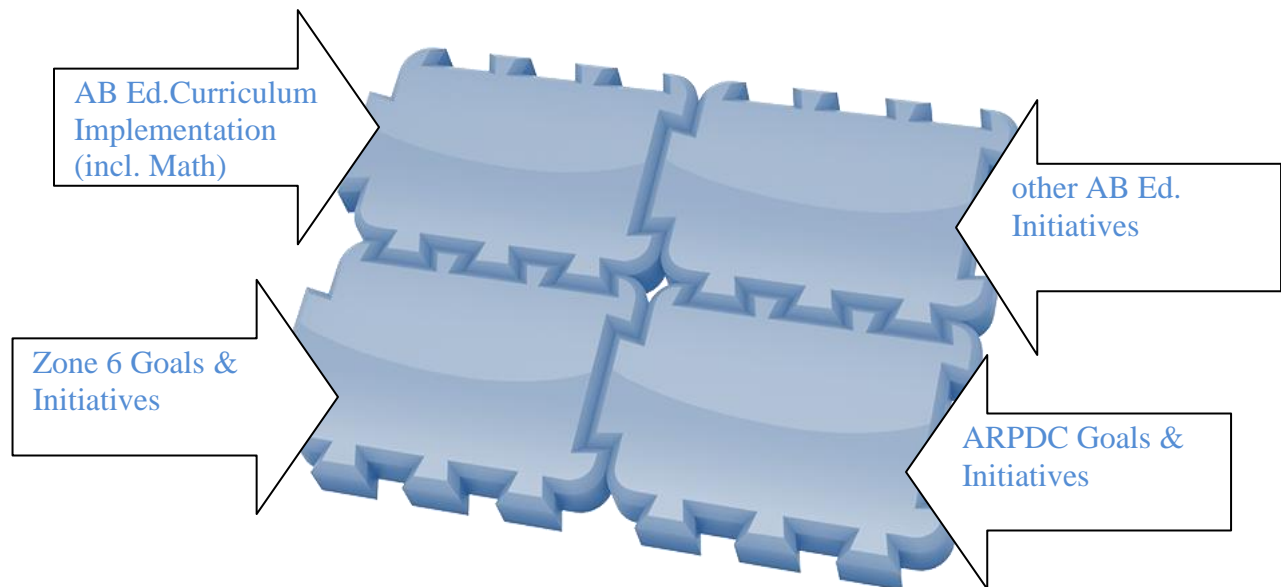




"A partnership to nurture continuing educational excellence"

Implementation Plan 2010 – 2011



Revised & Submitted to Alberta Education Dec. 7, 2010

by:

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Executive Summary

Project Background

Alberta Education has provided an annual grant of \$342,000 for three years (through August 2011) to the Southern Alberta Professional Development Consortium (SAPDC) to provide support for curriculum implementation that aligns with Alberta Education's Curriculum Implementation Cycle as well as providing support for the strategic priorities and initiatives as outlined within the Alberta Education Business Plan. In addition, the SAPDC is in the last year of a 5 year grant to support Social Studies implementation, which ends December 31, 2010. Grant requirements/deliverables for Social Studies, until the end of December are included in this plan.

As part of the grant deliverables, specific requirements have been identified including providing a comprehensive plan developed by SAPDC that meets the expectations of Alberta Education and matches the needs of Zone 6. The regional plan is based on *A Guide to Comprehensive PD Planning* with consideration given to the pillars that support Alberta Regional Professional Development Consortia (ARPD) beliefs surrounding curriculum implementation.

Effective curriculum implementation leads to a change in practice that enhances student learning. The SAPDC Curriculum Implementation Plan is designed to support teachers in this regard utilizing Needs Assessments, Satisfaction survey information and collaboration with Zone 6 advisory committees, Alberta Education, school jurisdictions, stakeholder groups, school-based administrators and classroom teachers. This Curriculum Implementation Plan includes quality professional learning opportunities for teachers and leaders in the interest of improved student learning.

The 'picture' of adult learning for students sake, currently developing in Alberta, is comparable to a jig saw puzzle. Each stakeholder brings their own independent needs, skills, and resources, in their efforts to complete the puzzle picture. These interlocking, interdependent roles require collaboration to develop a common vision, commitment and shared responsibility to implement learning opportunities designed to provide optimal learning for adults within educational organizations, positively impact student learning. Research informs us it is critical, that essential conditions to support PD planning, be in place prior to stakeholder collaboration to develop a comprehensive professional development plan. These essential conditions include: shared vision, leadership, research and evidence, resources, teacher professional growth, time, and community engagement.

Among the essential components of the frame of the PD picture are the 'pieces' of the puzzle, provided as Alberta Education designs new curriculum, or established initiatives, through Work Force Planning, Inspiring Action or Setting Direction. Critical resources 'pieces' of the emerging picture, include the grant monies to regional consortia which support the unique contextual needs in their region. Regional consortium actively collaborate and consult with the districts to develop a comprehensive regional professional development plan to support regional and district curriculum implementation and other provincial initiatives. Each school jurisdiction develops a district plan to meet the needs of their unique context, allocating resources and responsibilities to support implementation. Schools work through a similar process; until finally the teacher draws upon the available resources and participates in various school, jurisdiction, regional, provincial and/or other learning opportunities to effectively implement the new program of studies, or other initiatives which impact student learning.

A 'picture' of shared responsibility is emerging and is essential in completing the 'jig saw puzzle' of learning cultures in our region. Stakeholder groups share a commitment to successful implementation of curriculum, and other educational initiatives, requiring provision of the essential conditions 'pieces' of the puzzle and purposeful, comprehensive planning for the learning of all learners in an educational environment, if we are to improve the learning of all of our students.

Effective curriculum implementation leads to changes in teacher practice that enhance student learning. SAPDC Regional Curriculum Implementation Planning provides a framework for providing purposeful, high quality professional learning opportunities designed to support teachers and enhance their teaching practices. Data collected by the SAPDC, for curriculum implementation, focuses on the specific processes surrounding the provision of learning opportunities for educators. Data collection relative to student performance remains the responsibility of school jurisdictions in conjunction with policies and procedures set out by Alberta Education. As a stakeholder in the adult learning 'picture' in Alberta, SAPDC is interested in data on student performance shared by school jurisdictions and is responsive to input from jurisdiction leaders, and teachers, as to how SAPDC might support and enhance the professional learning plans of jurisdictions, which are designed to address the learning needs of their staff, and the learning expectations described by the province for students in Alberta.

Regional Context

The Southern Alberta Professional Development Consortium provides services and learning opportunities for 265 public schools, 18 private and charter schools, and 6 band-operated schools serving approximately 46,260 students within this region. Approximately 3,100 teachers are employed within these school authorities.

Beyond the thousands of teachers and tens of thousands of students in Zone 6, stakeholders within the Zone include:

- Alberta Education
- Alberta Regional PD Consortia
- Member schools/school districts (Westwind, Livingstone Range, Lethbridge Public, Holy Spirit CBE, Palliser, Medicine Hat # 76, Prairie Rose, Medicine Hat CBE, Horizon, Grasslands and various Private Schools and Federal Band Schools)
- SAPDC Board members
- SAPDC Advisory Committees made up of representatives from each school district in the zone

Geographically, the SAPDC region extends from Nanton south to the Montana border and east and west from the Saskatchewan border to the British Columbia border. From the most remote site, it is a 5-hour drive to attend a workshop in Lethbridge or a 2-½ hour drive to Medicine Hat. Four jurisdictions with approximately one fifth of all of the schools are located within the two small urban centers served by this consortium. Almost 50 per cent of the entire student population of SAPDC resides within these urban centers. As such, distance and scarcity provides a challenge in providing professional development learning opportunities for **all** within the region. To reduce travel time and costs for participants to attend sessions SAPDC continues to provide program offerings wherever feasible on both the west and east side of the region as well as with an increase in alternative forms of PD learning opportunities and delivery strategies through a Distributed Professional Learning Grant. The SAPDC 2010–2011 implementation plan provides support in the form of regional sessions as well as district days delivered by SAPDC implementation support teachers.

School configurations within this region also reveal how the scarcity challenge is addressed within jurisdictions. Within SAPDC, there are approximately 3,100 teachers in school configurations represented as per the following breakdown:

- **65** assorted **elementary** configurations serving students in Kindergarten - Grade 6;
- **16** different **middle grades** configurations serving students ranging from Grades 4 - 9
- **35** schools **Kindergarten - Grade nine plus 80 colony schools** in this configuration
- **28** schools offering **Kindergarten - Grade 12**;
- **21** school configurations ranging from **Grade 6 or 7 to grade 12**;
- **19 senior high** schools; and several jurisdictions also offer Outreach programs that are not included in this count.)

There are **many small schools, multigrade configurations and staff who teach multiple subjects in the smaller schools, as opposed to a specialist model found in larger schools.** This creates a challenge for teachers who deal with 'competing priorities' with new curricula and the need for ongoing learning with limited access to PD dollars and time. Availability and cost for substitute teachers and competing priorities for PD remain a challenge for teachers and districts.

Results of the **2010 SAPDC Spring Needs Assessments** show:

- 100% of respondents indicated they were very satisfied/satisfied with SAPDC program effectiveness in helping them address PD needs identified in their planning documents
- 92% indicated they were very satisfied/satisfied with SAPDCs program effectiveness in helping them meet emergent PD needs, outside those identified in planning documents
- 100% indicated they were very satisfied or satisfied with PD facilitated by SAPDC to support effective implementation of curricula.
- 100% of respondents were very satisfied/satisfied that SAPDC provided good value for the grant dollars they were provided to support regional implementation of curricula.
- 96% of respondents agreed/strongly agreed SAPDC had utilized alternate PD modes, including the use of technology such as video conferencing, Moodle, Bridgit server and SMART Boards
- 88% strongly agreed/agreed using technology for some PD delivery helped to meet needs within their jurisdiction
- 100% of respondents strongly agreed/agreed they were satisfied with the PD services provided by SAPDC in 2009-2010

Please note: Additional Results for Mathematics Implementation are found in the 2010-2011 Mathematics Implementation Plan in Appendices.

Project Design

Project Leadership

Development, implementation, and evaluation of the 2010 – 2011 Regional Curriculum Implementation Project Plan is primarily the responsibility of the following team:

- Jody Rutherford – Executive Director
- Marg Jenkins – Curriculum Implementation Coordinator
- Bonnie Layton – Math 10C SAPDC Mathematics Implementation Support Teacher
- MaryJo Rawleigh – Math 10C and Math 20, SAPDC Mathematics Implementation Support Teacher
- Ken Hakstol – Technology Implementation Support Teacher

Marg has been seconded to the position for the 2010-2011 school year and will assist mainly with coordination, implementation and evaluation of regional workshops and district-delivered days in the areas of Mathematics. She communicates regularly with all district Curriculum Coordinators. Other assigned responsibilities include FNMI programming and completion of the Social Studies project.

Bonnie has been seconded to a .50 position from September 2010 through June 2011 to serve as Math Implementation Support Teacher teaching a demo Math 10C project and contributing her planning, and assessment resources to the SAPDC Math Moodle, providing an interactive, supportive, distributive learning opportunity to teachers implementing this new math program for the first time.

Mary Jo has also been seconded to a .60 position from September 2010 through June 2011, teaching a demo Math 10C project and contributing her planning, and assessment resources to the SAPDC Math Moodle, providing an interactive, supportive, distributive learning opportunity to teachers implementing this new math program for the first time. Mary Jo will also offer regional workshops, district-delivered professional development and support and guide the work of the Math Cohort Project.

SAPDC has seconded Ken Hakstol to assist with technology implementation for the 2010-2011 school year providing technology support for SAPDC to deliver PD sessions via technology as well as providing technology integration implementation support to teachers through regional workshops and some district days.

The Curriculum Implementation Coordinator, Marg Jenkins, reports directly to the SAPDC Executive Director, Jody Rutherford. The Math Implementation Support teachers report to the Curriculum Implementation Coordinator, while the Technology Support teacher collaborates with the Curriculum Implementation Coordinator for program design and delivery, he reports primarily to the Executive Director. As each of the seconded positions are governed by secondment agreements, supervision and evaluation procedures are in harmony with those found in comparable professional positions and guided by existing provincial policies and ATA guidelines.

Grant Deliverables and SAPDC Planned Actions 2010 -2011

General Deliverables

Southern Alberta Professional Development Consortium \$342, 000 (each year for 3 years)

1. Annual base funding in the amount of \$75,000 will be provided to assist with operational and equity issues. This is targeted for such items as administrative support, coordination, research, staffing, sustainable human resources funds for teleconferencing/videoconferencing etc.

Action – SAPDC will use the \$75,000 to maintain office staff to help cover the extra cost of support/administrative staff salaries arising from the implementation of the new curriculum and the escalating need for mathematics curriculum implementation support.

2. Proportional funding in the amount of \$267, 000 is provided to the consortium for implementation of new and revised programs of study according to the Implementation Schedule, strategic priorities outlined in the Alberta Education Annual Business Plan, and other priority programs in their respective zones / areas. During the 2010-2011 Consortia year, professional development and support activities will be provided for subjects and grade levels to be implemented and in preparation for the 2011-2012 pre-implementation and mandatory implementation years. Such will be the case for all three years of this grant. Key Deliverables for each of the ARPDC are as follows:

- a. *Each consortium, in consideration of the ARPDC goals, will work collaboratively with regional advisory committees (comprised of representatives from school authorities) and with one another to develop implementation plans, strategies and opportunities to meet provincial and locally identified needs in congruence with provincial direction.*

Action – SAPDC will meet annually face to face, with District Leaders and representatives responsible for their Board's Curriculum Implementation. This will encourage meaningful contribution to the building of the regional implementation plan; providing ongoing feedback about the plan based on District needs and lessons learned;

communicating the intent of the plan; gather evidence of success within their organizational network; and identify future regional needs. A variety of subject specific advisory committees currently meet throughout the year. The ARPDC meets regularly to discuss and share ideas and activities related to the Consortia Implementation Plans.

- b,c. Each consortium will prepare a professional development / implementation strategy, including a work plan and budget and implementing the work plan for the 2010-2011 school year. The, work plans in accordance with the Alberta Education Implementation Schedule will be submitted by October 31, 2010.*

Action – SAPDC Curriculum Implementation Plan (see following)

- d. The consortia plan will be responsive and built in flexibility to best serve the needs of school authority personnel within the area or zone in their efforts of providing quality learning opportunities for students. Consortia would offer a wide variety of learning opportunities and approaches which would include provision for such activities as capacity building, familiarity with programs of studies, facilitating assessment practices, establishing communities of teaching and learning practice based on related research, and assisting school authorities with their implementation plans. Emerging technologies will allow for increased variety for adults to learn.*

Action – This philosophy is embedded throughout the plan and is integral to the operation of the Southern Alberta Professional Development Consortium, and all ARPDC consortia planning. (See Appendix 5- Provincial Learning Initiatives)

- e. The Consortia will consult with key Alberta Education Lead Managers and Directors (responsible for main implementation subject areas and priority programs) a minimum of twice during the year as well as on a needs basis. These consultations will help allocate funding parameters and priorities for implementations areas. Additionally Consortia Executive Directors will collaborate with one another to establish relative consistency or commonality across the province with respect to subjects, grades and strategic priorities on the Implementation Schedule and Business Plan.*

Action – Alberta Education has provided documentation to assist with direction for the development of the plan. Executive Directors also collaborate with each other to organize provincial activities and share plans.

- f. As part of planning and reporting, the ARPDC will work with stakeholders to develop processes and tools to assist school authorities in the collection as well as tracking and reporting “evidence of success” of effective implementation.*

Action - The ARPDC has established a “Partnership Committee” representing ASBA, CASS, AAC, ATA, Alberta Education, ASCA, and Universities and colleges to develop a framework of the essential conditions and necessary supports for successful implementation. This committee met numerous times and prepared a document related to essential conditions to support implementation. SAPDC will invite school districts to participate in pilots to explore use of this resource.

- g. *The ARPDC will collaborate with other P.D. providers and stakeholders (e.g. AAC, Galileo, 2Learn, ATA, ADETA, and Alberta Post Secondary Institutions), when and where appropriate, in the planning and developing program offerings and supports.*

Action – Partnerships with other P.D. providers will be explored to plan and develop program offerings.

SAPDC has also formed partnerships and is working collaboratively with organizations such as Alberta Assessment Consortium, University of Lethbridge, Medicine Hat College – Brooks Campus, and Zone 6 ATA Specialist Councils to plan and deliver learning opportunities.

- h. *The Consortium Executive Director will provide a Final Report, which is to include financial information, for this conditional grant to Alberta Education on or before November 30th in 2010 and 2011 respectively. The deliverables reported on here, shall be from the “proportional funding” with additional details outlining the expenditure of “base funding”. The report will include information relative to evidence of success along with the key indicators and implementation features supported and accomplished during each of the implementation years.*

Action – Final reports will be submitted.

- i. *A Mathematics Summer Institute in the summers of 2010 and 2011 are to be part of this grant should Alberta Education and stakeholders determine that the institutes are to occur. Alberta Education will provide organizational support and the ARPDC will appoint a Consortia Project Lead, as was the case for two such previous institutes. Costs/Expenses for these will be shared by all seven consortia on a proportional basis (as per distribution formula for proportional funding).*

Action – The Executive Director from Northwest Regional Learning Consortium is consortium lead on this project and the Institute will take the form of two, one-day Regional Institutes with provincial connectivity through the use of technology.

- j. *As determined in advance by Alberta Education and ARPDC, regional, provincial and/or other “one-time” activities such as a K&E Symposium(s), ESL Forums(s) and other such events will be part of this grant. ARPDC will coordinate these and appoint Consortia Project Leads as appropriate. All seven Consortium will share costs/expenses on a proportional basis (as per distribution formula for proportional funding).*

Action – A number of provincial learning opportunities are planned by Consortia leads. SAPDC advertises, actively promotes and provides assistance for these forums.

- k. As part of the proportional and / or base funding, each Consortium may employ a subject area(s) coordinator/consultant(s) to help facilitate effective implementation and delivery plans and to suit regional and other stakeholders needs. It is anticipated that ARPDC would collaborate with one another and consult with Alberta Education with regard to the work of such coordinators.*

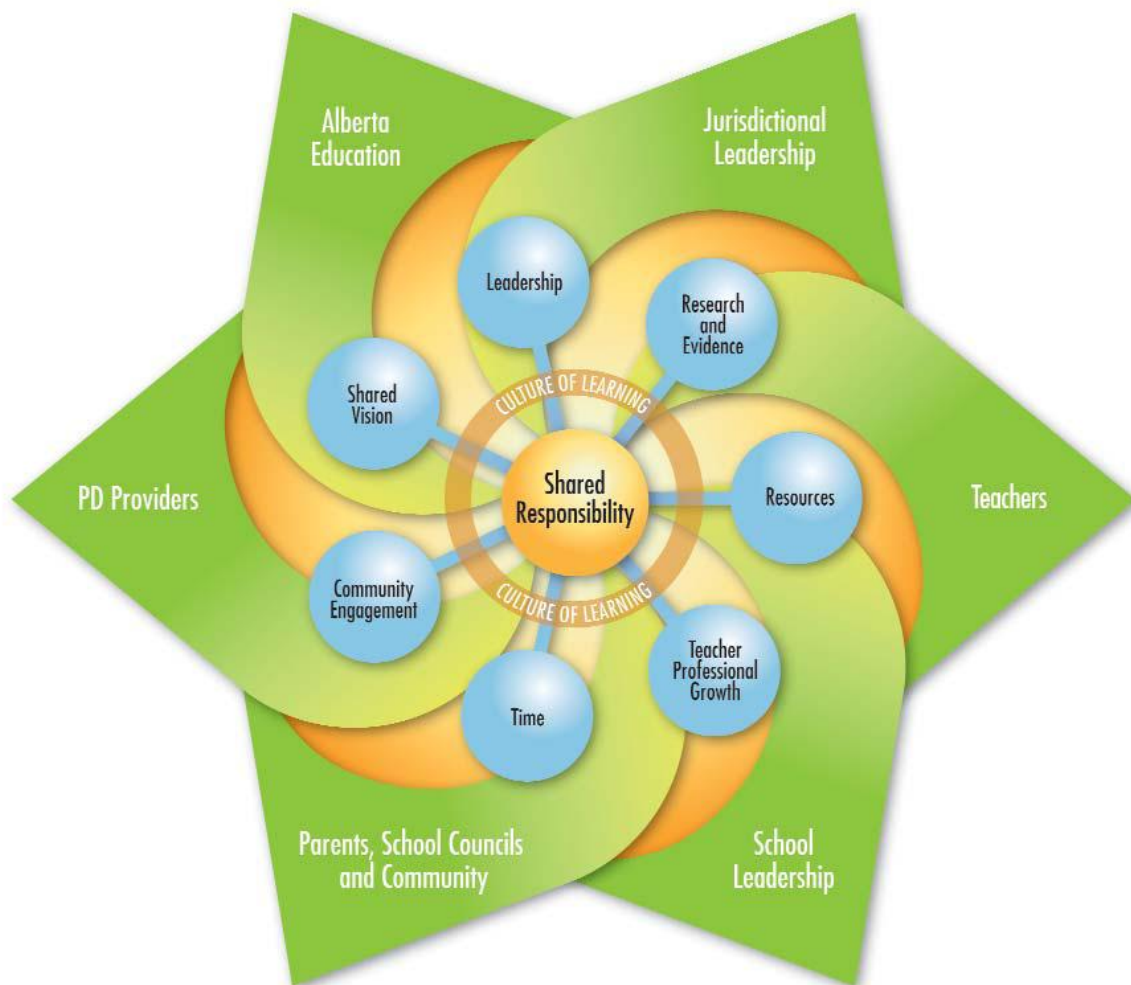
Action – The base funding provides partial funding for the SAPDC Curriculum Implementation Coordinator, who completes Needs Assessments within the region and designs/facilitates learning opportunities at a regional, district, and school level for the implementation of the math curriculum. In addition this funding provides for two part time Mathematics Implementation teachers, who are teaching demonstration classes for Math 10C, and posting planning, resources and reflections to the SAPDC Moodle for provincial implementation support.

SAPDC works with regional school district partnerships as well as other organizations (e.g. AAC, Southwestern and Southeastern Alberta Teachers' Convention Associations) to provide specialists and to provide sessions, as needed. The Calgary Regional Consortium collaborates with SAPDC to provide “leadership capacity development” and learning opportunities to French as a Second Language, and French Immersion teachers in Zone 6.

Essential Conditions to Support Implementation

Successful implementation is possible when education stakeholders collaboratively address seven essential conditions – shared vision, leadership, research and evidence, resources, teacher professional growth, time, and community engagement.

Figure 1 names the seven essential conditions (blue circles), identifies the education stakeholders involved in collaboratively addressing these essential conditions (green fins), and depicts the culture of learning within which educational policies, curricula, programs, initiatives, and priorities are implemented (orange circle).



Applying the Comprehensive PD Planning Cycle

As part of the grant deliverables, specific requirements have been identified including providing a comprehensive plan developed by the SAPDC that meets the expectations of Alberta Education and matches the regional needs of Zone 6. The regional plan is based on *A Guide to Comprehensive PD Planning* with consideration given to the pillars that support Alberta Regional Professional Development Consortia (ARPDC) beliefs surrounding curriculum implementation, effective collaboration, effective practice and effective adult learning as follows:

Effective Collaboration

Collaboration and communication are at the heart of the project design. Effective collaboration guides the **process** by which the project is developed, implemented and evaluated. As in a jig saw puzzle analogy, collaboration with, between and among stakeholders is critical.

Effective Practice

Professional development opportunities are designed to impact teacher practice. New curriculum implementation is requiring both changes in teaching pedagogy and content. As such, professional development opportunities for teachers need to include an emphasis on key program processes and concepts as articulated in the Program of Studies. The goal to support effective teacher practice guides decisions about the content and processes of the professional learning opportunities.

Effective Adult Learning

Consideration for the specific needs of the adult learner guides the design of professional learning opportunities. A variety of formats for professional learning exist and these varied formats are reflected in the project plan. Consideration of the adult learning **context** is an essential component of the project design.



Project Design

The SAPDC Advisory Committees and SAPDC Staff
use the
Comprehensive PD Planning Cycle
in consultation with **district curriculum leaders** from

Grasslands Regional Division, Horizon School Division, Lethbridge School District, Medicine Hat School District, Medicine Hat Catholic Schools, Palliser Regional Division, Prairie Rose Regional Division, Holy Spirit Catholic Schools, Livingstone Range School Division, Westwind School Division, Band Schools and Private/Charter Schools

SAPDC Advisory Committees:

- provide subject area background, expertise and experience
- represent stakeholder perspective
 - district office:
 - superintendents
 - curriculum coordinators
 - special education coordinators
 - technology coordinators
 - AISI coordinators
 - school-based administrators (CSA)
 - ATA PD Chairs
 - classroom teachers
 - pre-service teacher education
 - FNMI perspective
 - French (FSL/French Immersion)
 - Mathematics teachers
 - CTS Teachers
- contribute to the building of the regional plan
- communicate the intent of the plan, subsequent adaptations and evidence of success with their organizational network
- identify future regional needs

to develop, implement and evaluate the
SAPDC Regional Curriculum
Implementation Project Plan
as well as the
SAPDC Regional Mathematics Curriculum
Implementation Project Plan



Executive Director, Curriculum Implementation Coordinator, Technology and Mathematics Implementation Support Teachers:

- work as a team
- serve as a contact/liaison between Alberta Education and various Regional Advisory Committees
- consult and collaborate with various stakeholder groups on Regional Advisory Committees and/or Regional Consultation groups
- provide instructional leadership for the Regional Consortium
- through consultation and collaboration with various Advisory Committees and/or Regional Consultation groups and other ARPDC regional staff:
 - guides development of the regional plan
 - lead and guide the progress of the plan
 - plan for the coordination of resources and support collaboration provincially
 - gather evidence to inform future planning and demonstrate the effectiveness of the components of the plan

Applying the PD Planning Cycle in the SAPDC Regional Curriculum Project Plan and the Regional Mathematics Curriculum Project Plan

Conduct Environmental Scan and Participant Needs Assessment

- session feedback and ongoing needs assessment
- survey results – teacher and administrator
- appropriate district office contacts
- ATA PD Chairs & Specialist Councils
- AISI context
- advisory committee member and/or regional consultation feedback
- SAPDC board

Contextual Variables

- implementation demands for multiple programs of study
- costs associated with implementation
- availability of substitute teachers
- time away from the classroom
- teacher turnover

Reflect & Plan Ahead

- review and interpret evaluation data to inform future plans
- consider available human and financial resources
- start cycle again

Undertake Summative Evaluation

- spring survey questions based on indicators/sources of evidence identified in project goals
- session feedback data
- input from jurisdiction curriculum leaders

Revise Action Plan as Required

- responsive to ongoing feedback from teachers, jurisdiction leaders, and presenters
- communication with stakeholder groups
- communication with Alberta Education

Implement Action Plan

- the ongoing work of the consortium and jurisdictions
- communication with stakeholder groups
- communication with and support of SAPDC office staff

Finalize Action Plan and Measures

- consultation with advisory committee
- consultation with jurisdiction curriculum leaders
- communication with stakeholder groups
- share and confer with other consortia

Develop PD Program Goals

- AB Education grant deliverables
- Key program elements of the Program of Studies
- Project leadership – Executive Director, Curriculum Implementation Coordinator, Implementation Support Teachers
- jurisdiction initiatives and curriculum implementation plans, including linkage to AISI projects where applicable
- link back to needs assessment

Identify Possible PD Strategies

- past successes
- ideas gleaned through collaboration with other consortia and other PD providers, including ATA Specialist Council
- consultation with jurisdiction curriculum leaders and consideration of contextual variables
- consideration of research
- suggestions found in *Comprehensive Guide to PD Planning*



SAPDC Curriculum Implementation Grant (# 3739)

Designated Funds	Programs Developed To date (more to be planned)
<p style="text-align: center;">1. Mathematics</p> <ul style="list-style-type: none"> • 2009/2010 Imp. Grant (#3739) remaining \$ 160,925 • 2010/2011 Imp. Grant allocation (# 3739) \$222,300 <p>Total = \$383,225</p> <p>With Board pre-approval SAPDC has seconded a 1.0 Curriculum Implementation Coordinator, who is dedicated .80 to Math Implementation. Further, two teachers (.5 and .6) have been seconded for Math Implementation Support, primarily for High School Math, they are teaching Math 10C demo classes and posting lessons, resources and reflections to the SAPDC Moodle.</p> <p>Highlights of the 10-11 Plan</p> <ul style="list-style-type: none"> • http://www.sapdc.ca • Provide regional and district mathematics learning opportunities, as determined through collaboration & needs assessment. • Build leadership capacity within the SAPDC region. • Organize cohort groups where participants work together on a specific focus throughout the year. This will involve both face to face interaction and “Moodle” interaction. • Explore alternative professional development strategies • Partner with CARC to post Math 10C teacher lesson plans/assignments/activities on a Moodle where teachers across the province can access and participate in discussions http://moodle.sapdc.ca/ • Provide sessions for local Teachers conventions • Provide an introductory session on the Math Administrators toolkit, and a webinar to ARPDC Math Consultants to enable them to provide support to regional administrators • Plan and participate in two Provincial/Regional Math Institute days 	<p style="text-align: center;"><u>Mathematics Learning Opportunities</u></p> <p>Goal 1 – 1.1</p> <ul style="list-style-type: none"> • <i>A series of Math workshops, with David Decoste for teachers of Grades 3, 6, & 9, who are either new to the program or need a refresher.</i> • <i>4 Jurisdiction based Collaborative Work Sessions for the new Grade 10 Math programs, 10C & 10-3, with SAPDC Implementation Support Teacher</i> • <i>A Making Connections series of Math workshops, with David Decoste, for teachers of Grades K-10</i> • <i>A workshop by Trevor Brown for Developing Thinking in Mathematics for junior high math teachers</i> • <i>A workshop series, including a webinar series, with Steve Leinwand for grade 9 -12 teachers to Strengthen the Teaching & Learning of HS Math in Alberta</i> • <i>A series of workshops for Differentiating Learning in Math 10C will be offered in a cohort model</i> <p>Goal 1 – 1.2</p> <ul style="list-style-type: none"> • <i>Making Connections series of Math workshops, with David Decoste, for teachers of Grades K-10</i> • <i>A workshop by Trevor Brown for Developing Thinking in Mathematics for junior high math teachers</i> • <i>A workshop series with Steve Leinwand for grade 9 -12 teachers to Strengthen the Teaching & Learning of HS Math in Alberta</i> • <i>A series of two day Institutes will be provided by Cathy Fosnot, for mathematics in grades Pre K- 5</i> • <i>Marian Small will present sessions on Teaching Mathematics in a Multi-Grade</i>

<p>Technology based alternative delivery methods are being utilized in current sessions and explored for further learning opportunities.</p> <p>Alberta Education Contacts: Christine Henzel Christine.Henzel@gov.ab.ca (780) 415-8958 Helene Gendron Helene.Gendron@gov.ab.ca</p> <p>Summary of Plan in Appendix</p>	<p><i>Classroom, and Using Mathematical Processes as a Teaching Focus</i></p> <ul style="list-style-type: none"> • <i>Susan Clayton’s Understanding By Design sessions</i> • <i>Teachers’ Convention Sessions, SWATCA & SEATCA</i> <p>Based on identified/emergent needs, learning opportunities will continue to be designed and delivered.</p> <p>For updates, please see our website : www.sapdc.ca</p>
<p>2. Languages</p> <p>http://www.sapdc.ca</p> <ul style="list-style-type: none"> • 2010/2011 Federal French (ERLC # 3724) anticipated allocation 22,190 • 2010/2011 Implementation (Grant # 3739) 5,000 • Essential Conditions project 2,000 <p>Technology based alternative delivery methods are being utilized in current sessions and explored for further learning opportunities.</p> <p>SAPDC will promote and collaborate on Provincial Languages learning opportunities</p> <p>Alberta Education Contacts: Catherine Walker Catherine.Walker@gov.ab.ca (780) 422 0988 Christina Bexte Christina.Bexte@gov.ab.ca (780) 422–3216 Sigrid Olsen Sigrid.Olsen@gov.ab.ca (780) 422–2669</p>	<p>Second Languages Learning Opportunities</p> <p>French Language workshop series : Lise May How do I Motivate My Students to Enjoy my FSL Class? Inspirez la “joie due francais” chez vous eleves, Captez le Moment! (FRIM) Assessment in the FSL Class</p> <p>Outcomes-based Planning to lead to outcomes-based reporting in FSL (Marnie Beaudoin)</p> <p>ATA Teachers’ Convention Sessions SWATCA & SEATCA Lesley Doll DELF</p> <p>Myriam LeMay – Phonetics – French Immersion French Second Language cancelled</p> <p>Re- activation of French Language Advisory Committee</p> <p>Possible Essential Conditions pilot – pending, Increasing the capacity of FSL & FRIM teachers to deliver quality FSL & FRIM programs.</p>

3. Knowledge and Employability

- 2010/2011 Imp. Grant (# 3739) allocation \$5,000

Technology based alternative delivery methods are being utilized in current sessions and explored for further learning opportunities.

SAPDC will promote and collaborate on Provincial K and E learning opportunities planned by lead Consortium: Learning Network

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Keith Millions Keith.Millions@gov.ab.ca
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Knowledge & Employability Learning Opportunities

- Social Studies K & E (May)
- Understanding by Design, 2 day workshop – S. Clayton
- Continued exploration of curriculum, resources and speakers as needs are identified by jurisdictions

4. Career and Technology Studies

2010 - 2011 Implementation Grant Allocation:
\$5,000
Essential Conditions pilot 2,000
Grant # 3717 (CARC 2008-0652) anticipated \$10,00

Alberta Education Contact:

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Ernest LeFebvre Ernest.LeFebvre@gov.ab.ca

SAPDC will promote and collaborate all of the provincial CTS webinars and regional/provincial learning opportunities planned by lead consortium – Central Alberta Regional Consortium

Career & Technology Studies Learning Opportunities

SAPDC established a CTS Advisory Committee with representation from each district, to facilitate collaborative planning for CTS program support

SAPDC will organize a Mini Conference for CTS teachers during exam week, sessions to include those for the new CTS Pathway HRH **The SAPDC CTS Mini Conference – Building our Capacity to Provide High Quality CTS Programs in all our High Schools, took place on January 25, 2011, with sessions and participants.**

Monika Gysler presented the HRH full day workshop Projects & Practicums

SAPDC promoted and support CTS Health Symposium – November 2010

Essential Conditions Implementation pilot project- Increasing our Capacity to Deliver High Quality CTS Programs in All of our High Schools, developed in collaboration with Horizon, Grasslands, Lethbridge # 51, Holy Spirit & Palliser School Divisions

5. High School Science

- 2010/2011 Imp. Grant (# 3739) allocation \$5,000
- Science Gizmos (CARC grant 3744)

Technology based alternative delivery methods are being utilized in current sessions and explored for further learning opportunities.

SAPDC will promote and collaborate on Provincial Science learning opportunities planned by lead Consortium: Learning Network

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High School Science Learning Opportunities

- Science Assessment, Physics 20 & 30 – L. Pankratz
- Understanding by Design, 2 day workshop – S. Clayton
- Using Science Gizmos – Ready to Use, Interactive Computer Based Simulations **Cancelled**
- Assessment & Planning in HS Science using UBD – Deana Senn **Cancelled**
- Utilizing Technology Strategies to Increase Student Engagement & Teacher Motivation – L. Sproule **Cancelled**

ATA Teachers’ Convention sessions, SEATCA convention committee rejected proposal for a full day HS Biology session (after requesting), designed to provide support for UBD planning & assessment, and collaborative development of hands on learning activities

Alberta Education Business Plan Strategic Priorities and Initiatives

Based on AE's Priorities & Initiatives	Programs Developed to date
<p>1. Literacy</p> <ul style="list-style-type: none"> • 2010/2011 Imp. Grant (#3739) allocation \$15, 000 • Pan Canadian Literacy (ERLC Grant 2008-0210 , #3747)) • Pearson Living Literacy (CRC) <p>http://www.sapdc.ca</p> <p>Technology based alternative delivery methods are being utilized in current sessions and explored for further learning opportunities.</p> <p>SAPDC will promote and collaborate on Provincial Literacy learning opportunities planned by lead Consortiums:</p> <ul style="list-style-type: none"> . Edmonton Regional Learning Consortium . Calgary Regional Consortium <p>Alberta Education Contact: Jennifer Bushrod Jennifer.Bushrod@gov.ab.ca (780) 422-0624 Shelley Wells Shelley.Wells@gov.ab.ca (780) 427-3776 Ann Marie Lyseng Annmarie.Lyseng@gov.ab.ca (780)-422-0820</p>	<p>Literacy Learning Opportunities</p> <ul style="list-style-type: none"> • Literature to Support FNMI Student Success in Elementary Schools • Interventions for Low Progress Readers & Special Education Students • Marvelous Mini Lessons for Teaching Writing - upper elementary & middle school (L. Jamison) • Reaching Struggling Readers – upper elementary & middle school (L. Jamison) • Early Literacy K-3 (L. Jamison) <p>SAPDC will promote and collaborate on cached Provincial Literacy Framework Learning Opportunities planned by lead consortium – Edmonton Regional Learning Consortium</p> <p>SAPDC will promote Literacy Learning Opportunities for Pearson Living Literacy project planned by lead consortium – Calgary Regional Consortium</p>
<p>2. English As A Second Language</p> <ul style="list-style-type: none"> • 2010/2011 Imp. Grant (#3739) allocation \$10 ,000 <p>Technology based alternative delivery methods are being utilized in current sessions and explored for further learning opportunities.</p> <p>SAPDC will promote and collaborate on Provincial English Language Learners learning opportunities planned by lead Consortium: Calgary Regional Consortium</p> <p>Alberta Education Contacts: Catherine Walker Catherine.Walker@gov.ab.ca 780 422 0988 Mike Ettrich Mike.Ettrich@gov.ab.ca 780 644 8195 Kathy Salmon Kathy.Salmon@gov.ab.ca</p>	<p>English As A Second Language Learning Opportunities</p> <ul style="list-style-type: none"> • Understanding & Using English Language Proficiency Benchmarks Part 1 and follow-up in Spring 2011 not available • ESL Alberta Education Benchmarks, sessions designed for teachers working with Hutterian & Canadier populations not available <p>SAPDC will promote and collaborate on cached English Language Learning Opportunities</p> <p>Conducted Needs Assessment with Christ the Redeemer & Grasslands School Districts to determine needs with new immigrant populations and design learning opportunities in the community, at request of AB ED</p>

3.. FNMI Student Success

- 2010/2011 Imp. Grant (#3739) allocation \$5,000
- Unspecified carry forward \$5,000

<http://www.sapdc.ca>

SAPDC will promote and collaborate on Provincial FNMI learning opportunities planned by lead Consortiums:

- **Edmonton Regional Learning Consortium**

Alberta Education Contacts:

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FNMI Learning Opportunities

- **SAPDC Regional Advisory Committee** meetings with representatives from each district as well as Alberta Education
- **Transforming School Culture: Closing the Achievement Gap** – Kim Barker Kay (1 face-to-face and VC session in Lethbridge followed by 4 VC sessions throughout the province)
- **Literature Kits for Grades K – 6** – kit of books complete with facilitator guide of lessons and activities developed and presented by Thalia Hartson in both Medicine Hat and Lethbridge. SAPDC will provide one kit and complementary registration for one person per district that submits a plan for roll out of the kit in their district.
- **A Way of Thinking about Designing Learning and Teaching FNMI Children** – Susan Clayton (2 day face-to-face series in Lethbridge with VC to districts within the region)
- **Book Study – "Changing the Faces of Mathematics - Perspectives of Indigenous People of North America"** – SAPDC Mathematics Implementation Teacher, Mary Jo Rawleigh (9 supper club sessions with a combination of face-to-face in Lethbridge and VC throughout the province)
- **Introductory FNMI Family, Parent and Community Workshop** – Alberta Education and Consortia – November 23 – Lethbridge
- **FNMI Collaborative Frameworks** – Alberta Education and Consortia (sessions being given across the province with 1 day session in Lethbridge January 13)
- **Literature Kits for Grades 7 - 9** – kit of books complete with facilitator guide of lessons and activities developed and presented by Thalia Hartson in both Medicine Hat and Lethbridge. SAPDC will provide one kit and complementary registration for one person per district that submits a plan for roll out of the kit in their district. (being planned for spring)
- **Effective Assessment Practices for FNMI Students** – ATA (face-to-face sessions in Lethbridge and VC throughout the province being planned for spring)
- **Resources posted to SAPDC website**

** see FNMI program update on our web site www.sapdc.ca

4. **Inclusive Education**(Special Education/ Setting Direction/Differentiating Instruction)

- 2010/2011 Imp. Grant (#3739) allocation \$40, 000
- ERLC Grant # 2010-0206

<http://www.sapdc.ca>

Technology based alternative delivery methods are being utilized in current sessions and explored for further learning opportunities.

SAPDC will promote and collaborate with ARPDC and the local ATA specialist council in co-presenting speakers.

SAPDC will promote resources and learning opportunities developed by lead consortium ERLC

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Inclusive Education Learning Opportunities

- Woodcock Johnson III Training sessions
- Coaching Academy for Special Education Teachers (C. Bryan)
- Coaching Model & Strategies for Special Education teachers series (M. Southall)
- Instructional Coaching (J. Knight)
- Interventions for Low Progress Readers & Special Education Students (M. Southall)
- Positive Relationships – key element # 1 (webinar)
- Supporting Positive Behaviour in Alberta Schools
- Modification of the Classroom Environment Key Element # 2 (webinar)
- Differentiated Instruction – key Element # 3 (webinar)
- Understanding Student Behavior – key element # 4 (webinar)
- Teachers & Educational Asst. Working Together (webinar series)
- Social Skills Instruction – key element # 5 (webinar)
- Positive Reinforcement – key element # 6 (webinar)
- Fair & Predictable Consequences – key element # 7 (webinar)
- Collaborative Teamwork and Wraparound Process – key element # 8 (webinar)
- Data driven decision making – key element # 9 (webinar)
- Individual Support Plans – key element # 10 (webinar)
 - 3 webinars (Chris Bryan) to support Coaching Academy participants, these will have Conversation Guides developed and be cached on the web site
 - Advanced Cognitive Coaching – John Clarke

Established Inclusive Ed. Advisory Committee to provide guidance and input into program design.

5. 21st Century Learning (ICT and Distributed Learning)

- Distributed Learning Grant (2008-0787/5373) \$ 151,460
<http://www.sapdc.ca>

A 1.0 full time Distributed Professional Learning Consultant has been seconded to provide support to SAPDC staff and regional support for staff training and implementation of distributed learning strategies appropriately embedded within the curriculum.

Technology based alternative delivery methods are being utilized in current sessions and explored for further learning opportunities.

Alberta Education Contact:

Bette Gray Bette.Gray@gov.ab.ca
(780) 427 1509

6. Early Learning

- 2010-2011 Imp. Grant (#3739) allocation 5,000
- ERLC Grant # 2010-0207

SAPDC will collaborate with ERLC and other stakeholders in the planning and implementation of a provincial Early Learning Symposium December 6, 2010

21st Century Learner Learning Opportunities

- Teachers' Knowledge for Effective Technology Integration
- Beginner & Novice SMART Board training
- SMART Response – Formative Assessment Applications (webinar)
- Digital Copyright – What does it mean & where to find appropriate digital resources (webinar)
- Classroom Walkthroughs – J. Antonetti
- Learning Cubed: Engaging the Whole Child – J. Antonetti

A minimum 4 PD days per district delivered for supporting integrating technology into the curriculum offered by the SAPDC
Implementation Support Teacher – K. Hakstol

Various integrated curriculum ICT strategies offered by SAPDC implementation support teachers

Established an Advisory Committee to provide guidance and input into program design.

** see Distributed Learning program updat posted on our website www.sapdc.ca

Early Learning

Early Learning Symposium sites:

- Lethbridge
- Medicine Hat
- Brooks

- Early Literacy- Reading & Writing sessions – L. Jamison
- K-3 Learning Carpet workshop cancelled
- Galileo workshops (3) Designing a Play-Based classroom ***
- Triple P pilot project training & accreditation

Established Early Learning Advisory Committee to provide guidance and input into program design.

7. Leadership Capacity Building

- 2010-2011 Imp. Grant (#3739) allocation 15,000

<http://www.sapdc.ca>

8. Assessment

- 2010-2011 Imp. Grant (#3739) allocation 10,000

<http://www.sapdc.ca>

9. Work Place Health & Safety

- 2010-2011 Imp. Grant (#3739) allocation 2,000
- 2010-2011 Grant # 3750

<http://sapdc.ca>

Collaboration and support for learning opportunities developed by lead consortiums CARC/LN

Leadership Capacity Building Learning Opportunities

- Learning Cubed: Engaging the Whole Child, Every Child – J. Antonetti
- Research Based Instructional Strategies – J. Antonetti
- Understanding by Design series – S. Clayton
- Look 2 Learn: A New Focus for Classroom Walkthrough – J. Antonetti
- Instructional Coaching: How Principals can Support Coaches & Visa Versa (webinar series) J. Knight
- Transforming School Culture: Closing the Achievement Gap – book study
- Coaching Academy – Chris Bryan
- Instructional Coaching: Strategies to Facilitate Successful Coaching – J. Knight
- 3 Coaching webinars to support Coaching Academy participants and others exploring the learning coach role
- Advanced Cognitive Coaching – John Clarke

Assessment Learning Opportunities

- Interpreting Achievement Test Results (canc.)
- Interpreting Diploma Exam Results (canc.)
- Assessment in the FSL Classroom: Focusing on Building Language Proficiency
- ESL Benchmarks follow-up not available
- ESL Benchmarks & Assessment for Learning, for teachers of Hutterian and Canadier students not available

Work Place Health & Safety Learning Opportunities

Explore learning opportunities that exist with other consortia and PD Providers, to support the needs of jurisdictions within the region.

<p>10. <u>Beginning Teachers</u></p> <ul style="list-style-type: none"> • 2010-2011 Imp. Grant (#3739) allocation 3,000 http://www.sapdc.ca <p>SAPDC will collaborate with ARPDC consortia and other PD Providers to develop/advertise learning opportunities for beginning teachers.</p> <p>11. <u>Support Staff</u></p> <ul style="list-style-type: none"> • 2010-2011 Imp. Grant (#3739) allocation 2,000 • LN Grant 2008-0020 Supporting Positive Behaviour <p>http://www.sapdc.ca</p> <p>SAPDC will collaborate with ARPDC consortia and other PD Providers to develop/advertise learning opportunities for paraprofessional staff.</p>	<p>Beginning Teacher’s Learning Opportunities</p> <ul style="list-style-type: none"> • Three-part webinar series Classroom Management, Parents as Partners & Reporting student progress, Student Motivation and Instructional Intelligences • 2009-2010 SAPDC Cohort group that was part of the DPL Demonstration Project, may continue with a general population teacher cohort to support differentiation in Mathematics <p>Support Staff Learning Opportunities</p> <ul style="list-style-type: none"> • Positive Relationships – key element # 1 (webinar) • Supporting Positive Behaviour in Alberta Schools • Modification of the Classroom Environment Key Element # 2 (webinar) • Differentiated Instruction – key Element # 3 (webinar) • Understanding Student Behavior – key element # 4 (webinar) • Teachers & Educational Asst. Working Together (webinar series) • Social Skills Instruction – key element # 5 (webinar) • Positive Reinforcement – key element # 6 (webinar) • Fair & Predictable Consequences – key element # 7 (webinar) • Collaborative Teamwork and Wraparound Process – key element # 8 (webinar) • Data driven decision making – key element # 9 (webinar) • Individual Support Plans – key element # 10 (webinar)
<p>12. <u>Social Studies</u></p> <p>2010- 2011 SS Grant (#2007-0245) Completion – 38,328</p> <p>13. <u>Other</u></p> <p>As other priorities and initiatives are identified learning opportunities will be organized</p> <ul style="list-style-type: none"> • 2010-2011 Imp. Grant (#3739) allocation 15,000 	<p>Social Studies</p> <p>Social Studies Resource Development, brokered to AAC & housed on AAC website with link on SAPDC site</p> <p>Grades 6 & 9 Unit & Assessment Plans;</p> <p>High School Assessment;</p> <p>Gr. 6 & 9 PLC Resources</p>

Note 1: As programs are developed they are posted on the SAPDC website. Stakeholders and Alberta Education should check the website on an ongoing basis for information.
www.sapdc.ca

Consultations and Collaboration

During the 2010 – 2011 year, SAPDC will collaborate with various stakeholders to plan, develop and provide appropriate learning opportunities for Zone 6 teachers. Planned consultations include:

- Face to face consultation with school district leadership teams
- Post Secondary Institution Leaders
- Specific Subject Advisory Committees
- Alberta Education Key Managers
- Alberta Teachers' Association Zone Specialist Councils
- Alberta Teachers' Association Convention Boards
- Alberta Teachers' Association Zone 6 PD chairs
- Alberta Assessment Consortium

Indicators of Success

Every effort is made to determine the success of sessions through the use of session evaluation forms; the collection of “stories” related to strategies participants will integrate into their current context; and comments provided. For all sessions electronic evaluation forms are sent to participants immediately following the session. The resources and evaluation methods used are based on current, accepted and appropriate research strategies and/or professional development assessment approaches. Evaluation/Assessment methods about the effectiveness of the Support for Implementation Plan facilitated by SAPDC will include:

Effective Collaboration:

- completion of environmental scan and district needs assessments
- development of comprehensive professional development plans

Effective Planning:

- teacher involvement in communities of practice
- comments and connections made with teachers as a follow-up to learning opportunities
- satisfaction of SAPDC supports for districts

Effective Adult Learning:

- number of participants in attendance at each in-service
- session evaluation/feedback (see appendix 2 for sample)
 - based on the research in professional development about evaluation of adult learning from Joellen Killion, Thomas Guskey and others, participants will be asked to evaluate:

- *feedback for the presenter,*
- *feedback on the session,*
- *reflections on the participants learning, and*
- *their needs for further learning on the topic*

- number of professional development experiences provided to teachers, administrators and curriculum leaders/lead teachers
- number of hits and users of web tutorials, on-line courses and other technology related sessions
- review of the emerging “essential conditions to support implementation” framework to explore ways of measuring impact of professional development on teacher practice

The concept of measuring longer term impact on teacher practice will be explored this year, especially with participants of cohort groups.

Year End Reporting

The final report for the Implementation Plan will:

- report on the results of planned sessions;
- summarize the services and professional learning opportunities provided to teachers, administrators and curriculum leaders/lead teachers;
- assess whether the Alberta Education grant deliverables were met;
- highlight successes;
- outline challenges;
- address future needs; and
- provide a financial summary.

APPENDIX 1

SAPDC Implementation Plan Budget 2010-2011

Revenue

Implementation Grant Budget 2010 – 2011	\$342,000.00
Implementation Grant Carry Over 2009 – 2010	\$52,493.00
Math Implementation Grant Carry Over 2009 – 2010	\$160,925.00

\$ 555,418.22

Unspecified Carry Over 2009-2010 (program revenue, GST, expired grants)	\$45,300.78
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**Revenue Curr. Implementation & Strategic Priorities Plan:
\$600,719.00**

Expenditures Curriculum Implementation & Strategic Priorities

Base Funding - Operational

2010-2011

SAPDC Office Management & Program Support	\$75,000.00
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Curriculum Implementation Proportional Funding 2010-2011

Math (65% of total) Math Carry Forward 09-10	\$222,300.00 + \$160,925.00	\$383,225.22.
Languages	\$5,000.00	
Knowledge & Employability	\$5,000.00	
High School Science	\$5,000.00	
CTS	\$ 5,000.00	
Total		\$ 403,225.22

Strategic Priorities & Initiatives: Curriculum Imp. Unspec. Carry Over			TOTAL
Administrative/Leadership Capacity	5,000.00	15,000.00	20,000.00
Assessment Practices	NIL	10,000.00	10,000.00
Beginning Teaches	NIL	3,000.00	3,000.00
Early Learning	NIL	5,000.00	5,000.00
English as a Second Language	5,000.00	5,000.00	10,000.00
FNMI	5,000.00	5,000.00	10,000.00
Inclusive Education/Setting Direction	40,000.00	NIL	40,000.00
Literacy	15,000.00	NIL	15,000.00
Support Staff	NIL	2,000.00	2,000.00
Work Place Safety	NIL	2,000.00	2,000.00
Other *	5,493.78	NIL	5,493.78
Total Strategic Priorities & Initiatives =	75,493.78	47,000.00	\$122,493.78

Note: There are no locally developed courses this year, as Alberta Education is not accepting submissions for 2010-2011.

Revenue Carry Over Grants

Social Studies Grant 2009-2010 \$ 38,328.52
Dist. Learning Grant 2009-2010 \$151,459.81

Grant Expenses from Carry Over Grants

2010-2011

Social Studies	\$ 38,328.52
Distributed Learning/ 21 st Century Learning	\$ 151,459.81

Total Revenue = \$795,507.52 Total Expenditures = \$795,507.92

Note 2: Allocated Funds not spent in 2009 – 2010 were redistributed in 2010 – 2011.

APPENDIX 2



"A partnership to nurture continuing educational excellence"

**The Southern Alberta
Professional Development Consortium
Regional Mathematics Implementation Plan
2010 – 2011
(Year 3)**

Submitted to Alberta Education

by:

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**Margaret Jenkins
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Desired Results

Established Goal: To provide effective professional development opportunities for implementation of the revised Mathematics Program of Studies to all Grades K – 12 Mathematics teachers, administrators and curriculum leaders in the SAPDC region. The focus is to enhance professional practice and build capacity, ultimately promoting and enhancing student learning. The specific target audience is educators of the Mathematics 20 level courses in preparation for 2010-2011 pre- implementation, as well as those for which implementation of the revised Mathematics Program of Studies is already mandatory.

Enduring Understandings:

“The primary purpose of public schooling is to promote student learning. Research has shown student learning is enhanced when jurisdiction staff have access to effective professional development. Professional development should focus on enhancing professional practice and building capacity.”
A Guide to Comprehensive Professional Development Planning

“Successful implementation requires the coordinated, collaborative, and comprehensive efforts of education partners working together towards a shared vision of learning success for all students.”
A Guide to Support Implementation: Essential Conditions

Essential Questions:

What professional development have grades K – 12 Mathematics teachers and administrators in the SAPDC region had access to, and has it been effective?

Have the professional learning opportunities that the SAPDC has offered enhanced professional practice and built capacity? If so, what professional practices are now being seen in classrooms which reflect the revised Mathematics P of S, and promote and enhance student learning?

Results:

As a result of the professional development opportunities SAPDC has offered to support implementation of the revised Mathematics P of S to all Grades K – 12 Mathematics teachers and administrators in the SAPDC region, professional practice will be enhanced, capacity built, and ultimately, learning success for all students.

Evidence of Success

Quantitative Indicators and Evidence:

- Number of regional and district sessions
- Number of participants who attended regional and district sessions as per attendance data
- Percentage of participant intent to change practices, and satisfaction with both regional and district sessions as per the ARPDC Feedback forms throughout the year
- Percentage of stakeholders comfortable with teaching the revised P of S, as well as greatest areas of need as per the year end survey
- Percentage of stakeholders implementing formative and performance-based assessment as well as greatest areas of need with regards to assessment, as per the year end survey

Mathematics courses on the SAPDC Moodle

- Monthly comparison of number of views
- Monthly comparison of number of users
- Monthly comparison of number of participants who contribute to the 10C and 10-3 courses
- Percentage of participants satisfied with the Mathe courses on the Moodle site as per year end survey

Qualitative Indicators and Evidence:

- District curriculum leader satisfaction with district delivered sessions as reported on the Post Session Reporting form throughout the year
- Participant comments re: change of practice in the areas of planning, instructional strategies, student engagement and/or assessment as reported on the:
 - SAPDC teacher “Evidence of Success” reporting form throughout the year
 - year end survey
- Administrator observation of teaching practices including planning, assessment, instructional strategies, and student engagement as per the year end SAPDC Administrator “Evidence of Success” reporting form
- Anecdotal stakeholder feedback re: the Mathematics courses on the Moodle site as per year end survey results

SAPDC Action Plans for Grant Deliverables as they apply to Implementation of the Revised Mathematics Program of Studies

<p>1. Annual base funding of \$75,000 will be provided to assist with operational and equity issues. This is targeted for such items as administrative support, coordination, research, staffing, sustainable human resources funds, for teleconferencing /videoconferencing, etc.</p>	<p>Action: SAPDC will use the \$75,000 to maintain office staff to support the operational work of the consortium which has experienced considerable growth, in all areas including Mathematics, in the number of workshop offerings, meetings, and implementation support staff, as well as the increased record-keeping and reporting.</p>
<p>2. Annual proportional funding in the amount of \$267,000 is provided to the consortium for Implementation of new and revised programs of study in the pre-implementation and mandatory implementation years.</p> <p style="text-align: center;"><i>Implementation strategies are as follows:</i></p> <p>a. collaborate with regional advisory committees and other consortia to develop implementation plans, strategies and opportunities to meet provincial and locally identified needs in congruence with provincial direction.</p>	<p>Action: SAPDC has designated, as required, 65% of their Implementation Grant 173,550, plus a 2009-2010 carry forward of 160,925 to support implementation of the revised Mathematics P of S from September 2010 through August 2011.</p> <p>Thirteen members representing each of the ten districts, rural and urban, and the various divisions including Central Office, Administrator, teacher, ATA, and SAPDC representation will continue to make up the SAPDC Mathematics Advisory Committee which will continue to three times per year.</p> <p>SAPDC will continue to work closely with other consortia as follows:</p> <ul style="list-style-type: none"> • meeting monthly with the regional math team • collaborating on presenters and sessions • offering VC and Elluminate sessions province wide • posting cached webinars to the ARPDC website • sharing materials including two parent podcasts (Grades K – 9 and high school) with all consortia via the SAPDC website • partnering with CARC who has teachers posting 10-3 Mathematics lessons, etc., to the SAPDC Moodle • opening both the 10C and 10-3 courses, which are housed on the SAPDC Moodle site, to all high school Mathematic teachers across the province • hosting the High School Mathematics Institute including regular meetings with Mathematics team members and AB ED via Elluminate, and housing all Institute information, past and present, on the SAPDC Moodle site • acting as co-lead of the Alberta PD project for the regional consortia • representing regional consortia at MCATA (possibly)
<p>b) develop a regional professional development plan to support implementation including a work plan and budget submitted by October 31, 2010.</p>	<p>Action: The SAPDC PD plan follows the PD planning cycle and data from previous years informs the actions. It is written in a UbD format, and includes:</p> <ul style="list-style-type: none"> • action for all grant deliverables • specific goals and strategies as well as PD planned to date to provide, as recommended, continued, ongoing professional learning opportunities in the areas recommended including but not limited to: <ul style="list-style-type: none"> ○ effective integration of technology ○ designing performance based assessment

	<ul style="list-style-type: none">○ job-embedded professional learning , including, but not limited to Implementation Support Teacher district sessions as well as teaching a class and posting lessons, reflections, etc., on the SAPDC and Moodle, and posting resources on the SAPDC and Moodle for ease of access for participants○ opportunities for administrators' to develop more familiarity with the revised P of S○ professional learning opportunities for parents● Quantitative and qualitative data will continue to inform the plan to ensure continued successful implementation. In addition to indicators used last year, as per the recommendation, SAPDC will continue to explore capturing teacher practices in classrooms using video footage for evidence of successful implementation of the revised P of S.
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<p>Goal 1: To support regional curriculum implementation</p> <p>Strategy 1 To support educators involved in teaching the revised curriculum that is mandatory during the 2010-2011 and 2011-2012 school years.</p> <p>Strategy 2 To support educators who are involved already in implementing revised curriculum</p> <p>Support includes: Capacity building Support for Administrators Delivery via Distributed Learning</p>	<p>PD planned to date to address Goal 1, Strategy 1:</p> <ul style="list-style-type: none"> • 1-day sessions - Math for those new to Grades 3,6,9 and 10 and for those who need a refresher – DeCoste – face to face in Medicine Hat and Lethbridge • 2-day series for all grades K – 10 – Making Connections with Math – DeCoste – face-to-face in Med Hat and Lethbridge • Mathematics 10C course taught by SAPDC Implementation teachers Bonnie Layton (semester) and Mary Jo Rawleigh (quarter system) and lessons, reflections, resources, etc., posted daily on SAPDC Moodle site available to all high school Mathematics teachers across the province • Mathematics 10-3 course taught by 2 teachers in CARC and lessons, reflections, and resources also posted on SAPDC Moodle site available to all high school Mathematics teachers across the province • 2-part series – High School – Strengthening Teaching and Learning of High School Mathematics – Leinwand (face-to-face in Lethbridge and VC throughout the SAPDC region with two province-wide webinars in the spring • As part of the DPL Demonstration Project, Mary Jo Rawleigh will lead a 4 part series Cohort of 10C teachers on differentiation at the high school level – delivered face-to-face and VC and also required attendance at various learning opportunities being offered. • Book Study – Rawleigh – Changing Faces in Mathematics: An Aboriginal Perspective – December through April – face-to-face and VC • Consortia Implementation Teacher, Mary Jo Rawleigh will present on implementation of 10C and/or 20 level course at SWATCA and SEATCA • Consortia Implementation Teacher, Mary Jo Rawleigh will present on professional development provided via the SAPDC 10C and CARC 10-3 Moodle courses posted on the SAPDC Moodle site at MCATA • Resources provided on the SAPDC website • Promotion of other consortia sessions • Promotion of ARPDC site for cached webinars • Promotion of attendance at MCATA • Distributed Learning Grade 10 Mathematics Courses – Alberta Education (session being planned for spring delivery) • Implementation Count-down: Grade 11 Mathematics Courses – Alberta Education (session being planned for spring delivery) <p>PD planned to date to address Goal 1, Strategy 2:</p> <ul style="list-style-type: none"> • 3-part planning series – Understanding by Design – Clayton (supper club in Lethbridge and full day sessions in Med Hat) • Mathematics Tool Kit – aimed at curriculum leaders of Grades K – 9 – developed by Bennett and DeCoste (delivered face-to-face and via VC throughout the region, and via Elluminate to other consortia Mathematic consultants for roll out across the province. Cached webinar to be posted on ARPDC website) • 2-day series for all grades K – 10 – Making Connections with Math – DeCoste (face-to-face in Medicine Hat and Lethbridge) • 1-day session for elementary grades – Literature & Mathematics – De Coste – (delivered face-to-face from Leth., and VC throughout the SAPDC region) • 2 part webinar series – Div II – Teaching Mathematics in Multigrade Classroom – Small (cached webinars to be posted on ARPDC website) • 2-day Institute – Pre K – 2 – Early Number Sense – Fosnot (face-to-face in Lethbridge possibly with follow-up webinars) • 2-day Institute – Grades 3 – 5 – Mult. and Division -- Fosnot (face-to-face in Lethbridge possibly with follow-up webinars)
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<p>Goal 2: To support district plans and needs</p> <p>Strategy 1 To support common region and district needs</p> <p>Strategy 2 To provide Implementation Support Teachers to districts to assist in meeting district needs</p> <p>Support includes: Capacity building Support for Administrators Delivery via Distributed Learning</p>	<ul style="list-style-type: none"> • 1-day session – Grades 7 – 9 – Developing Thinking in Mathematics– Brown (face-to-face in Lethbridge) • AB ED sessions re: PAT’s and diplomas (delivered face-to-face in Medicine Hat and Lethbridge and often via VC) • Resources on SAPDC website • ARPDC website for cached webinars • Alberta PD website to access information on differentiation and participate in the project • Promotion of other consortia sessions • Promotion of attendance at MCATA • Distributed Learning Grade 9 Mathematics Course – Alberta Education (session being planned for spring delivery) • 1-day session – Grades K – 12 – Learn Alberta for Mathematics (delivered in Medicine Hat and Lethbridge with VC to district sites session being planned for spring delivery) <p>PD planned to date to support Goal 2, Strategy 1:</p> <ul style="list-style-type: none"> • 2 parent podcasts, one K – 9 implementation and one for high school implementation (available to all parents, schools, and districts across the province via the SAPDC website) • SMART Math Tool session organized by CARC accessed for districts in SAPDC via VC • Fall requests from districts to provide a curriculum update for administrators and address what they will see in classrooms implementing the revised P of S (being planned to involve classroom teachers in Zone 6 and possibly AB ED) • Resources on SAPDC website and Moodle site • ARPDC website for cached webinars • Alberta PD website • Promotion of other consortia sessions • Promotion of attendance at MCATA <p>PD planned to date to support Goal 2, Strategy 2</p> <ul style="list-style-type: none"> • Provision of 3 days per district to access SAPDC Implementation Teacher, Mary Jo Rawleigh, from Nov 5, 2010 through April 7, 2011 • Series of four supper club Collaborative Work Sessions – Rawleigh – to take place in each of the 10 districts in SAPDC on a monthly basis from November through April • Provision of 2 days per district to access SAPDC Technology Implementation Teacher, Ken Hakstol, • Resources on SAPDC website (http://sapdc.ca) and moodle site (http://moodle.sapdc.ca/moodle/) • ARPDC website for cached webinars • Alberta PD website • Promotion of other consortia sessions • Promotion of attendance at MCATA
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<p>c) <i>integrate strategic priorities and initiatives as outlined within the Alberta Education Business Plan as part of the implementation plan during the 2009 – 2010 year.</i></p>	<p>Action: As Mathematics is not part of the AB ED business plan this deliverable is not applicable to the Mathematics Implementation Plan</p>
<p>d) <i>be responsive with built in flexibility to best serve the needs of school authority personnel within the area or zone offering a wide variety of approaches and opportunities. Emerging technologies within the plan will allow for increased variety for adults to learn.</i></p>	<p>Action:</p> <ul style="list-style-type: none"> • As identified throughout the Plan, SAPDC will provide a wide variety of activities and opportunities which include, but are not limited to capacity building, familiarity with programs of studies, facilitating assessment practices, establishing communities of teaching and learning practice based on related research, incorporating emerging technologies and assisting school authorities with their implementation plans and delivery models / approaches. • SAPDC will share of information for curriculum leaders on the Mathematics Moodle • Responsiveness and flexibility are built into the planning process and are integral components of the plan.
<p>e) <i>work with and model: A Guide to Comprehensive Professional Development Planning document</i></p>	<p>Action:</p> <ul style="list-style-type: none"> • The Guide has been used in developing this SAPDC plan • Support in using the Guide will be provided to districts by: <ul style="list-style-type: none"> ○ sharing SAPDC evidence and indicators from various feedback forms throughout the year and the annual SAPDC/Zone 6 and/or Mathematics survey at year end ○ meeting with district leaders in the fall to discuss district implementation plans, provide further SAPDC evidence and indicators from the previous year, and provide assistance in working through the Guide to develop and/or add to their plan.
<p>f) <i>consult with key AB ED Lead Managers and Directors a minimum of twice during the year as well as on a needs basis to help allocate funding parameters and priorities. Additionally EDs will collaborate with one another to establish relative consistency or commonality across the province.</i></p>	<p>Action: SAPDC will continue to consult with AB ED and discussion with other consortia with regards to:</p> <ul style="list-style-type: none"> • direction for the development of plans to support implementation of revised curriculum with an emphasis on what constitutes “Evidence of Success” continues. • the recommendation that a backwards design approach be applied to future grants so that a direction is set and it is known in advance what data needs to be gathered for reporting.
<p>g) <i>develop processes and tools to assist school authorities in the collection as well as tracking and reporting of “evidence of success” of effective implementation.</i></p>	<p>Action: SAPDC will continue to</p> <ul style="list-style-type: none"> • participate in ARPDC stakeholders committees addressing essential conditions for successful implementation and ‘evidence of success.’ • provide assistance to districts including sharing of indicators and success data
<p>h) <i>collaborate with other P.D. providers and</i></p>	<p>Action: Collaboration will continue including, but not</p>

<p><i>stakeholders (e.g. AAC, Galileo, 2Learn, ATA, ADETA, and Alberta Post Secondary Institutions) in the planning and development of program offerings and supports.</i></p>	<p>limited to working with:</p> <ul style="list-style-type: none"> • AB ED, presenting sessions such as those pertaining to the PAT's, diplomas and philosophy of new curriculum, involvement with planning the Institute, and considering recommendations pertaining to Mathematics implementation • the Alberta PD project, including a cohort project on differentiation in the Mathematics 10C classroom • the AAC, including one SAPDC implementation support teacher presenting at the AAC conference • MCATA, including collaborating on presenters and making a request to represent regional consortia at MCATA • SMART, including sessions on integration of technology into Mathematics, Math Tools, etc., • a southern Alberta Inter-jurisdictional group comprised of 6 of the 10 districts in the SAPDC region who are focusing on developing lessons which integrate technology and Mathematics, perhaps by sharing resources • the ATA, and the possibility of accessing sessions they offer • universities, and the possibility of accessing curriculum leaders at this level to present sessions as well as getting more curriculum leaders and student teachers to access the sessions offered by SAPDC • CASS, and considering recommendations made pertaining to Mathematics implementation
<p>i) <i>provide a Final Report, which is to include financial information, on or before November 30, 2010 Including a work plan which contains the following:</i></p> <ul style="list-style-type: none"> • data from key indicators relative to evidence of success observations and inferences, reflections and recommendations from implementation features supported and accomplished 	<p>Action: The Mathematics report, including financial information as well as information relative to evidence of success along with key indicators and implementation features supported and accomplished during the 2010-2011 implementation year will be submitted as directed.</p> <p>SAPDC will continue the conversation with AB ED as to what constitutes 'Evidence of Success' so that these indicators can be built into an implementation plan complete with goals and implementation strategies to be supported and accomplished.</p>
<p>j) <i>deliver the Mathematics Institutes if Alberta Education and stakeholders determines that the institutes are to occur. Alberta Education will provide organizational support and the ARPDC will appoint a Consortia Project Lead. Costs / expenses for these will be shared by all seven consortia on a proportional basis.</i></p>	<p>Action: The SAPDC will be hosting the third High School Mathematics Institute in Jan., 2011. Work to date includes:</p> <ul style="list-style-type: none"> • The first planning meeting with AB ED and regional Mathematics committee members took place on Sept., 22nd 2010 and will continue on a regular basis. • The SAPDC Moodle site will house all information including information on the previous Institutes. • Keynote, Marian Small will present on differentiation in the high school classroom and will involve SAPDC, and perhaps CARC Implementation Support Teachers in delivering the message including video footage of "what implementation of the revised P of S with regards to differentiation looks like in the high school classroom."

	<ul style="list-style-type: none"> • A webcast will be used to connect regional sites where face-to-face sessions will be held. • Two follow-up province wide webinars will take place. All sessions will be archived on the ARPDC site.
<p>k) <i>coordinate, as determined in advance other "one-time" events.</i></p>	<p>Action: A regional and/or province wide Mathematics fair to showcase project-based learning projects which have been developed by teachers over the past three years will be considered.</p>
<p>l) <i>employ subject area(s) coordinator/consultant(s) to help facilitate effective implementation and delivery plans</i></p>	<p>Action: Based on a very successful year in 2009-10 with the hiring of a Program Coordinator, Marg Jenkins has been hired as Curriculum Implementation Coordinator for Mathematics, and other areas. Marg will continue to assist with the collaboration, and to manage the project coordination and administration that is necessary in implementation of revised curriculum and AB Ed business priorities, Her work with Mathematics will include, but is not limited to:</p> <ul style="list-style-type: none"> • ongoing and consistent communication with districts, other consortia, Alberta Education and other PD providers • supervision of Implementation Support Teachers • implementation of regional and district sessions • development and implementation of plans and reports • overall supervision of the SAPDC Moodle and Mathematics portion of the website <p>The work of the Curriculum Implementation Coordinator, will continue to be absolutely necessary if we are all to work together and not simply side by side, to develop and implement the revised Mathematics P of S and other AB Ed business priorities, in an effort to provide the best learning opportunities for educators in Zone 6 and ultimately, to the children in our care.</p> <p>Based on the very successful model of the SAPDC Mathematics Implementation Support Teacher model in 2009-10 Bonnie Layton and Mary Jo Rawleigh have been hired part time as Mathematics Implementation Support Teachers. Bonnie's .5 FTE focuses on Math 10C and Mary Jo has .6 FTE focusing on high school Mathematics. Both are teaching and posting their lessons, reflections, etc., on the Moodle. Mary Jo will also be providing district and regional sessions.</p> <p>As the SAPDC Mathematics plan will continue to include emerging technologies and alternate forms of professional development delivery including technology mediated forms of professional learning, Ken Hakstol has been hired to continue to assist with technology implementation support in Mathematics and other areas.</p>

SAPDC Mathematics Implementation Project Budget 2010- 2011

REVENUE:

AE Allocation (65%)	222,300
Carry Forward Math Allocation 09-10	160,925

TOTAL REVENUE 383,225.

Proposed EXPENDITURES

Learning Opportunities

Regional Level PD	\$60,000
District Delivered PD Allocation	\$25,000
Regional Consultants Expenses	\$10,000
ARPDC Secondary Institute	\$20,000
Workshop expenses (Copying & Materials)	\$10,000
Professional Resources	\$3,000
Administrator Toolkit	\$6,000
Administrator Sessions	\$2,000
Total	\$136,000

Administration

Implementation Support Secondments	\$204,288.80
Consultant Expenses (Travel within region, etc.)	\$20,000
Regional Advisory Committee	\$5,000
Exec Dir and Program Services Mtgs/Expenses	\$8,000
Sub-total	\$237,288.80

Total \$373,288.80

Contingency for Programs	\$5,000
Contingency for Administration	\$4,936.42

Revenue – Expenditures Carry Forward (\$0)

* Workshop Expenses (Copying and Materials) charged to specific programs and included under Regional Level PD

APPENDIX 3



Alberta **Regional** Consortia

Alberta Regional Professional Development Consortia* Beliefs about Curriculum Implementation

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

* ARPDC is comprised of 7 regional consortium across the province including: Northwest Regional Learning Consortium, Edmonton Regional Learning Consortium, Learning Network, Central Alberta Regional Consortium, Consortium Provincial Francophone pour le perfectionnement professionnel, Calgary Regional Consortium and Southern Alberta Professional Development Consortium. To link to each individual consortium please visit the provincial website at www.arpdc.ab.ca

* ARPDC gratefully acknowledges the involvement of the ATA and Alberta Education in the development of these beliefs 2005

APPENDIX 4



The Alberta Regional Professional Development Consortia (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.

There are 6 regional consortia governed by the stakeholders listed at the top of this page and a 7th consortium serving the needs of Francophone schools districts. Consortium provides service to jurisdictions in a particular region.

Provincial Initiatives: (often delivered regionally)

- **Essential Conditions** (www.essentialconditions.ca): Opportunities for field testing. \$6000.00 or \$2000.00 projects – see letters of invitation.
- **Early Learning Symposium** December 6th Webcast sites across the province - register via your regional consortium and development & sharing of videotapes and conversation guides of break-out sessions across the province.
- **Math Institute** January 26 Webcast to multiple sites across the province
- **Social Studies Survey** to seek teachers' reflection on implementation.
- **FNMI Family, Parent and Community Engagement** in support of Goal Three, Strategy 3.1 - November
- **French provincial projects:** French Immersion novel study resource, FSL conversation meeting guide, FSL Vide
- **Distributed Professional Learning** "Technology-mediated professional learning. Offer an increased variety of technology mediated professional learning opportunities.(e.g., Video conference, webinars) Archived Webinars www.arpdc.ab.ca
- **Inclusive Education** Grant – development of online tools to support inclusive environments.
- **Math Moodle** Math 10C & 10-3 Demo classes <http://moodle.sapdc.ca/moodle/>
- **Math Tool Kit** for Administrators, brokered with Sherry Bennett (AAC) , roll-out Nov. 22
- **High School Social Studies Assessment** resource; and **Grade 6 & 9 Social Studies PLC Resources**, brokered through AAC, and scheduled for fall, 2010 roll out
- **Alberta PD** Support for Differentiated Instruction based on Making a Difference Resource. <http://www.albertapd.ca/Index.aspx>
- **Teaching French in the Classroom: Moving Forward!** Conference December 3 conference for French Immersion – ARPDC conference
- **CTS Health Symposium** November 4, Calgary; CTS PD, website: http://www.carcpd.ab.ca/CTS_PD/index.html
- **Digital Citizenship Conference**, CRC, Calgary, September



www.crcpd.ab.ca



www.carcpd.ab.ca



www.cfpfp.ab.ca



www.eric.ca



www.learning-network.org



www.nrrc.net



www.sapdc.ca

APPENDIX 5

Program Feedback & Ongoing Needs Assessment 2010-2011 for the Southern Alberta Professional Development Consortium

Session: _____

Speaker(s): _____ Date(s): _____

I am (please one): a Grade _____

Teacher Administrator Support Staff Parent Other _____

Please indicate, by checking the appropriate category, your opinion of the following statements.

SA = Strongly Agree A = Agree D = Disagree SD = Strongly Disagree

FEEDBACK FOR THE PRESENTER	SA	A	D	SD
During this learning experience, the presenter:				
• provided opportunities for me to be actively involved in the learning.				
• provided strategies for integrating new practices into my current context.				
Comments/suggestions for the presenter				
(additional comments on back)				
FEEDBACK FOR THE SESSION ORGANIZERS	SA	A	D	SD
• The session cost was reasonable.				
Additional Comments and or Suggestions for SAPDC (e.g., registration process, communications, etc.)				
(additional comments on back)				
REFLECTIONS ON MY LEARNING	SA	A	D	SD
As a result of this learning experience:				
• I increased my knowledge of the topic.				
• I learned strategies/skills that will 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				
The purpose of professional development is to improve student learning. A key change that I will make in my practice as a result of today's session is				
(additional comments on back)				
What I need to support my further learning on this topic				
(additional comments on back)				
MY OVERALL IMPRESSION:	SA	A	D	SD
I was satisfied with this session because:				
(additional comments on back)				

