learning goals with students. <p>CTS</p> <ul style="list-style-type: none"> ✓ Remind (ongoing) students of safe practices. Integrate safety and sanitation questions into every course exam. Have students sign and bring home the safety/sanitation notes they receive in orientation – that they could be removed from a task (like a safety passport) if they're not compliant. <p>Fine Arts</p> <ul style="list-style-type: none"> ✓ Feel comfortable to use this new media I haven't been familiar with before. ✓ More opportunities for curriculum related experiences <p>Leadership</p> <ul style="list-style-type: none"> ✓ I will have conversations with my colleagues about ethical and entrepreneurial classrooms and what they look like, feel like, sound like etc. ✓ Ask "how do you teach so you can't be replaced" <p>Science</p> <ul style="list-style-type: none"> ✓ Re-evaluate the use of critical thinking within the classroom. ✓ Trying to break down some of my current projects and include more opportunities for my students to reflect and criticize and me able to make changes. <p>Social Studies</p> <ul style="list-style-type: none"> ✓ Collaborate with peers more often. ✓ More activities, more collaboration and focus on big ideas. ✓ More critical challenges. Thoughtful formative and summative assessments.
---	---	---	---

		<p>487 participants</p> <p>Technology and Innovation</p> <p>9 learning opportunities</p> <p>17 sessions</p> <p>263 participants</p>	<p>Wellness</p> <ul style="list-style-type: none"> ✓ We should all start recognizing signs of anxiety and then act on it to help students. ✓ Using physical literacy approach on an everyday basis. <p>Technology and Innovation</p> <ul style="list-style-type: none"> ✓ Using google drive to engage students and turn assignments from paper to interactive. I plan to use this in place of a blog.
--	--	--	---

RESULTS ANALYSIS:

B. Moving Forward with High School Redesign

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

STRATEGIES (How and What)	MEASURES	RESULTS Quantitative	RESULTS Qualitative
<p>NRLC staff will:</p> <ul style="list-style-type: none"> Collaborate with Zone 1 Coordinators to create three meetings for the Zone 1 regional redesign network and the Alberta Education High School Completion Team. Complete all necessary tasks to secure and pay for facilities and AV equipment for face-to-face meetings. Manage the registration process including confirmation to and follow up with participants. Work with the High School Completion team to provide evidence of success of these collaborative meetings with follow-up as required throughout the duration of this contract. Budget funds from the grant to cover all costs associated with all logistics outlined above including: facility payment, AV materials, registration, travel expenses for redesign network co-chairs, communication with Alberta Education and administrative costs. Collaborate with the High School Completion Team to explore and possibly plan for a provincial teacher collaborative meeting in late May. 	<p>Meetings organized</p> <p>Meetings communicated</p> <p>Meetings delivered</p> <p>Surveys administered</p> <p>Effective management of budget</p> <p>Collaboration occurred</p>	<p>3 North Zone Meetings (Oct, Jan, Apr) held in Grande Prairie 139 participants</p> <p>1 learning opportunity <i>Redesigning High School - Moving Forward with High School Redesign: Information Session</i> 17 participants</p>	<p><i>Moving Forward with High School Redesign – October 24, 2013</i></p> <p>Survey Results 96% Strongly Agreed/Agreed</p> <p>Sample comments from session evaluation <i>Overall, I was satisfied with this professional development opportunity because:</i></p> <ul style="list-style-type: none"> ✓ I could verbally process and discuss ideas with a variety of people ✓ I think more time should be devoted to working in groups to explore redesign in more detail. ✓ Provided the local context but also brought in the Provincial aspects and challenges that must be addressed. ✓ This was the best PD I have had since my first year of teaching. It is SO GOOD to hear that other educators feel the same way about high school curriculum, building relationships, scheduling, preparing our students for post-secondary &/or the workforce and using our time more effectively as educators, so we do not end up on stress leave. ✓ The quality of the dialogue was excellent. It feels like we are talking about something that is truly meaningful and has the potential to drive transformation. ✓ The real life experiences shared by the presenters were great! We are able to already see areas for improvement & development

<ul style="list-style-type: none"> Collaborate with the High School Completion Team to plan for electronic meetings, discussion groups, podcasts, video-conferencing or other digital media that enhances the collaboration between school personnel involved in the project. Identify technology options that enhance regional and provincial collaboration. Work with Alberta Education staff to share information for schools wishing to join future High School Redesign opportunities. 	<p>Meetings organized as identified</p>		<p>✓ It was so specific to the work we are doing and allowed us to build relationships with other high schools in the region</p> <p><i>Redesigning High School... - April 25, 2014</i></p> <p>Sample comments from session evaluation</p> <p><i>What I need to support my further learning on this topic:</i></p> <ul style="list-style-type: none"> ✓ A hands-on planning session with a facilitator. ✓ More understanding. ✓ More collaboration.
--	--	--	--

RESULTS ANALYSIS:

C. FNMI Student Success

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

STRATEGIES (How and What)	MEASURES	RESULTS Quantitative	RESULTS Qualitative
<p>NRLC staff will:</p> <ul style="list-style-type: none"> Provide two information sessions that will provide an opportunity for provincial school authority leaders and their First Nations, Métis and Inuit teams to develop Collaborative Frameworks to engage local First Nations, Métis and Inuit families, parents and communities in the planning and implementation of strategies to focus on improving student success. Complete all necessary tasks to secure and pay for facilities and AV equipment for face-to-face meetings. Manage the registration process including confirmation to and follow-up with participants Work with the FNMI Branch to provide evidence of success of these collaborative meetings with follow-up as required throughout the duration of this contract. 	<p>Learning Opportunities organized</p> <p>Learning Opportunities communicated</p> <p>Learning Opportunities delivered</p> <p>Surveys administered</p> <p>Effective management of budget</p>	<p>2 First Nations, Métis, and Inuit Advisory Committee Meetings</p> <p>Total events: 14 learning opportunities 4 cancelled 27 sessions 846 participants</p> <p>Information Sessions 5 information sessions planned: <ul style="list-style-type: none"> Understanding My Child's School High Prairie - cancelled Peace River – 14 participants Grande Prairie – 10 participants </p> <p>• Impact of Residential Schools Peace River – 26 participants Grande Prairie - 12 participants</p> <p>Additional FNMI Learning Opportunities Mamawihitowin "Coming Together" 7th Annual First Nations, Métis, Inuit Education Conference</p>	<p>A key change that I will make in my practice as a result of today's session is:</p> <ul style="list-style-type: none"> ✓ We will have a session for all staff run by Elders to go over these issues that still haunt us today. ✓ I was aware of many aspects of the residential schools. The topic and information is vital in developing empathy amongst Canadian peoples. ✓ To be more understanding of Aboriginal culture such as direct eye contact, etc. ✓ Walk proud, no blame. <p><i>I was satisfied with this session because:</i></p> <ul style="list-style-type: none"> ✓ The informal way of presenting and small group allowed for digging deeper into particular points. ✓ Open conversations and authentic voice. Awareness of need to help recognize the impact and move forward. ✓ Gained stronger connection to residential school survivors and reflected on educating students/families with similar pain. ✓ It was very useful to hear/understand the generational effects of residential schools. ✓ The information presented is very valuable. It needs to be disseminated throughout educational institutions across Canada.

<ul style="list-style-type: none"> Budget funds from the grant to cover all costs associated with all logistics. 		1 two-day conference / 10 learning opportunities/ 300 participants 7 learning opportunities (8 days) / 455 participants	✓ The stories of those who experienced the residential schools gave an understanding of the effects they experienced and help to understand.
---	--	---	--

RESULTS ANALYSIS:

Communication

Final report submitted to Alberta Education on or before December 1, 2014, will include:

- 1.) Summary/Lessons Learned***
- 2.) Regional Trends in Professional Learning***
- 3.) Financial Statement***



Provincial Projects

Provincial First Nations, Métis, and Inuit Professional Learning Project

- one Provincial First Nations, Métis, and Inuit Professional Learning Facilitator
 - designs and facilitates professional learning opportunities for 5 pilot school authorities
- statistics for meetings
 - Pilot School Authorities: 54
 - Regional Consortiums: 11
 - ARPDC: 7
 - Alberta Education: 11
 - Post-Secondary: 12
 - Business and Industry/Service Providers: 20
 - First Nations, Métis, and Inuit Community Members: 14
 - CASS/ASBA: 5
 - Resource Meetings: 11
 - Project Leads Meetings: 12

NRLC as ARPDC Lead

Provincial First Nations, Métis, and Inuit Professional Learning Project 2013-2014

What is the *Provincial First Nations, Métis, and Inuit Professional Learning Project*?

The *Provincial First Nations, Métis, and Inuit Professional Learning Project* centers on creating a cohesive strategy for educators to explore their understanding of First Nations, Métis, and Inuit perspectives and content as it relates to educational programming for all students.

What is the purpose of *Provincial First Nations, Métis, and Inuit Professional Learning Project*?

The purpose of the project is to build educator capacity, engage learners, and create paths for success. Educators design professional learning plans which relate to the *Provincial First Nations, Métis, and Inuit Professional Learning Strategy* goals. Pilot School authorities use a collaborative inquiry process to determine how professional learning can best serve educators in their educational community. The *Provincial First Nations, Métis, and Inuit Professional Learning Project* is essentially an action research project which addresses the following questions:

1. Learning to Be: How does what we do impact who we are?
2. Learning to Know: How does knowing relate to understanding?
3. Learning to Do: How does empowering differ from delegating?
4. Learning to Live Together: How does where we learn influence how we learn?

What has happened in the first year of field testing in a three year implementation schedule?

During the first year, the project facilitator has worked with educational leadership from each of the pilot school authorities to build an awareness of the project goals and to elicit feedback for edits to the *Strategy* document. Professional learning opportunities have included:

- meetings with school authorities and education partners to dialogue *Strategy* goals and explore options for future professional learning;
- Learning to Be sessions which include participation on advisory committees with representation from regional First Nations, Métis, and Inuit communities;
- Learning to Know sessions introducing resources such as *Our Way is a Valid Way*;
- Learning to Do sessions introducing the ARPDC First Nations, Métis, and Inuit Moodle Site;
- Learning to Live Together conversations on organizing land-based professional learning opportunities with regional First Nations, Métis, and Inuit communities;
- a common gathering of all pilot school authorities to develop and articulate common understanding of the *Strategy* goals and to create a video library of resources to support further professional learning.

What is happening next in the second year of implementation?

In the Fall of 2014, each of the pilot school authorities will work with the project facilitator in designing a two year professional learning plan and a two year evaluation plan to measure the success of the project over a two-year period. Implementation will focus on building educator capacity, engaging learners, and creating paths for success in the goals outlined in the *Strategy*.



Year End Report

Full Document: [Provincial First Nations, Métis, and Inuit Professional Learning Project Year End Report 2013-2014](#)

Summary Conclusions and Next Steps

The following are some considerations and next steps for the second year of field implementation with the *Provincial First Nations, Métis, and Inuit Strategy*.

Professional Learning Process and Tools

Working with Pilot School Authorities

- creating a two-year scope and sequence plan according to each professional learning plan from the participating pilot school authorities
- setting a monthly teleconference/meeting schedule to keep connected and to provide more opportunity to support professional learning initiatives
- establishing the process pieces for incorporating evaluation measures in the professional learning plan
- growing the project with new pilot school authorities

Document Revisions and Additions

- continuing to edit and revise the *Strategy* to become a practical tool for educators to use in the process of creating their learning plan
- including areas of focus as to how a teacher, educational assistant, principal, community of practice, and/or school authority can use the *Strategy* in their professional planning
- creating a Provincial Moodle site as a common area to gather resources and tools and to collaborate online

Working with Alberta Education and the ARPDC

- creating a stronger communication system to share updates and to include more educational stakeholders in the conversation regarding First Nations, Métis, and Inuit professional learning

Working with Post-Secondary Institutions

- continuing to develop relationships with pre-service education faculties in post-secondary institutions
- facilitating and co-facilitating sessions to pre-service teachers

Strategy Goals

Learning to Be

- strengthening professional learning partnerships with neighbouring First Nations Schools through advisory boards and joint professional learning opportunities
- including representation from regional First Nations, Métis, and Inuit communities in professional learning opportunities
- aligning professional learning opportunities with current initiatives and educational goals

Learning to Know

- designing and facilitating professional learning opportunities which use resources such as the *Our Way is a Valid Way* resource as well as the Walking Together Digital Resource

Learning to Do

- designing and facilitating professional learning opportunities which explore the resources in the ARPDC First Nations, Métis, and Inuit Moodle site



For NRLC Annual Report 2013 - 2014

- gathering regionally developed resources which include First Nations, Métis, and Inuit perspectives and content to share on the ARPDC First Nations, Métis, and Inuit Moodle site

Learning to Live Together

- creating a collection of best-practices from educational community members
- designing and facilitating professional learning opportunities which include land-based learning; for example, a visit to a significant First Nations site with Traditional Elders, members from the First Nations community and educational community members
- expanding educational communities to include members from regional First Nations, Métis, and Inuit communities as well as post-secondary, business, and industry communities



Mathematics Implementation Report 2013-2014

Because professional development is an ongoing event based on an ever evolving process that partners a wide range of stakeholders, NRLC believes that all members of that partnership will best be served through sharing resources, recognizing expertise within the region and designing professional development, in-service, and learning activities that are dynamic, organic and evolutionary in their nature. Professional development must respond, morph and grow in response to the environment within which it is embedded.

Math Implementation Support for Continual Growth is focused on:

Support that enables teachers to:

- actualize the instructional focus and content of the revised Alberta Program of Studies for Mathematics, 2007
- develop awareness of, and strategies for, infusing the Cross Curricular Competencies as stated in the Ministerial Order for Student Learning, 2013, into their planning
- build understandings of ways in which to infuse literacy and numeracy into their instruction and assessment
- recognize and respond to needs of ALL learners, including Francophone, FNMI, Special Needs

Support that enables administrators to :

- actualize their roles as instructional leaders in support of implementation of the revised Program of Studies for Mathematics
- actualize their roles as instructional leaders in building awareness of the Cross Curricular Competencies as stated in the Ministerial Order for Student Learning, 2013, across their communities of learners

Support that enhances public awareness and understandings of:

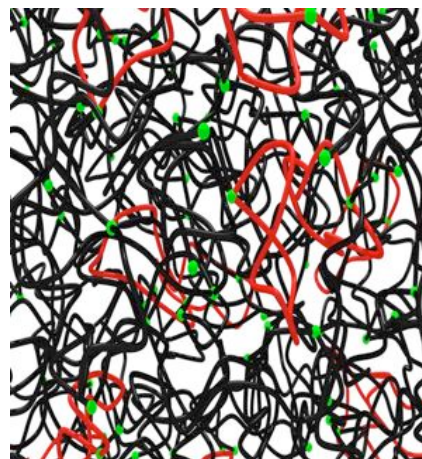
- The Alberta Program of Studies for Mathematics, 2007
- The Ministerial Order for Student Learning, 2013.

Support that develops and sustains Teacher Leadership Capacity

Our Context: All members of the Education Community are Learners in the 21st Century

- Education Professionals must shift their priorities to spend some time daily or weekly studying teaching practices; focus on planning lessons and then reflecting on their effectiveness
- Education Professionals must be provided vivid examples of alternative teaching methods
- Education Professionals must learn to analyze students' work with the intent to use their growing understandings of how students think in order to adapt and refine their instruction and assessment .

"We are in a brave new world... complex adaptive systems require new ways to think about learning. Teaching is a practice of improvisation within pedagogical frameworks that invite meaningful and collaborative work, as we simultaneously shape and are being shaped by those with whom we learn." (Thomas and Pring, 2004)



Complexity Theory is changing our views of learning, teaching and what it means to "do" mathematics

Supports for Teacher and Administrator Growth:

Budgeting to respond to needs as they emerged from the Field throughout the year allowed NRLC to respond to requests from partner groups and stakeholders for on site, in community supports when requested.

As the most common CONCERN expressed by Teachers and Administrators centre on TIME lost due to travel (often overnight) loss of professional and instructional time, on site professional responsibilities, lack of substitute teachers or difficulty with finding substitutes teachers at all, as obstacles to participation in Professional Development, professional development opportunities that can be embedded within the local community and regular school day alleviate many such concerns.

Support can be tailored to meet local needs. Attempting to respond with “on line” sessions has not proved as successful in moving teachers to change as have events held in REAL TIME. Teachers have repeatedly informed us that while online learning opportunities may serve some of their needs making the kinds of instructional changes they need to make in order to fully engage their students demands face to face, real time interactions.

“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.”



Successes this past year included:

1.) Junior High and Senior High Learning Days with Dr. James Tanton.

Held in schools, teachers could travel at lunch to participate for half days. Demonstration lessons were included in the days.

“I had no idea you could teach fractions so visually. I was amazed on how some of the students who never participate were completely engaged”

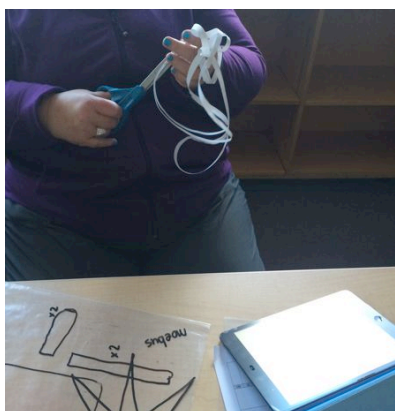
“This was the most meaningful and uplifting pd I have ever had. It was directly about what I teach and I feel like I have something to try with my students”



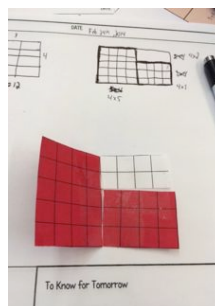
After a 90 minute lab with James and a class of Grade 12 students and teachers, one of the students turned to his teacher and said out loud: ***“I feel like I learned 2 weeks of work in one lesson.”*** After the students left, the teachers agreed that James had made sense of the key ideas they often spent several weeks on, in one lesson. ***“The visual spatial models were the key.”***

2.) Elementary Workshops:

Connecting Literacy-Numeracy Competencies in Center Activities.



“I learned so much in one half day. I have tried everything with my students and I really see the value of the visual spatial models. They want to know when I am learning more.” Jenny Dempster



“Having PD right in the school is the most effective way to go. Usually I am so tired after the full day and then the 4 to 5 hour drive home and the worry about what happened in my school while I was gone completely distracts me from reflecting on my learning”

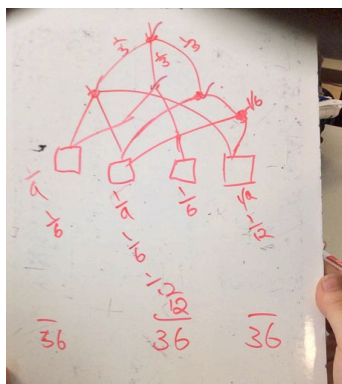
“Incredible, I never knew you could see and feel multiplication facts. My kids are hooked on this centre... Over and over they go to practice” Kerstin Wilbur

3.) Connecting Literacy-Numeracy- Competencies to Instruction and Assessment in 14 Presentations at

Mighty Peace Teacher Convention : Response to the 14 Math Based presentations that NRLC organized and supported at the local Teachers Convention was overwhelming. All sessions were standing room only and many teachers attended more than one. Feedback from participants indicates that what made this professional learning so rich and valuable is that the sessions were developed and advertised as being specific to grade levels and topics of concern and were set up to keep teachers actively engaged in the problem solving and learning. The presenters were all but one LOCAL TEACHER LEADERS who have built their confidence, knowledge and skills at collaborating and facilitating peer learning through our NRLC COHORTS.



April Brown, PWSD76.
Standing room only in the library.



James Tanton's favourite expression:
"let's try to picture it... we can just use common sense to figure it out."

"Actively engaging makes the experiences memorable to teachers."



Supports to Build and Sustain Teacher Leadership Capacity: Cross Curricular Cohort:

Teachers who participated in the Cohort continue to report 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. A focus of this group has always been to unpack curriculum in ways that support integration across subjects. The Cross Curricular Competencies, as outlined in the Ministerial Order for Student Learning have been a key piece in supporting this continued learning.

Participants in this group are invited from all the Districts under the NRLC umbrella and while participation is open to all, we financially support the participation of 2 teacher/coach/leaders from each District.



Tracie Anthony GPPSD, Started in Cohort as teacher, now Math Instructional Leader, GPPSD



Laurie Goudreault HFCRD
Jr High math teacher when she joined cohort, now Instructional Coach



Corry Stark, Dawn-Marie Balisky: Teachers when they joined the Cohort, now District Lead Teachers/Coaches

The cohort is one of the reasons I am willing and able to get up in front of my colleagues, share my learning and facilitate theirs. This experience has been fundamental to my growth as a teacher. I just had 3 teachers from another school division come to my room to "see" what I do and "how I engage students." This is very flattering, to be recognized for my commitment to learning.
April Brown. PWSD 76

"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

THE CONTINUING CHALLENGE:

The Alberta Program of Studies for Mathematics, 2007, challenge teachers to place problem solving at the heart of their teaching and to help students develop a conceptual understanding of concepts, prior to practicing procedures. Teachers want to be successful, they want to adopt a problem solving stance but most have no experience in their history of learning mathematics to guide them.

*"Teachers, teacher educators, parents, and school administrators bring to their practice prior understandings that have shaped their understandings of mathematics. These previous experiences often do not help them as they struggle to enact curricular change. Most teachers experienced school mathematics as an exercise in remembering: "acquiring facts and memorizing rules". **They are the product of the very system they are now trying to reform.***

Now they are expected to learn to engage students in complex reasoning in authentic tasks and contexts, to find ways to connect students with mathematics and mathematical reasoning, despite having never experienced it themselves."

Deborah Lowenberg-Ball

TEACHERS CONTINUE TO REQUEST RESOURCES that provide them meaningful, authentic examples for infusing Visual Spatial Reasoning and Critical Thinking into their teaching of math AND REAL TIME DEMONSTRATIONS with students, **LEAD BY TEACHERS** who can **ENGAGE LEARNERS** and identify the **EVIDENCE** that **LEARNING TOOK PLACE... THEN TIME TO PRACTICE SAFELY.**

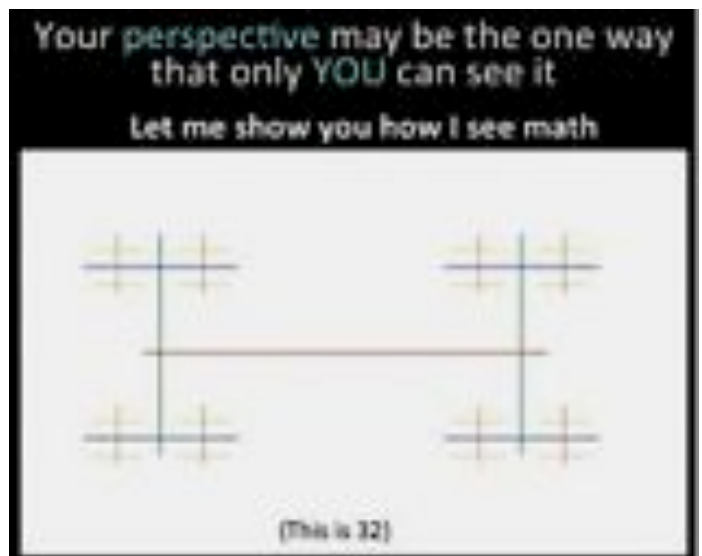
An obstacle that is particularly vexing at the **Senior High Level:** THERE CONTINUES TO BE an acute shortage in the number of facilitator/ presenters who have the instructional knowledge, skill, and expertise and personal confidence to provide the kind of support being requested. Teachers want to experience 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...

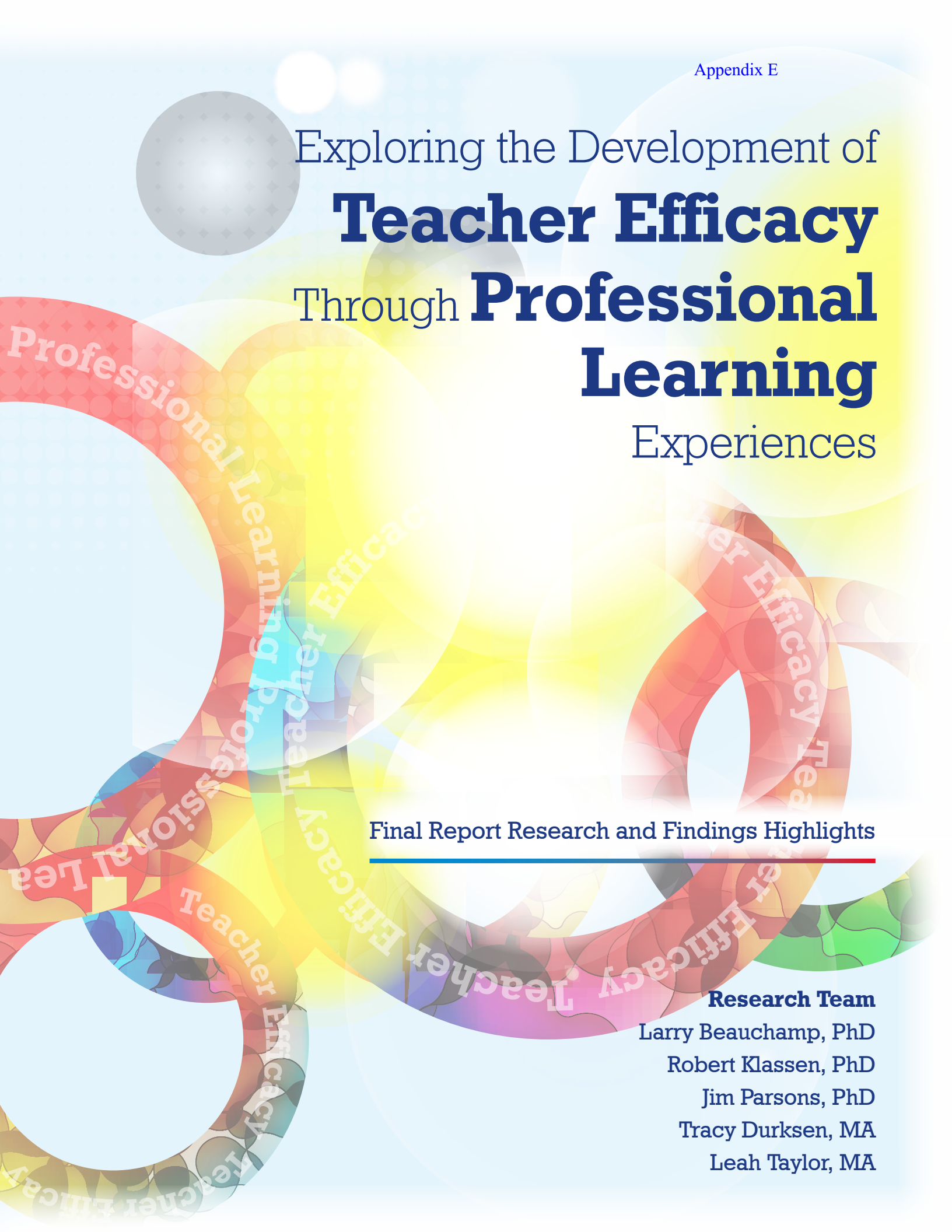
It is in the classroom, when teachers see that an innovation enhances the learning for their students, then, and perhaps only then, is a significant change in their beliefs and attitudes likely to occur. Attitude is Number One; it is the critical determinant in taking the risk to change.

(Guskey, 1985, 2000, 2010; Joyce, Hopkins & Calhoun, 2001, 2008)



Jacob Barnett is at 15, the youngest astrophysicist in the world. He is expected to surpass Einstein. His ability to see mathematics inspires us to learn more about how children learn mathematics





Exploring the Development of **Teacher Efficacy** Through **Professional** **Learning** Experiences

Final Report Research and Findings Highlights

Research Team

Larry Beauchamp, PhD

Robert Klassen, PhD

Jim Parsons, PhD

Tracy Durksen, MA

Leah Taylor, MA

Purpose

The research sought to better understand the relationship between teacher professional learning and teacher efficacy. The research was carried out from 2011 to 2013 in Alberta districts and schools where professional learning had reportedly made a difference in professional practice, teachers' beliefs about teaching and student learning. The research employed a mixed-methods design: over two years, four surveys collected data from 800 teachers in five school districts; and 400 teachers were interviewed from two schools (one elementary and one secondary) in each district. The findings contribute to greater insight into how to engage teacher professional learning at the school, district and organizational levels.

RESEARCH ASKED

- ▶ What professional learning works well?
- ▶ How does professional learning influence teacher efficacy and professional practice?
- ▶ What do effective professional learning supports look like?

The research was designed to explore teacher beliefs (self- and collective efficacy) and preferred learning practices as described by teachers and through the lens of five specific modalities of teacher professional learning (presented by Joyce & Calhoun, 2010):

1. Models that support individuals
2. Collaborative personal/professional (direct service) models
3. Collaborative and cooperative models
4. Models for curricular and instructional change
5. Traditional workshop model

KEY FINDINGS

- ✓ Teachers reported (80%) their best professional learning as "collaboration with colleagues".
- ✓ Secondary teachers reported higher self-efficacy than collective efficacy.
- ✓ Elementary teachers reported both high self-efficacy and high collective efficacy.
- ✓ Teachers reported (89.3%) a need to focus professional learning on becoming better teachers (develop classroom resources, support for their subjects, classroom management, technology skills and instructional strategies to better meet the needs of diverse students).

Educational Importance of the Study: Significance of the Work

- ✓ Building a more nuanced understanding of how teacher professional learning influences self- and collective efficacy and can improve schooling in Alberta.
- ✓ The findings can help schools and districts better consider ways to develop professional learning initiatives to build teachers' self- and collective efficacy.
- ✓ Results from this research provide insight into the impact of professional learning on efficacy beliefs and teacher practice at the individual, school and organizational levels of teacher education partners.

DEFINITIONS

Teacher Self-efficacy: Is strongly associated with teacher motivation, which in turn, influences student outcomes. Self-efficacy refers to individuals' beliefs about their capabilities to carry out a particular course of action.

Collective Efficacy: Reflects teachers' perceptions of school-level attributes, that is, judgments of the capabilities of the staff or school to which they belong. Research has shown that teachers' collective efficacy is related to student achievement and academic climate, even after controlling for prior student achievement and demographic characteristics, such as socioeconomic status.

Sources of Teacher Efficacy:

Bandura (1997) suggests that teacher and collective efficacy are formed through the same sources:

- enactive experience (prior knowledge and mastery experiences)
- verbal persuasion (persuasory feedback framed as gains)
- vicarious experience (competent and coping models)
- interpretation of physiological and affective states (source and level of activation)

Research Theoretical Framework

The framework is based on Bandura's (1997) social cognitive theory that explains learning according to three sets of reciprocal influences: personal, behavioural and environmental.

The researchers propose

- a. Teachers' professional learning enhances efficacy beliefs through four sources:
 - i. mastery experience
 - ii. verbal persuasion
 - iii. vicarious experience
 - iv. affective states
- b. Teachers' professional learning is influenced by teaching experience.
- c. Personal (eg, self-efficacy) and environmental influences (eg, collaborative climate) encourage the behaviours that lead to professional growth and enhanced teaching practice.

Figure 2 below illustrates the framework.

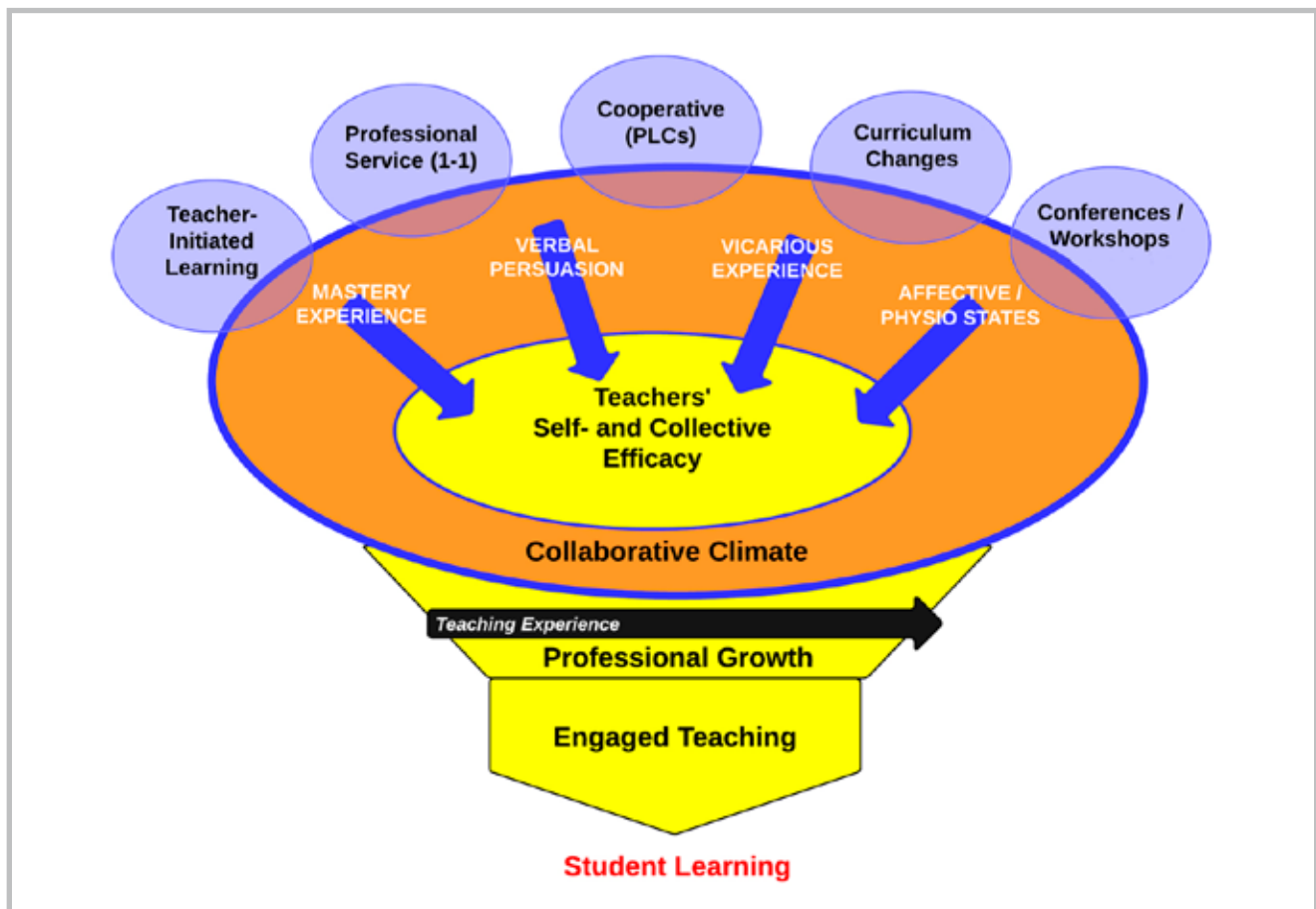


Figure 2

Research Questions

Four questions provide insight into research and teacher ideas about professional learning.

Research Question 1

How is teacher efficacy enhanced through professional learning as (initially) outlined by Joyce and Calhoun (2010)?

Research Question 3

How do teachers explain their efficacy in relationship to professional learning?

Research Question 2

What were teachers' perceived learning goals in their professional learning experiences?

Research Question 4

How are the sources of efficacy (mastery experiences, verbal persuasion, vicarious experience, and affective states; Bandura, 1997) fostered through professional learning experiences?

- ✓ The research examined the relationship between teachers' professional learning and individual and collective efficacy beliefs over a two-year period.
- ✓ The intent was to better understand why professional development programs already in place work well, and how they influence teachers' efficacy beliefs and professional practices.
- ✓ The key goal was to provide evidence of what good professional development supports look like within districts so as to share these insights more widely throughout the local and broader educational community.

Result 1

Results do provide leverage supporting greater teacher autonomy in professional learning.

Result 2

The foci areas (*curriculum practice, teaching and learning resources and pedagogy*) are consistent with ensuring student learning.

Research Findings

How was teacher efficacy enhanced through professional learning experiences?

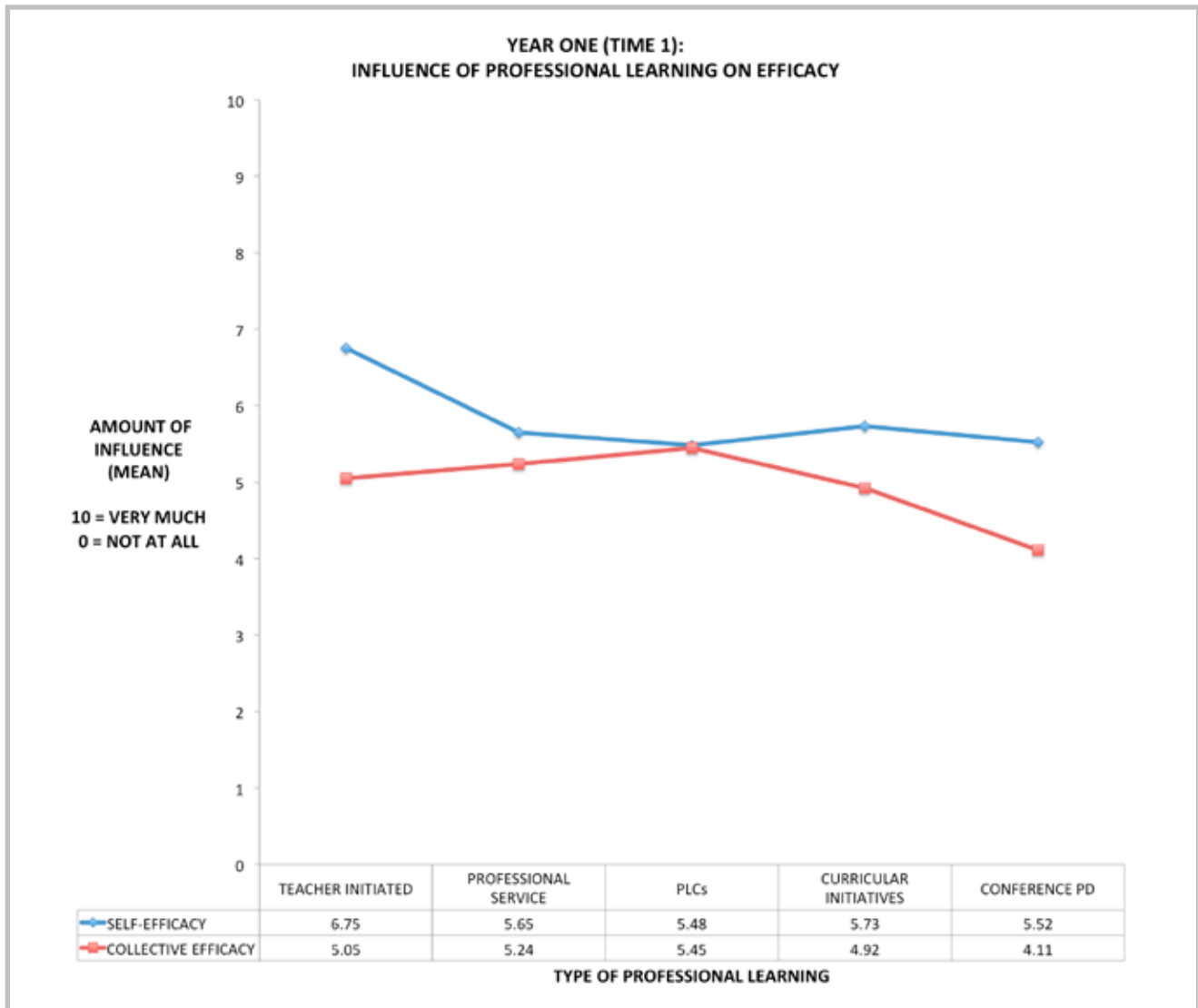


Figure 5

Professional learning activities were considered a moderate influence on self- and collective efficacy (Figure 5).

- ✓ Early- and late-career teachers reported a slight decrease in self-efficacy, while mid-career teachers reported a slight increase.
- ✓ A statistically significant difference between teaching levels exists (for all four time periods) where elementary teachers also reported higher collective efficacy.
- ✓ Professional service and curricular initiatives had the most influence on collective efficacy.

- ✓ Table 5 reveals that of the five different Joyce and Calhoun Professional Learning (PL) models, **collaborative models** were deemed the most effective and impactful for both self-efficacy and collective efficacy. Collaboration was foundational to multiple PL models. This collaboration included collaborating with others, special projects, AISI (Alberta Initiative for School Improvement) and some conferences—most notably those that allowed for networking and working with others.

Joyce & Calhoun (2010) Professional Learning Models*					
	Collaborative Cooperative Models	Curricular and Instructional Change Models	Collaborative Professional (1-1) Service Models	Conference or Workshop Models	Teacher-Initiated Models
Examples specific to Alberta Education	Special Projects Discussion groups (not curricular) Networking Culture/ student or classroom management	Special projects (specific to course or grade level) Division projects (curricular) AISI Literacy/ numeracy	Mentor or Coach	Conferences School or district workshops (eg, AISI)	Solitary reflection Specialist development (eg, ADHD, subject-specific) Action research
Percentage of comments /435**	75%	43%	25%	23%	21%

* order of preference based on when Phase I data were combined

**many comments fit into multiple themes

Table 5

- ✓ Self-efficacy was most influenced by teacher-initiated experiences.
- ✓ Teachers expressed clearly and consistently that multiple forms of teacher-initiated or self-selected professional and collaborative learning had positively influenced their sense of self-efficacy and their school or team's efficacy (collective efficacy).
- ✓ Teachers (80%) reported that their most valuable professional learning was collaboration with colleagues.
- ✓ Collaboration took different forms, from group to group, with the following subthemes emerging from the data in order of most preferred and effective (peer learning, subject and grade collaboration, cross division).
- ✓ Collaborating with others and "special projects" (also considered collaborative) were the top two forms of PL making the most difference to teachers' sense of self- and collective efficacy and the most impact on student learning.

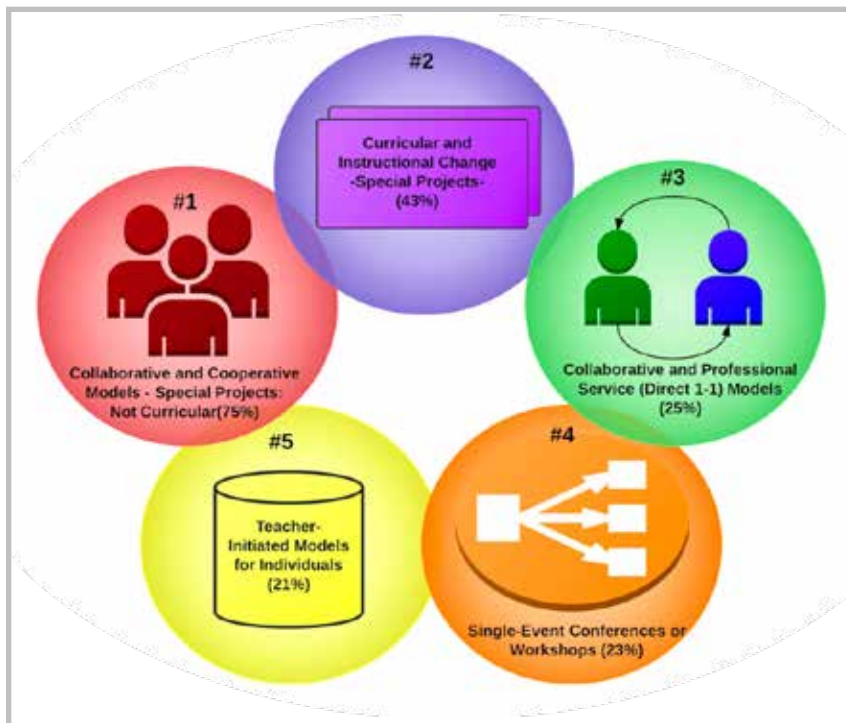


Figure 6

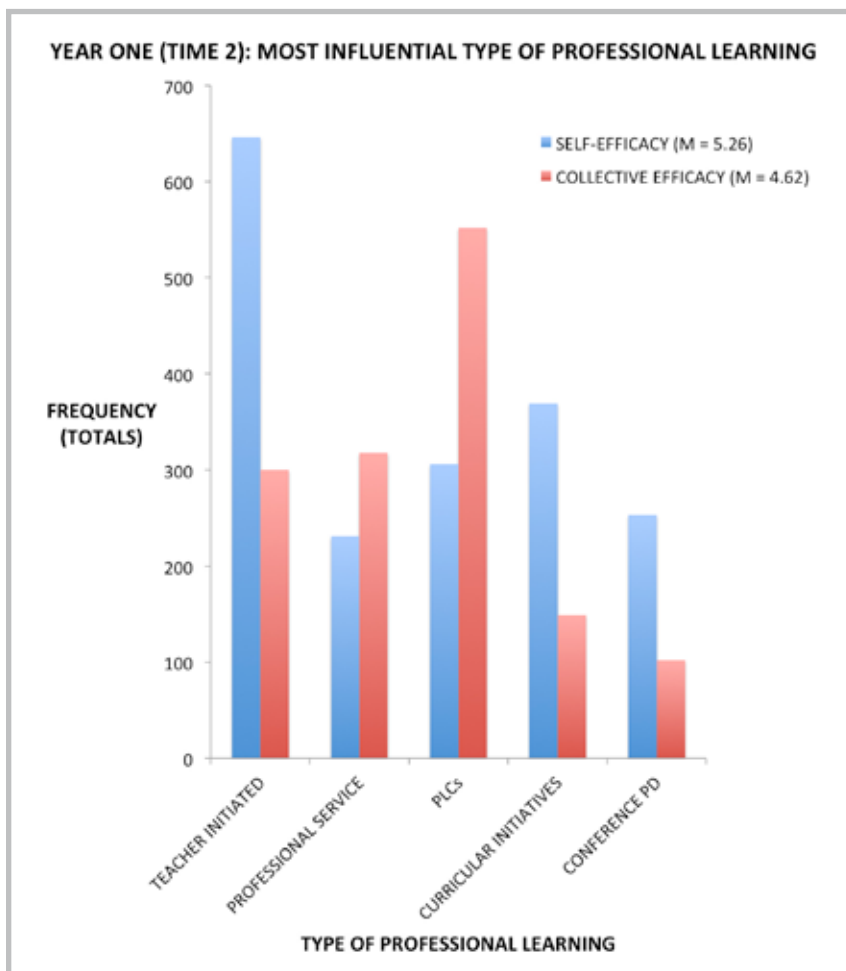


Figure 7

- ✓ Conferences provided teachers with another form of networking and collaboration.
- ✓ Teachers called for more time for and choice in professional learning.
- ✓ Teachers preferred reflection time to be without tangible outcome requirements or expected products or deliverables.
- ✓ Teachers preferred professional learning to be embedded within school hours so they have regular time together.
- ✓ Teachers associated autonomy with effective professional learning.
- ✓ Figure 6 indicates that collaborative and cooperative models (ie, noncurricular special projects) were considered the most influential forms of professional learning.
- ✓ Teacher self-efficacy was most influenced by teacher-initiated models, and teacher collective efficacy was most influenced by PLCs (Professional Learning Communities) (Figure 7).
- ✓ Collaboration with other teachers was the most influential PL experience on both self- and collective efficacy (with collective efficacy reportedly influenced more than self-efficacy) (Figure 8).

What were teachers' perceived learning goals in their professional learning (Figure 9)?

- ✓ Focus on teachers' needs/ teacher learning (89.3%)
- ✓ Focus on students' needs/ student learning (21.4%)
- ✓ Focus on getting to know students—sharing information on students (14.3%)
- ✓ Teachers rated “learning more about how to teach more effectively” as the most valued reason for professional learning, followed by time and space to think.
- ✓ Instructional strategies were a major focus of teachers' individual professional growth plans, while assessment was the major focus at the school level.

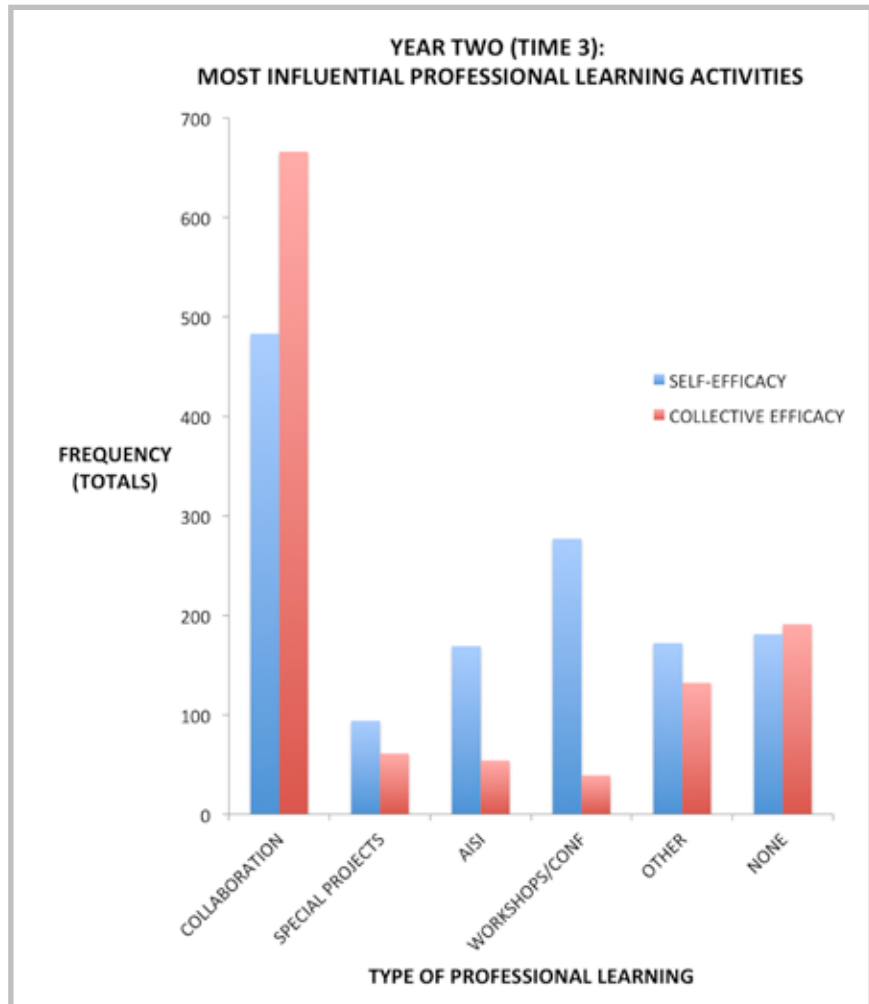


Figure 8

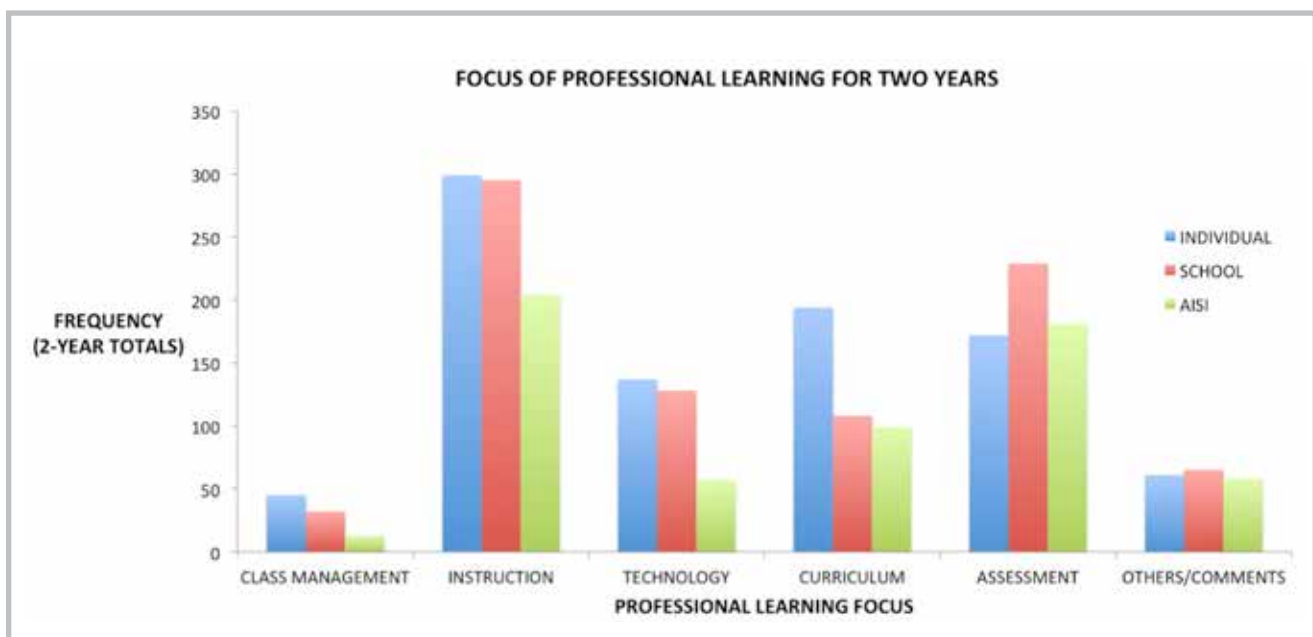


Figure 9

- ✓ Teachers rated “learning more about how to teach more effectively” as the most valued reason for professional learning (Table 6).

Teachers' Rank Order Results: Reasons for Professional Learning	
1	Learning more about how to teach more effectively
2	Building a learning community (sharing with colleagues and social networking)
3	Learning more about children
4	Gaining subject area knowledge
5	Being influenced by a significant person, teacher or mentor
6	Offering time and space to think
7	Learning more about myself (my strengths as a teacher)

Table 6

How did teachers explain their efficacy in relation to professional learning?

- ✓ Many claimed that “professional learning was beneficial” to their practice; few teachers explicitly stated that “professional learning has impacted their levels of efficacy” per se. However, they indicated changes had occurred as a result of professional learning and demonstrated how their levels of efficacy had changed by elaborating on how different forms of professional learning increased their skills or enthusiasm in various areas, from helping them to master specific content to increasing their sense of confidence in trying new strategies.
- ✓ Teachers new to the profession were more likely to report changes in efficacy as a direct result of their professional learning experiences.
- ✓ Figure 10 illustrates the professional learning activities that nurture the four sources of efficacy.

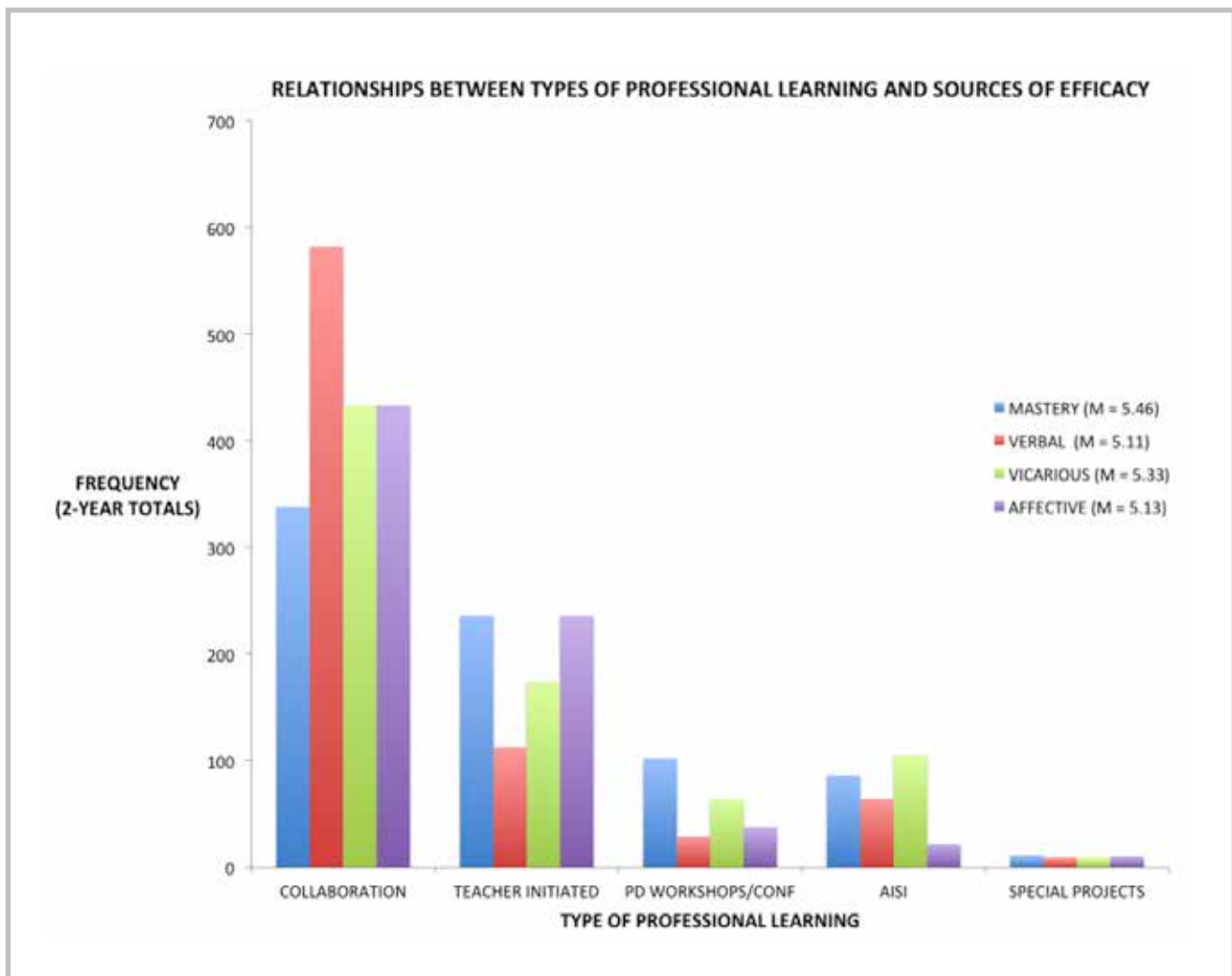


Figure 10

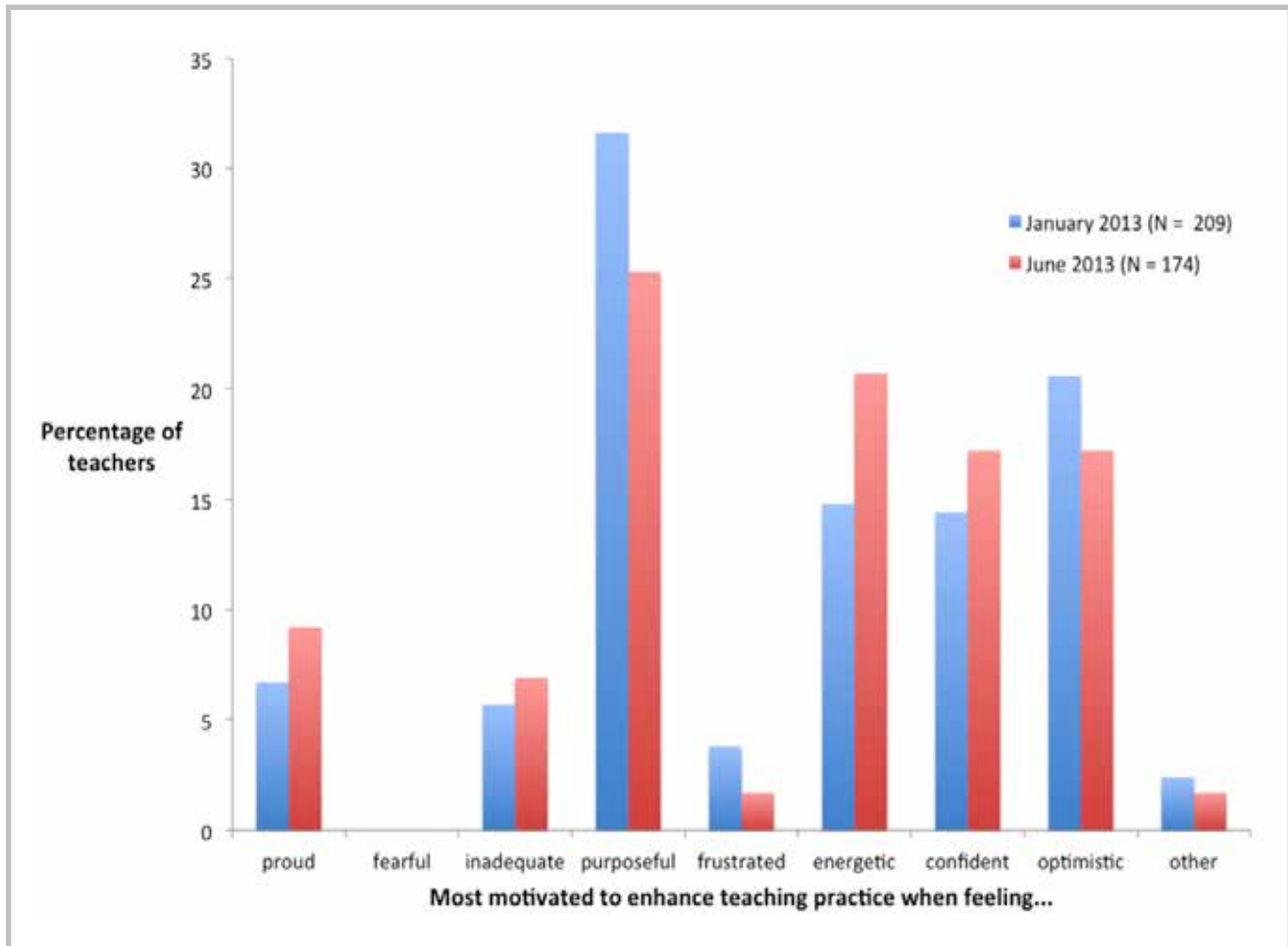


Figure 11

- ✓ Teachers were generally motivated to enhance teaching practice when feeling purposeful, eg, leading professional learning or sharing (Figure 11).
- ✓ Of the most common emotions teachers used in Year Two written responses describing feelings associated with participating in professional learning activities, *frustrated* accounted for the most (32.6%) followed by *excited* (26.6%), *inspired* (24.9%), *worried* (9.3%) and *overwhelmed* (6.6%).
- ✓ When asked to select an emotion (from a list of 11 emotions) that could possibly relate to particular or specific professional learning activities, teachers commonly reported feeling satisfied, enthusiastic or inspired.
- ✓ Teachers offered insights into what professional learning outcomes (improvements) they sought, or what they gained or hope to gain:
 - receive help that makes teaching more efficient
 - learn content knowledge
 - feel connected and reassured

Overview of Findings...

Finding

1

Collaboration was an overarching theme throughout our study. Teacher efficacy was fostered by professional learning, which allows teachers time to meet and talk and spaces that promote conversation and collaboration. Principals are key to making this happen in schools, and a principal's work must support collaboration. The test of collaborative PL is not collegiality per se. It is how collaborative relationships advance student and teacher learning.

Finding

2

No single model is the best model. A balance of process, content and connection is essential to developing a teacher's sense of self- and collective efficacy.

Finding

3

The **definition of teacher professional learning has evolved**. We have come to accept the power of teacher professional learning.

Finding

4

Teachers seek more **agency and efficacy in their work. Teacher professional learning centres teaching on student learning**, focuses on using feedback from formative assessment as a way to improve professional learning, deepens teacher "craft knowledge," and allows teachers to act wisely and creatively within classrooms as needs arise.

Finding

5

Teachers need ALL types of professional learning to be most effective, and they wish to have choices about the types of professional learning they engage with at different stages of their careers.

Finding

6

Alberta's school leaders have the ability to **promote structures and processes that can support the professional growth of teachers and are capable of developing and nurturing teachers' self- and collective efficacy**.

Recommendations...

Recommendation 1

Provide **autonomy and choice** to teachers in professional learning activities to boost teaching self-efficacy.

Recommendation 2

Explicitly provide **time and space for collaborative** professional learning activities to build collective (school-level) efficacy.

Recommendation 3

Tailor professional learning to different cohorts (eg, teaching stage). For example, beginning teachers and experienced teachers have different professional learning needs; single-subject-area teachers (eg, second language) desire collaboration with other single-subject-area teachers.

Recommendation 4

Invite teachers to **collaboratively outline the professional learning they need** to become better teachers and work specifically to connect these to instructional strategies that better meet students' needs/student learning.

Recommendation 5

Build opportunities for professional development/professional learning around **sharing curriculum ideas and best practices, co-creating and sharing learning and teaching resources, and learning new teaching strategies.**

Five Key Suggestions...

Key Suggestion

1

Engage teachers in action research.

Teachers wish to engage in collaborative activities, thus providing meaningful layers of engagement.

Key Suggestion

3

Engage teachers in real classroom issues.

Teachers come to share leadership within their own schools; they are able both to solve real, site-based issues and concomitantly empower their own agency. We believe schools might become a space where teachers work with peers to think openly about all aspects of teaching.

Key Suggestion

2

Engage teachers in collaborative work.

Teachers are working together to explain ideas and trying to agree on a problem's root causes, determine a plan of action, agree on resources and task responsibilities, inspire colleagues, take learning risks, negotiate different personalities, build peer capacities, and overcome barriers or unforeseen complications. If we want classrooms to be more collaborative, innovative and creative spaces where student critical thinking and thoughtful reflection are the norm, then teachers must learn to practice collaboratively in creative spaces where innovation, critical thinking and thoughtful reflection *are* the norm.

Key Suggestion

4

Engage teachers in engaging teams of diversity.

Such diversity might mean allowing differentiated teamwork and increased choice. As teachers learn to accept and practice their own diverse skills, we believe they gain insight into how to accept their students' differences.

Key Suggestion

5

Engage teachers in building culture.

Create opportunities where teachers actively discuss the kinds of cultures they hope to build in their classrooms and schools and to consider practical ways those cultures might be built.

Additional information is available in the *Literature Review For Conditional Grant # 2011-0071 Teacher Efficacy And Professional Learning* on the ATA website.



The Alberta
Teachers' Association



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

Karen Egge, Executive Director

karen.egge@gppsd.ab.ca or 1-800-864-4140