

## ***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**

- 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

**Responsive to Context**

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

**Respectful of Teachers**

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

**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.

<b>STRATEGIES (How and What)</b>	<b>MEASURES Degree to which intended result is achieved.</b>	<b>RESULTS Quantitative</b>	<b>RESULTS Qualitative</b>
<p><b>NRLC staff will:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Regional needs are identified.</b></p> <ul style="list-style-type: none"> <li>ATA/NRLC Teacher Needs Assessments</li> <li>School authorities and advisory committee consultations</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li><b>Inclusive Ed. / Early Learning</b></li> <li><b>Mathematics / Numeracy</b></li> <li><b>Literacy</b></li> <li><b>Assessment</b></li> <li><b>First Nations, Métis, Inuit</b></li> </ul> </li> <li><b>3</b> NRLC Management Team meetings were held in November 2013 and February and June 2014.</li> <li>The Executive Director/NRLC Consultants met with all Zone 1 school authorities (<b>37</b> meetings)</li> </ul>	<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"> <li>Learning Opportunity Participants Survey data</li> </ul>	<ul style="list-style-type: none"> <li>Meetings held: <b>2</b> Curriculum Coordinator; <b>3</b> FNMI Advisory Committee ; <b>1</b> Early Learning Collaborative Project, <b>1</b> French Language Advisory and <b>1</b> Inclusive Education Advisory Committee</li> <li><b>8</b> Regional Planning Teams who work closely with the NRLC team.</li> <li><b>118</b> learning opportunities/<b>271</b> sessions projects were planned as a result of specific district or school requests</li> <li>Participants attending NRLC learning opportunities complete a session evaluation/needs assessment either electronically or in hard copy following the event.</li> <li>Evaluation Return Rate - <b>32%</b></li> </ul>	<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"> <li>Work collaboratively to develop a common regional plan that meets the identified local needs.</li> </ul>	<ul style="list-style-type: none"> <li><b>Regional plan developed</b></li> </ul>	<ul style="list-style-type: none"> <li>NRLC is working with stakeholder groups to develop a Curriculum Redesign Implementation Plan for 2014 – 2016.</li> <li>Executive Director/NRLC Consultant met with regional teams to develop the plan.</li> </ul>	<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"> <li>Explore opportunities to develop collaborative strategies across ARPDC that meets the needs of the region.</li> </ul>	<ul style="list-style-type: none"> <li><b>Collaboration occurred</b> <ul style="list-style-type: none"> <li>Face-to-face/ Online / Technology-mediated</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>23</b> days of <b>ARPDC Executive Director meetings</b> were held: <ul style="list-style-type: none"> <li><b>13</b> days face-to-face meetings</li> <li><b>10</b> meetings held via Elluminate</li> </ul> </li> </ul>	<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"> <li>○ <b>89</b> guests (e.g. ARPDC staff, Alberta Education reps) attended meetings during the year</li> <li>● <b>25 provincial webinars</b> were developed with district teams</li> </ul>	
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**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 in the school authorities’ implementation processes and for the collection, tracking and reporting of “evidence” (including the change in culture required for the implementation of the policy changes (e.g., student focus) as envisaged by *Inspiring Education*. This includes student, parent, teacher, community engagement as part of implementation as idealized. The Consortia will work with and model the following documents: “*A Guide to Comprehensive Professional Development Planning*” and “*A Guide to Support Implementation: Essential Conditions*’.

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

	<ul style="list-style-type: none"> <li>number of people that accessed materials</li> </ul>	<ul style="list-style-type: none"> <li>Resources &amp; Partner Links include: <ul style="list-style-type: none"> <li>Inspiring Education Wiki</li> <li>ARPDC Support for Curriculum Redesign</li> <li>ARPDC ESL Group NING</li> <li>AlbertaPD</li> <li>K-9 Math POS Updates &amp; Clarification</li> <li>ABMath20-1 Wiki</li> <li>Inclusive Education</li> <li>Alberta Education Curriculum Coordinator Corner</li> <li>Moving Forward with High School Redesign</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>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”.</li> </ul>		<ul style="list-style-type: none"> <li>NRLC is working with stakeholder groups to develop a Curriculum Redesign Implementation Plan for 2014 – 2016.</li> </ul>	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.**

<b>STRATEGIES</b> <i>(How and What)</i>	<b>MEASURES</b>	<b>RESULTS</b> <b>Quantitative</b>	<b>RESULTS</b> <b>Qualitative</b>
<p><b>NRLC staff will:</b></p> <ul style="list-style-type: none"> <li>Identify regional learning needs that could be met by collaborating with professional learning providers and stakeholders.</li> </ul>	<p><b>Identification of needs that can be collaboratively met</b></p>	<ul style="list-style-type: none"> <li>Developed cohort-style learning opportunities coordinated with two districts (GPPSD, PWSD) and open to all educators in Zone 1.</li> <li>Partnered with jurisdictions to bring together two highly recognized international speakers</li> <li><b>3-day Collaborative Inquiry Assessment Project / 58 participants (GPPSD/PWSD/ATA/AAC/NRLC)</b></li> </ul>	<p><b>Sample comments from session evaluations:</b>  <i>What I need to support my further learning on this topic:</i></p> <ul style="list-style-type: none"> <li>✓ 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!</li> <li>✓ Time to evaluate/reflection incidents and occurrences in the school with cohorts.</li> <li>✓ Continued availability of resources from my learning coach and cohort.</li> </ul>
<ul style="list-style-type: none"> <li>Explore potential partnerships and collaboration opportunities with professional learning providers and stakeholders through discussions and meetings.</li> </ul>	<p><b>Partnerships and collaborations explored</b></p> <ul style="list-style-type: none"> <li>Number of organizations that were approached</li> <li>% of partnerships formed</li> </ul>	<ul style="list-style-type: none"> <li><b>118</b> Collaborative Projects developed</li> <li><b>271</b> sessions</li> <li><b>6728</b> participants</li> <li>Zone 1 School Divisions were approached</li> <li>Approximately <b>75%</b> of partnerships were formed</li> </ul>	<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. New collaborative projects were dealt with on an individual basis with existing consortium staff and consultant. Limited activity on this item due to Executive Director medical leave.</p>



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

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

<b>STRATEGIES (How and What)</b>	<b>MEASURES</b>	<b>RESULTS Quantitative</b>	<b>RESULTS Qualitative</b>
<p><b>NRLC staff will:</b></p> <ul style="list-style-type: none"> <li>• Collaboratively develop ‘needs based’ Professional Learning opportunities, professional development resources and facilitation guides.</li> <li>• Identify regional learning needs.</li> <li>• 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).</li> <li>• Identify feedback mechanisms, tools and strategies for measuring the impact and effectiveness of professional learning opportunities and subsequent follow-up activities.</li> <li>• Use emerging technologies to increase variety for adults to learn synchronously and asynchronously.</li> </ul>	<p><b>Development of Professional Learning opportunities</b> (Number of professional learning opportunities developed)</p> <p>(Number of professional development resources /facilitation guides created)</p>	<p><b>4</b> learning opportunities <b>1</b> cancelled <b>10</b> sessions <b>156</b> participants</p> <p><b>1</b> webinar series <b>6</b> sessions over time <b>793</b> participants</p> <p><b>1</b> conference - <i>CASS/Alberta Education Learning Symposium 2014</i> <b>494</b> participants</p>	<p><b>Exploring a Collaborative Response Model – Webinar Series PRSD</b></p> <ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ As an Administrator, I really appreciated the sequential focus of the webinars and the ability to work with my staff throughout the year.</li> </ul>



<p><b>Curriculum Redesign; Components that anchor curriculum development prototyping; Scaling up to provincial implementation</b></p> <ul style="list-style-type: none"> <li>• Meet with district advisory committee to determine their plans and needs.</li> <li>• Develop a menu of opportunities for Districts to choose from for regional sessions, district sessions or school-based sessions.</li> <li>• Create presentations and materials for districts to use in their implementation of curriculum redesign. <ul style="list-style-type: none"> <li>* <i>Competency-Based Instruction</i> What changes are needed for teacher practice? Instructional and assessment strategies</li> <li>* <i>Literacy and Numeracy Benchmarks</i> What are benchmarks? What are the draft benchmarks? How does this impact instruction and assessment?</li> <li>* <i>Cross-Curricular Instruction</i> What does this look like?</li> <li>* <i>Resources</i> Identify strategies for transition to a more teacher driven/local context format? What skills will teachers need to choose appropriate resources?</li> </ul> </li> <li>• Provide sessions as requested (regional, district and school based) on the foundations for curriculum redesign.</li> <li>• Embed curriculum redesign foundations in presentations by NRLC staff and contractors.</li> </ul>	<p><b>Regional learning needs identified that can be collaboratively met</b></p> <p><b>Feedback mechanisms, tools, and strategies identified</b> (data collected from a variety of sources through different formats)</p> <p><b>Types of technology used to distribute learning</b></p> <p><b>Types of learning opportunities utilized to support ongoing learning</b></p>	<ul style="list-style-type: none"> <li>✓ Session Evaluations</li> <li>✓ Follow up Evaluations</li> <li>✓ Regional Consultations</li> <li>✓ Advisory Teams</li> </ul> <ul style="list-style-type: none"> <li>✓ Webinars</li> <li>✓ Video Conferences</li> <li>✓ Google Docs</li> </ul> <ul style="list-style-type: none"> <li>✓ Face-to-face</li> <li>✓ Online</li> <li>✓ Single Day Event</li> <li>✓ Multi-day Event</li> <li>✓ Conferences</li> <li>✓ Series</li> <li>✓ Cohorts</li> <li>✓ Combination of face-to-face and online learning</li> </ul>	<p><b>Curriculum Design: Re-Imagined Classroom</b></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"> <li>✓ To become more critically aware of how I am currently delivering the curriculum and how I want to deliver the curriculum.</li> <li>✓ Dismantle curriculum into Big Connected Ideas linked to other subjects.</li> <li>✓ I am encouraged to move forward with what I've wanted to do for many years.</li> </ul> <p><i>I was satisfied with this session because:</i></p> <ul style="list-style-type: none"> <li>✓ It's a good start to my understanding the Re-Imagined Classroom and a basis to build on for the next 2 sessions.</li> <li>✓ Garfield and Laura modeled what was being taught. Specific examples given which are useful in any curriculum. A reminder that learning should be joyous.</li> </ul>
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<ul style="list-style-type: none"> <li>Educate presenters about “Inspiring Education” and Curriculum Redesign so they attend to the foundations in their presentations.</li> </ul>			
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**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
- Support to complete implementation of Mathematics K-12
- English as a Second Language
- Student Learning Assessment (SLA) for Grade 3
- Numeracy
- Career and Technology Foundations
- Inclusive Practices

STRATEGIES (How and What)	MEASURES	RESULTS Quantitative	RESULTS Qualitative
<p><b>NRLC staff will:</b></p> <ul style="list-style-type: none"> <li>• Determine needs of school districts and teachers related to these areas through meetings, discussions and surveys.</li> <li>• Identify regional/provincial learning needs that could be met through ARPDC collaboration.</li> <li>• 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).</li> <li>• 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.</li> </ul>	<p><b>Regional learning needs identified</b> (Data collected)</p> <p><b>Collaboration occurred</b></p> <p><b>Learning opportunities delivered</b> (number of professional learning opportunities provided)</p>	<ul style="list-style-type: none"> <li>✓ The ATA/NRLC Teacher Needs Assessment was not administered in 2013/14</li> <li>✓ NRLC brokered sessions for all jurisdictions and numerous individual schools and community partners</li> <li>✓ Advisory Committee and District Team consultations occurred</li> <li>• <b>93</b> learning opportunities delivered</li> <li>• <b>253</b> sessions</li> <li>• <b>7269</b> participants</li> </ul> <p>These learning opportunities included:</p> <ul style="list-style-type: none"> <li>• <b>2</b> conferences/<b>1059</b> participants</li> </ul>	<p><i>Sample Comments:</i> Learning Opportunity Participants’ Survey <b>What I need to support my further learning on this topic:</b></p> <p><b>Student Learning Assessment</b></p> <ul style="list-style-type: none"> <li>✓ 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</li> </ul> <p><b>Mathematics / Numeracy</b></p> <ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ Keep up the Math cohort (a continuation/extension of a very successful Math AISI project).</li> </ul> <p><b>Inclusive Practices</b></p> <ul style="list-style-type: none"> <li>✓ 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.</li> </ul>



<ul style="list-style-type: none"> <li>• Complete all necessary tasks to secure and pay for facilities and AV equipment for face-to-face meetings.</li> <li>• Manage the registration process including confirmation to and follow-up with participants.</li> <li>• 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.</li> <li>• 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</li> </ul>	<p><b>Meetings organized</b></p> <p><b>Effective management of budget</b></p> <p><b>Survey administered</b></p>	<ul style="list-style-type: none"> <li>• <b>1</b> mini-conference/<b>11</b> sessions/<b>371</b> participants</li> <li>• <b>2</b> PD Days/<b>1430</b> participants</li> <li>• <b>97</b> face-to-face sessions</li> <li>• <b>3</b> blended sessions</li> <li>• <b>25</b> webinars (ARPDC)</li> <li>• <b>16</b> webinars developed by NRLC</li> <li>• <b>1</b> Collaborative Inquiry Assessment Project</li> </ul> <ul style="list-style-type: none"> <li>✓ <b>9</b> meetings held with EPSA</li> <li>✓ <b>2</b> meeting utilizing video-conferencing – Curriculum Coordinators</li> <li>✓ Reference Appendix 1: Curriculum Redesign Grant Budget for each priority area.</li> <li>✓ No survey instrument was developed</li> </ul>	<ul style="list-style-type: none"> <li>✓ More instruction on applying these principles to ESL Hutterite students.</li> <li>✓ An expansion on this topic would be great; for example, a full course in “Reference &amp; Regulate” would expand many skills, our knowledge and grow our confidence</li> </ul> <p><b>English as a Second Language</b></p> <ul style="list-style-type: none"> <li>✓ 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.</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ I would love to attend future sessions on supporting struggling readers.</li> </ul> <p><b>CTS</b></p> <ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ More, more, more but 1 to 2 days rather than 1 to 2 hours</li> </ul>
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<p><b>Student Learning Assessment (SLA) for Grade 3</b></p> <ul style="list-style-type: none"> <li>Meet with district advisory committee to determine their plans and needs.</li> <li>Train NRLC staff on the Student Learning Assessment information.</li> <li>Provide sessions as requested (regional, district and school based).</li> </ul>	<p><b>Regional learning needs identified</b> (Data collected)</p> <p><b>Learning opportunities delivered</b> (number of sessions provided)</p> <p><b>Collaboration occurred</b></p>	<p>No sessions were scheduled as Zone 1 districts did not feel they would be effective at this time.</p> <p>The <b>Collaborative Inquiry Assessment Project (GPPSD/PWSD/ATA/AAC/NRLC)</b> 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><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Meet with district advisory committee to determine their district literacy priorities and needs.</li> <li>Provide sessions as requested (regional, district and school based).</li> <li>Organize cohort groups or communities of practice for deeper understanding of literacy.</li> <li>Plan follow-up activities for sessions.</li> </ul>	<p><b>Regional learning needs identified</b> (Data collected)</p> <p><b>Learning opportunities delivered</b> (number of sessions provided)</p> <p><b>Collaboration occurred</b></p>	<p><b>29</b> learning opportunities <b>8</b> cancelled <b>70</b> sessions <b>3275</b> participants</p> <p><b>Division 3&amp;4 ELA Teacher Cohort: Creating Engaged Thinkers</b> <b>3</b> learning opportunities <b>47</b> participants</p> <p><b>ARPDC Provincial Tour</b> <i>When Kids Can't Read: Strategies to Improve Adolescent Literacy</i> with B.Probst &amp; K.Beers</p>	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ 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</li> <li>✓ 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.</li> <li>✓ To work on oral language development – to teach writing the first day of grade one.</li> <li>✓ I have adapted my planning to make the best use of my time and to make the most impact on their literacy skills.</li> <li>✓ Love the workshop and read around strategies! Will definitely be explicitly and consistently teaching previewing strategies.</li> <li>✓ More previewing discussions and practice.</li> <li>✓ I will implement book walks and previews during morning lessons &amp; discuss the importance of illustrations, authors, along with text for understanding books content.</li> <li>✓ I raced back to my room and lunchtime and created a reading lounge in my library centre</li> </ul>



<p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>Meet with district advisory committee to determine their district numeracy priorities and needs.</li> <li>Provide sessions as requested (regional, district and school based).</li> <li>Organize cohort groups or communities of practice for deeper understanding of numeracy.</li> <li>Plan follow-up activities for sessions.</li> </ul>	<p><b>Regional learning needs identified</b> (Data collected)</p> <p><b>Learning opportunities delivered</b> (no. of sessions provided)</p> <p><b>Collaboration occurred</b></p>	<ul style="list-style-type: none"> <li>No sessions were developed specific to Numeracy but this focus was covered in content and outcomes in many of the Mathematics sessions.</li> </ul>	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ 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!</li> <li>✓ I totally agree with the philosophy of teaching math this way and now I have the strategies to do it in my own classroom</li> <li>✓ Brought in lots if historical value to math; developed much deeper understanding of topics</li> </ul>
<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>Meet with district advisory committee to determine their district mathematics needs.</li> <li>Provide sessions as requested (regional, district and school based).</li> <li>Create Division level mathematics cohorts to work with the mathematics curriculum throughout the year.</li> <li>Provide in classroom support and modelling through a NRLC Curriculum Redesign Facilitator.</li> </ul>	<p><b>Regional learning needs identified</b> (Data collected)</p> <p><b>Learning opportunities delivered</b> (number of sessions provided)</p> <p><b>Collaboration occurred</b></p>	<ul style="list-style-type: none"> <li>26 learning opportunities</li> <li>1 cancelled</li> <li>66 sessions</li> <li>1238 participants</li> </ul> <p><b>Division 3 &amp; 4 Math Cohort</b> 3 learning opportunities 37 participants</p> <p><b>Math District Leadership Cohorts</b> 3 learning opportunities 51 participants</p>	<ul style="list-style-type: none"> <li>✓ To use some of the strategies given in the classroom. To create a more collaborative problem solving classroom.</li> <li>✓ To attempt to bridge grade 9 students to have better success in grade 10.</li> <li>✓ 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!</li> <li>✓ 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</li> <li>✓ I will pose much broader questions to my class to encourage critical thinking</li> </ul>
<p><b>Career and Technology Foundations</b></p> <ul style="list-style-type: none"> <li>Meet with district advisory committee to determine their district intentions and needs related to CTF.</li> </ul>	<p><b>Regional learning needs identified</b> (Data collected)</p>	<ul style="list-style-type: none"> <li>Districts indicated they were not ready for CTF</li> <li>Collaborative partnership with PWSD and GPPSD identified a</li> </ul>	

<ul style="list-style-type: none"> <li>• Provide sessions as requested (regional, district and school based).</li> </ul>	<p><b>Learning opportunities delivered</b> ( number of sessions provided)</p> <p><b>Online PD resource developed</b></p> <p><b>Collaboration occurred</b></p>	<p>need for sessions related to CTS.</p> <ul style="list-style-type: none"> <li>• No learning opportunities delivered</li> <li>• No online PD Resources developed</li> </ul>	
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<p><b>English as a Second Language</b></p> <ul style="list-style-type: none"> <li>• Meet with district advisory committee to determine their district ESL priorities and needs.</li> <li>• Provide sessions as requested (regional, district and school based).</li> </ul>		<p><b>English as a Second Language</b></p> <p>2 learning opportunities</p> <ul style="list-style-type: none"> <li>• 2 face-to-face</li> <li>• 7 follow-up webinars over time</li> <li>• 143 participants</li> </ul>	<ul style="list-style-type: none"> <li>✓ 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.</li> </ul>
<p><b>Inclusive Practices</b></p> <ul style="list-style-type: none"> <li>• Meet with district advisory committee to determine their district inclusive education priorities and needs.</li> <li>• Provide sessions as requested (regional, district and school based).</li> <li>• Organize cohort groups or communities of practice for deeper understanding of inclusive education.</li> <li>• Plan follow-up activities for sessions.</li> </ul>	<p><b>Regional learning needs identified</b> (Data collected)</p> <p><b>Learning opportunities delivered</b> (number of sessions provided)</p> <p><b>Collaboration occurred</b></p>	<p><b>Inclusive Practices</b></p> <p>52 learning opportunities 17 cancelled 2347 participants</p> <p><b>Early Learning</b></p> <p>1 learning opportunity 3 sessions 217 participants</p> <p>Highlights:</p> <ul style="list-style-type: none"> <li>• Early Learning Coalition Project: <i>The Magnificent Brain</i></li> <li>• GPPSD EA Conference</li> <li>• Peace Wapiti EA Cohort</li> <li>• HFCRD Response to Intervention</li> </ul>	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ Try to ensure all necessary information about my students is made available to me in order to better work with my students.</li> <li>✓ Become familiar with more strategies and variations on applying them. Attempt to engage colleagues for further meaningful discussions and input of ideas.</li> <li>✓ 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.</li> <li>✓ 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.</li> </ul>

<p><b>Other</b></p> <ul style="list-style-type: none"> <li>• Create cohorts to work with technology integration.</li> <li>• Provide sessions on specific subject areas that show pedagogy and process that revolve around competency-based instruction.</li> <li>• Provide learning opportunities to support identified regional needs</li> <li>• Create cohorts in identified focus areas to provide an active, interactive, and dynamic setting for educators to grow their knowledge and skills</li> </ul>	<p><b>Regional learning needs identified</b> (Data collected)</p> <p><b>Learning opportunities delivered</b> (number of sessions provided)</p> <p><b>Collaboration occurred</b></p>	<p><b>Assessment</b> 8 learning opportunities 18 sessions 485 participants</p> <p><b>CTS</b> 3 cohorts 16 learning opportunities 130 participants</p> <p><b>Fine Arts</b> 1 cohort 3 learning opportunities 62 participants</p> <p><b>Leadership</b> 3 learning opportunities 3 sessions 49 participants</p> <p><b>Science</b> 1 cohort / 1 series 6 learning opportunities 107 participants</p> <p><b>Social Studies</b> 1 cohort 3 learning opportunities 60 participants</p> <p><b>Wellness</b> 2 cohorts 15 learning opportunities</p>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ Building rubrics. Discussion/explanation of learning goals with students.</li> </ul> <p><b>CTS</b></p> <ul style="list-style-type: none"> <li>✓ 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.</li> </ul> <p><b>Fine Arts</b></p> <ul style="list-style-type: none"> <li>✓ Feel comfortable to use this new media I haven’t been familiar with before.</li> <li>✓ More opportunities for curriculum related experiences</li> </ul> <p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>✓ I will have conversations with my colleagues about ethical and entrepreneurial classrooms and what they look like, feel like, sound like etc.</li> <li>✓ Ask "how do you teach so you can't be replaced"</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>✓ Re-evaluate the use of critical thinking within the classroom.</li> <li>✓ 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.</li> </ul> <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>✓ Collaborate with peers more often.</li> <li>✓ More activities, more collaboration and focus on big ideas.</li> <li>✓ More critical challenges. Thoughtful formative and summative assessments.</li> </ul>
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		<b>487</b> participants <b>Technology and Innovation</b> <b>9</b> learning opportunities <b>17</b> sessions <b>263</b> participants	<b>Wellness</b> ✓ We should all start recognizing signs of anxiety and then act on it to help students. ✓ Using physical literacy approach on an everyday basis. <b>Technology and Innovation</b> ✓ Using google drive to engage students and turn assignments from paper to interactive. I plan to use this in place of a blog.
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**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.*

<b>STRATEGIES (How and What)</b>	<b>MEASURES</b>	<b>RESULTS Quantitative</b>	<b>RESULTS Qualitative</b>
<p><b>NRLC staff will:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Manage the registration process including confirmation to and follow up with participants.</li> <li>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.</li> <li>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.</li> <li>Collaborate with the High School Completion Team to explore and possibly plan for a provincial teacher collaborative meeting in late May.</li> </ul>	<p><b>Meetings organized</b></p> <p><b>Meetings communicated</b></p> <p><b>Meetings delivered</b></p> <p><b>Surveys administered</b></p> <p><b>Effective management of budget</b></p> <p><b>Collaboration occurred</b></p>	<p><b>3</b> North Zone Meetings (Oct, Jan, Apr) held in Grande Prairie <b>139</b> participants</p> <p><b>1</b> learning opportunity <i>Redesigning High School - Moving Forward with High School Redesign: Information Session</i> <b>17</b> participants</p>	<p><i>Moving Forward with High School Redesign – October 24, 2013</i></p> <p><b>Survey Results</b> <b>96%</b> Strongly Agreed/Agreed <b>Sample comments from session evaluation</b> <i>Overall, I was satisfied with this professional development opportunity because:</i></p> <ul style="list-style-type: none"> <li>✓ I could verbally process and discuss ideas with a variety of people</li> <li>✓ I think more time should be devoted to working in groups to explore redesign in more detail.</li> <li>✓ Provided the local context but also brought in the Provincial aspects and challenges that must be addressed.</li> <li>✓ 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 &amp;/or the workforce and using our time more effectively as educators, so we do not end up on stress leave.</li> <li>✓ 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.</li> <li>✓ The real life experiences shared by the presenters were great! We are able to already see areas for improvement &amp; development</li> </ul>

<ul style="list-style-type: none"> <li>• 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.</li> <li>• Identify technology options that enhance regional and provincial collaboration.</li> <li>• Work with Alberta Education staff to share information for schools wishing to join future High School Redesign opportunities.</li> </ul>	<p><b>Meetings organized as identified</b></p>		<ul style="list-style-type: none"> <li>✓ It was so specific to the work we are doing and allowed us to build relationships with other high schools in the region</li> </ul> <p><i>Redesigning High School... - April 25, 2014</i></p> <p><b>Sample comments from session evaluation</b></p> <p><i>What I need to support my further learning on this topic:</i></p> <ul style="list-style-type: none"> <li>✓ A hands-on planning session with a facilitator.</li> <li>✓ More understanding.</li> <li>✓ More collaboration.</li> </ul>
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**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.*

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



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

## Appendix 1

**Curriculum Redesign Grant Budget 2013 – 2014**

**\$326,077.00**

<b>Base Funding</b>	<b>2013-2014 Proposed</b>	<b>2013-2014 Actual</b>
NRLC Office Management and Program Support	\$75,000.00	\$75,000.00

<b>Proportional Funding</b>		
Curriculum Redesign Implementation Facilitator Salaries & Delivery	\$152,577.00	153371.95
Mathematics	\$10,500.00	76397.06
English As a Second Language	\$2,000.00	1060.00
Career and Technology Foundations	\$3,000.00	
Literacy	\$13,500.00	28704.62
Numeracy	\$10,000.00	12000.00
Inclusive Education/Early Learning	\$29,000.00	31059.07
Student Learning Assessment	\$6,000.00	
Other (Science, Technology)	\$6,000.00	11004.65
High School Redesign	\$11,500.00	1706.70
FNMI	\$7,000.00	22136.83
<b>Total (NOTE 1)</b>	<b>\$326,077.00</b>	<b>412440.88</b>

(NOTE 1) Registration Fees of \$86363.88 offset the difference between grant funding and grant activity.