

# Southern Alberta Regional Professional Development Consortium

*“A partnership to nurture continuing educational excellence”*

## ***SAPDC Regional Curriculum Implementation Final Report 2016 - 2017***

Alberta Education provided funds to the Southern Alberta Regional Professional Development Consortium (SAPDC) to support Curriculum Implementation and identified priorities of the Department. For the 2016 - 2017 school year, funds of **\$342,300** was provided for the areas of implementation work. SAPDC, in consideration of the ARPDC goals, regional and provincial priorities, and the needs of Zone 6 school authorities, worked 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.

[www.sapdc.ca](http://www.sapdc.ca)

Submitted to Alberta Education  
by  
John Loree, Executive Director  
Southern Alberta Professional Development Consortium  
October 31, 2017

The deliverables are to build stakeholder understanding of Alberta Education policy and Curriculum, to support implementation of policy and Curriculum, and to build leadership and teacher capacity in schools and school jurisdictions, regionally and provincially, as it relates to:

- First Nation Métis and Inuit
- Mathematics
- Supporting Competencies in Current Curriculum
- Supporting Literacy and Numeracy in Current Curriculum
- Provincial Assessments - Student Learning Assessment Pilot Year 3
- Provincial Assessments – Diploma Programs
- Inclusive Education
- Career Technology Foundations
- Learning Commons Policy
- Curriculum Development
- Other Priorities Related to Provincial Curriculum Implementation

The funding will facilitate delivery of professional learning supports for curriculum implementation that align with the priorities determined by Alberta Education. The supports provided by SAPDC will include high quality professional learning opportunities, involving a wide variety of research-informed approaches and opportunities for teachers, other educational leaders, and other education staff, that build capacity within schools and school jurisdictions, regionally and provincially.

## Communication, Consultation and Collaboration

STRATEGIES (How and What)	MEASURES (To be used with all strategies in this deliverable)	Results (Quantitative)	Results (Qualitative)
<p><b>SAPDC 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> </ul>	<ul style="list-style-type: none"> <li>• Face-to-face, online, technology-mediated learning opportunities</li> <li>• Types of technology used to distribute learning</li> <li>• Types of learning opportunities to support ongoing learning</li> <li>• Promotional materials developed</li> <li>• Learning Facilitator support provided to jurisdictions</li> </ul>	<ul style="list-style-type: none"> <li>- Spring 2017 Needs Assessment Survey administration was completed by <b>394</b> educators.</li> <li>- <b>5</b> Jurisdiction Curriculum Contact meetings were held</li> <li>- <b>2</b> Curriculum Coordinator meetings held</li> <li>- <b>3</b> Zone CASS meetings attended</li> <li>- Met with 100% of Zone 6 Districts</li> <li>- <b>4</b> Southwest Alberta Teachers Convention (SWATCA) and 4 Southeast Alberta Teachers Convention (SEATCA) planning meetings attended</li> </ul>	<p>SAPDC met with each school District in the Fall and discussed the needs assessment results as well as their District priorities. Learning opportunities were developed based on those discussions, teacher and support staff needs and Alberta Education team lead expectations.</p> <p>Meetings were held with each School District in June to review the year and start planning for the next year.</p> <p><b><u>Needs Assessment Survey Results (ATA / ARPDC)</u></b></p> <p>The top four areas of need / interest for professional practice and strategies are:</p> <ul style="list-style-type: none"> <li>a) Project Based Learning (7.7%)</li> <li>b) <i>Differentiated Instruction</i> (7.2%)</li> <li>c) <i>Dealing With Difficult Behaviour</i> (7.0%)</li> <li>d) <i>Brain Research</i> (6.6%)</li> </ul> <p><i>The top four areas of focus for Professional Development in the next two years are:</i></p> <ul style="list-style-type: none"> <li>a) <i>Literacy</i> (14.2%)</li> <li>b) <i>Mathematics</i> (11.8%)</li> <li>c) <i>Numeracy</i> (8.5%)</li> <li>d) <i>English Language Arts</i> (8.1%)</li> </ul> <p><b><i>FNMI Focus PD Questions</i></b></p> <p><b><i>What is your understanding of Treaties and Agreements with FNMI People</i></b></p> <p><i>Extensive – 6.9%</i></p> <p><i>Developing 26.3%</i></p> <p><i>Some – 30.4%</i></p> <p><i>Limited – 26.9%</i></p> <p><i>Very Limited – 9.5%</i></p>



Zone 6 Joint SAPDC/ATA PD Needs Assessment 2017

Welcome

**Description**

This survey has been prepared by the Southern Alberta Professional Development Consortium and the Alberta Teachers' Association to help gather information to provide high quality professional learning opportunities to improve student learning. The purpose of this survey is to provide one comprehensive needs assessment which can be used by all partners in planning PD that will best meet your needs.

**What is your understanding of residential School and Their Impact on the FNMI People**

- Extensive – 15.8%
- Developing 38.4%
- Some – 30.8%
- Limited –12.8 %
- Very Limited –2.0%

**What is Your Confidence Level in Developing, Applying, & Supporting the Implementation of the Above Topics**

- Extensive – 5.7%
- Developing 24.7%
- Some – 30.0%
- Limited –28.0%
- Very Limited –11.6%

Involvement in planning for SEATCA and SWATCA is greatly appreciated and has enhanced the opportunities that have been presented to participants.

Booking of Alberta Ed facilitators for the conventions has strengthened the relationship between AB Ed and teachers in the South.

STRATEGIES (How and What)	MEASURES (To be used with all strategies in this deliverable)	Results (Quantitative)	Results (Qualitative)
<ul style="list-style-type: none"> <li>- Identify regional and provincial learning needs that could be met through ARPDC collaboration</li> </ul>		<ul style="list-style-type: none"> <li>- <b>22</b> Executive Director meetings were held (blend of 14 face-to-face and 8 online)</li> </ul>	<p>ARPDC Executive Directors discussed possible sessions, shared information on speakers, collaborated on provincial tours, shared consultants and created an online space to share presentation materials among Consortia staff.</p>

- Consult with Alberta Education related to their needs and expectations related to the priority areas



- 2 Curriculum Coordinator meetings held

- 2 meetings held with Alberta Education to discuss priorities and expectations

- "Train the Trainer" days offered by Alberta Education on Student Learner Assessments attended by both SAPDC consultants

Curriculum Coordinators' Meetings provided an opportunity for school jurisdictions to hear directly from Alberta Education personnel responsible for Priority Areas.

ARPDC staff met with Alberta Education in the fall and at Mid Term to discuss the priorities of the funding and the expectations they had for professional learning. A review of progress was completed mid-year.


**SLA Train the Trainer Sessions (SAPDC Facilitators)**

*"These sessions provided me with the information and confidence to work with our school jurisdictions to support the excellent work classroom teachers are doing. Without the support of Alberta Education this would not be possible."*

*"Having the time and support from Alberta Education was extremely beneficial. This was followed by ARPDC consultants sharing their expertise in the development of professional learning opportunities for teachers. This enables all of us to share a consistent message of high quality."*

*We had limited involvement with the jurisdictions that were participating in the Pilot of the SLAs.*

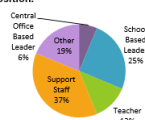
*"The Train the Trainer format was very helpful as they provided background knowledge that was valuable for us in preparing personalized presentations for the needs of our various stakeholders. It also allowed us to imbed important information into other sessions that were not specifically designated as SLA sessions to help all teachers understand the SLA process." Unfortunately, we had very limited access of our services within this area.*

<b>STRATEGIES</b> (How and What)	<b>MEASURES</b> (To be used with all strategies in this deliverable)	<b>Results</b> (Quantitative)	<b>Results</b> (Qualitative)
<p>- Provide ongoing consultation and communication with Districts to determine ongoing needs throughout the year</p> <div data-bbox="99 457 563 808" data-label="Complex-Block">  <p>The flyer for 'Upcoming SAPDC Learning Opportunities August 2016' features a photo of a man and a woman in a meeting. It lists contact information: www.sapdc.ca, (403) 381-5580, and info@sapdc.ca. A navigation bar allows users to select a focus area to jump to that section, with buttons for Math, FNMI, SLA's, Early Learning, French, Literacy &amp; Numeracy, Inclusive Ed, CTF, Competencies, and Learning Commons.</p> </div>		<ul style="list-style-type: none"> <li>- <b>26</b> Advisory Meetings were held             <ul style="list-style-type: none"> <li>- <b>6</b> meetings held with District Curriculum Leaders</li> <li>- <b>3</b> Inclusive Ed Committee meetings</li> <li>- <b>2</b> FNMI Advisory Committee meetings</li> <li>- <b>2</b> Literacy Advisory Committee meetings</li> <li>- <b>3</b> CTF Advisory Committee meetings</li> <li>- <b>4</b> Numeracy / Math Advisory Committee meetings</li> <li>- <b>2</b> Early Learning Advisory committee meetings</li> <li>- <b>2</b> French Advisory Committee meetings</li> <li>- <b>2</b> meetings with the RCSD Managers</li> </ul> </li> <li>- 'Month at a Glance' distributed monthly to promote sessions</li> <li>- Online subscription developed and enabled</li> <li>- Monthly promotions emailed for upcoming sessions</li> <li>- Twitter and Facebook utilized for promotions</li> </ul>	<p><b>Advisory Meetings</b></p> <ul style="list-style-type: none"> <li>- District Curriculum leaders indicated a very high satisfaction level for:             <ul style="list-style-type: none"> <li>- opportunities to collaborate between jurisdictions</li> <li>- sharing and learning more about provincial directions</li> <li>- learning more about other District plans and activities</li> <li>- providing direction to SAPDC for learning opportunity planning</li> </ul> </li> </ul> <p><i>Districts have been very appreciative of the opportunity to collaborate cross-jurisdictionally, with most expressing a preference for the face to face interaction and networking opportunities.</i></p> <p><i>Appreciation has also been conveyed for the opportunities to participate in East and West locations or on-line.</i></p>
<p>- Collect feedback from the session and of the impact this session has had on teaching and learning</p>		<p>Learning Opportunities advertised through monthly Flyer.</p> <p>218 learning opportunities were planned (60 cancelled) for 6,137 participants. Included in this were the Learning Opportunities offered by Learning Facilitators. Learning Facilitators held 80 Learning Opportunities with 1,439 participants.</p> <p><b>Surveys completed after the Learning Opportunity</b></p> <ul style="list-style-type: none"> <li>- <b>84%</b> (491 people) felt they increased their awareness and understanding level</li> <li>- <b>85%</b> (492 people) felt they</li> </ul>	<p>We are still having limited success at the number of participants completing the "30-day out" survey. While the data is very positive on the impact, the small number of respondents does limit the validity of making too many assumptions based on it.</p>

## Report for Kairos Blanket Exercise - Train the Trainer

Kairos Blanket Exercise - Train the Trainer

Please indicate your position.



Value	Percent	Count
Central Office Based Leader	6.3%	1
School Based Leader	25.0%	4
Teacher	12.5%	2
Support Staff	37.5%	6
Other	18.8%	3
Total		16

were actively involved in the learning opportunity

- **83%** (182 people) felt they received strategies they would integrate following the learning opportunity
- **86%** (500 people) felt they had an opportunity to reflect on their practice and what could be enhanced
- **87%** (507 people) felt the learning opportunity was provided at a reasonable cost

### Impact Surveys completed *one month after the Learning Opportunity*

- **92%** felt they shared and/or discussed the new learning with colleagues
- **84%** felt they applied the new learning with their staff or students

### ANALYSIS:

- Collaboration was very strong among the school jurisdictions in Zone 6. Jurisdiction Curriculum Leaders, Inclusive Education Contacts, Learning Facilitators and Advisory Committee members met on a regular basis and focused on meeting specific jurisdiction professional learning needs and planned learning opportunities that crossed between jurisdictions. The Learning Facilitators played a key role in keeping the communication open. Meeting notes and handouts were distributed to those not in attendance.
- Curriculum Coordinators' Meetings – we have received several comments about the value of the meetings. The concern is that if it is just reviewing the information on a PowerPoint and no "new" information, it is a costly and time-consuming activity with little direct value.
- Attendance at Advisory Committee meetings was dependent on the location of the meeting. For committee members to drive two to three hours for a two-hour meeting was not feasible. Advisory Committees were scheduled in Medicine Hat to serve the eastern jurisdictions and in Lethbridge to serve western jurisdictions.
- The Regional Teacher Professional Learning Needs Assessment results were utilized for planning learning opportunities and the results were also provided to schools, school districts, ATA Convention Committee Chairs, and school district ATA PD chairs. The survey was administered in spring 2017.
- Collaboration between the Learning Facilitators of all the consortia was very strong. Time was dedicated to enable facilitators to work together and share resources. The expertise and talents of colleagues throughout the province strengthened the work completed.
- Results from surveys show that Learning Opportunities with Learning Facilitators had very positive results in all areas.
- Consistent themes arising from surveys of teachers, school and district leaders center on the need to provide support for the challenge of educating all students in today's increasingly-diverse classrooms. Focus areas include differentiation, inclusion, the need to promote and enhance connections and relationships with students, and on realizing the promise of educational and assistive technologies.
- Equally consistent themes emerge from questions inquiring about roadblocks or impediments to professional learning; time and funding are both in finite supply, and teachers are keenly aware of the need to balance time away from the classroom with professional growth needs.



- The ability of Learning Facilitators to meet the needs of jurisdictions was extremely positive. The relationships that they built with school contacts enabled SAPDC to provide professional learning a variety of effective and cost efficient methods.
- Comments from schools support the model of SAPDC going to them to provide small and large group learning Opportunities, on topics that are of immediate relevance. It would be much more challenging for an entire staff to leave their site. Many comments were shared regarding a lack of substitute teacher availability. Offering large sessions for several districts presents challenges as most districts share the same limited pool of subs.
- It is important to continue and further develop our working relationship with the ATA and with CASS. The ATA did withdraw their representatives from our Board in May, 2017. This will have an impact on our Governance Model going into the future.
- Teachers are looking for practical applications from people who understand the reality of the classroom.
- Following a larger group learning opportunity, teachers appreciate the opportunity to get together with a facilitator to work on implementing what they have learned.
- An appreciation of the Learning Facilitators ability to combine several topics in condensed Learning Opportunities was expressed repeatedly. For example, Learning Opportunities that covered focused on a particular topic like Elementary Math would include elements of First Nations, Metis, and Inuit perspective, progressions, and competencies. Teachers expressed appreciation for seeing the total picture and how it related to the particular curricular content being addressed.
- As teachers gained a deeper understanding of topics, they appreciated follow-up Learning Opportunities to catalyst activities as well as the opportunity to support each other in small group Learning Opportunities.
- The flexibility of the Learning Facilitators allowed school and jurisdiction leaders to provide professional learning opportunities in a variety of formats and times.
- While the province has a high priority for professional learning opportunities for First Nations, Metis, and Inuit only 4.0% of teachers surveyed on the ATA / ARPDC Needs assessment identified it as a priority area over the next 2 years. However, this was an increase from 0.9% in the previous survey.
- Administrators have expressed the importance of the relationships that have developed between facilitators and teachers as the levels of trust have resulted in more implementation of suggestions.
- Administrators expressed appreciation for the development of supports particularly in the area of Early Learning. The cross-jurisdictional EL support project continued to reflect multiple priorities; including inclusive environments, competencies, literacy, numeracy, and implementation of research-based practices to ensure those important foundations are strengthened. These resources will be shared with schools throughout the 2017 – 2018 school year.

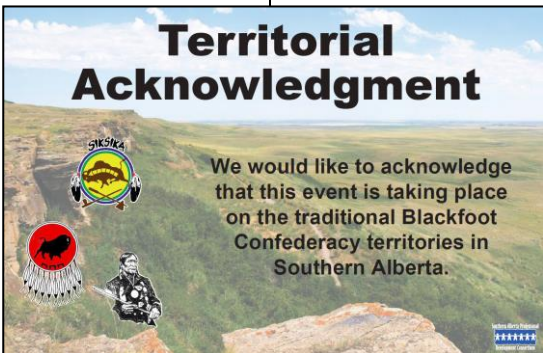
### ***First Nations, Métis and Inuit***

- Support for all levels of school authorities that results in an increased awareness and understanding of First Nations, Métis and Inuit histories, perspectives, and ways of knowing for the purpose of implementing treaty and residential schools education and Truth and Reconciliation Commission calls to action for education, and commitments related to the United Nations Declaration on the Rights of Indigenous Peoples.

<b>STRATEGIES</b> (How and What)	<b>MEASURES</b> (To be used with all strategies in this deliverable)	<b>Results</b> (Quantitative)	<b>Results</b> (Qualitative)
Provide sessions as requested (regional, District and school based)	<ul style="list-style-type: none"> <li>• Face-to-face, online, technology-mediated learning opportunities</li> <li>• Types of technology used to distribute</li> </ul>	Total support provided and participants (catalyst and Learning Facilitators) <ul style="list-style-type: none"> <li>• 7 sessions planned</li> <li>• 2 cancelled</li> </ul>	<i>“The residential school issue is timely, especially with changes to the Teaching Quality Standard coming up.”</i>



<p>-</p>	<p>learning</p> <ul style="list-style-type: none"> <li>• Types of learning opportunities to support ongoing learning</li> <li>• Promotional materials developed</li> <li>• Support provided by Learning Facilitators</li> </ul>	<ul style="list-style-type: none"> <li>• <b>156</b> participants</li> </ul> <p><b>2</b> Advisory meetings held (<b>13</b> participants)</p> <p>Support provided through Learning Facilitators at a school, jurisdiction, or zone level (numbers included in sessions identified above)</p> <ul style="list-style-type: none"> <li>- 2 meetings held with 13 participants</li> </ul> <p><b>Treaty 7 Acknowledgement</b></p> <p>Developed and available for sessions / venues. Print version available for posting in venues.</p> <p>Input received from FNMI Cultural Society of appropriate wording for acknowledgement.</p> <p>Teachers from 2 school jurisdictions and SEATCA purchased personalized acknowledgement signs.</p> <p>Grasslands worked with SAPDC to develop a large acknowledgement banner for each school.</p>	<p><i>“Great networking.”</i></p> <p><i>“As I learn more about our history from different historical perspectives, my understanding of First Nations, Metis and Inuit learning is enhanced.”</i></p> <p><i>“Much of this learning was brought back to our Indigenous Committee and then intertwined into our professional development plan for our admin team.”</i></p> <p><i>“This is the only opportunity that we have to get together with colleagues from other jurisdictions. Thanks for providing it.”</i></p> <p>Positive comments to see that SAPDC is acknowledging Territory at all sessions.</p> <p>Sharing of ideas and practices that may help to raise awareness in Zone 6.</p> <p>Elder In The Making well received and requests for more support in facilitating conversations with this resource. Schools are asking what they can do, so it is not just “lip service” to FNMI issues</p>
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<p><b>ANALYSIS:</b></p> <ul style="list-style-type: none"> <li>- Many stakeholders are providing professional learning and there exists a need to coordinate opportunities for teachers and administrators.</li> <li>- Teachers have expressed that they are waiting for the final approval of the “Standards” and then will work within a coordinated plan from different providers to meet the need.</li> <li>- Expressed demand from classroom teachers has been limited to date. However, when we look at the ATA / ARPDC Needs Survey conducted in the spring, 2017 many identified a great need for support in meeting the draft standards. 69.6% of respondents indicated that they need support in Developing, Applying, &amp; Supporting the Implementation of the First Nations perspective into their instructional programs.</li> <li>- As teachers had the opportunity to review the draft Scope and Sequence (Spring 2017) they expressed that they will need PD support in the areas of Treaties, Residential School, Truth and Reconciliation. There is much more interest in these kinds of sessions than in previous years.</li> <li>- Teachers would like more information about FNMI resources and authors (U of L Bookstore session?)</li> <li>- Teachers expressed appreciation to the Learning Facilitators for highlighting the resources that are available to support classroom teachers. Many were unaware of the resources that are available. There is a need to further enhance this awareness with classroom teachers, so Learning Facilitators have attempted to imbed FNMI information into all presentations.</li> <li>- A concern is that many teachers still do not understand that FNMI information is to be embedded in their daily instruction, as we still hear from teachers “I don’t have any First Nations students this year, so I don’t need this”.</li> </ul>
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## Mathematics

- Support for Kindergarten to Grade12 teachers in helping students develop higher-order thinking skills, (i.e.: reasoning and problem solving).
- Support for building awareness and understanding of revised learning outcomes and achievement indicators for grades 1-9 for September 2016 implementation.
- Support for Grade 6 teachers to build awareness and understanding of the Grade 6 Mathematics PAT Part A that is being added starting the 2016-17 school year on number operations that students will complete without the assistance of calculators.
- Support for Grade 12 teachers to build awareness and understanding of the expectations of the program of studies and the assessment standards for Math 30-1 and for Math 30-2.

STRATEGIES (How and What)	MEASURES (To be used with all strategies in this deliverable)	Results (Quantitative)	Results (Qualitative)
<p>- Provide sessions as requested (regional, District and school based)</p>	<ul style="list-style-type: none"> <li>• Face-to-face, online, technology-mediated learning opportunities</li> <li>• Types of technology used to distribute learning</li> <li>• Types of learning opportunities to support ongoing learning</li> <li>• Promotional materials developed</li> <li>• Support provided by Learning Facilitators</li> </ul>	<p><b>27</b> Learning Opportunities were held with <b>338</b> participants</p> <ul style="list-style-type: none"> <li>• <b>3</b> math sessions sponsored at SWATCA</li> <li>• <b>3</b> math sessions sponsored at SEATCA</li> <li>• <b>2</b> Alberta Education sessions on the Clarifications to the Math Program of Studies were held</li> <li>• <b>9</b> sessions cancelled</li> </ul> <p><b>4</b> Numeracy / Mathematics Advisory Committee meetings held with <b>17</b> participants</p> <p>Support provided through Learning Facilitators at a school, jurisdiction, or zone level (numbers included in sessions identified above)</p> <ul style="list-style-type: none"> <li>- <b>13</b> sessions held with 225 participants</li> <li>- <b>5</b> sessions planned and cancelled due to lack of registrants</li> </ul> <p>Diploma Exam Preparation</p> <ul style="list-style-type: none"> <li>-<b>4</b> sessions with 56 participants</li> <li>-<b>6</b> sessions planned and cancelled due to lack of registrants</li> </ul> <p>PAT Preparation</p>	<p><b>Participants liked the practical aspect of the mathematics sessions offered:</b></p> <p><i>"I didn't realize how much was in the elementary curriculum."</i></p> <p><i>"I thought that they did all the times tables before middle school."</i></p> <p><i>"We need to get together across grades and work on the vocabulary we should be using and be consistent."</i></p> <p><i>"Excellent blend of pedagogy and practical activities we can incorporate tomorrow."</i></p> <p><b>Participants applied their new learning:</b></p> <p><i>"I liked that I am on the right path, but know I need to embed more real life examples."</i></p> <p><i>"More grade level math opportunities and more on talking in math, rich tasks and journaling in math."</i></p> <p><i>"I need to focus on what is in my grade level outcomes."</i></p> <p><i>"Math Clarifications – I was unaware of this."</i></p> <p><i>"How long have the 7 Processes been there? "</i></p>

**Strategies to Support Students in Math**  
**"Conferencing on the Big Ideas"**

The way we question, celebrate and support children has a dramatic effect on the way they feel about mathematics and what they learn.

Join Cathy for a two-day, two-part intensive experience to deepen your understanding of how to question, guide, mentor and support young mathematicians as they work on investigations. This is a two-part series.

On the first day we will go over the landscapes of learning, and examine clips of teachers conferencing from various classrooms. You will be given a free trial version of our online support system ([www.impactopportunities.ca/online](https://www.impactopportunities.ca/online)) to use in between sessions. On Day 2 we will share some of the things you tried, how it went, and then we will delve into the topic.

The two part session will focus on:

- Identify what the "Big Ideas" are in math and explore ways to integrate them throughout your math program
- Learn how to question effectively
- Review the landscape of learning comprised of the big ideas, strategies, and models as a framework for use when conferencing.
- Study exemplary teachers as they engage in conferencing with children during math workshop and analyze their decision-making
- Observe Cathy conferencing and engage in role-playing of conferentials to become a more competent facilitator of learning.
- Help children feel like "real mathematicians" at work
- Analyze the use of various models as tools for representation and learn how to encourage children to use them as tools.

Cathy Fosnot is the author of over 20 books on math education and the Founding Director of Mathematics in the City (M3C), a national center for professional development at The City College of New York.

**Date**  
 Wednesday, February 1 and Monday, March 20, 2017

**Time**  
 8:45 – 3:30pm

**Audience**  
 Grades 1-6 Teachers and Administrators

**Cost**  
 \$100 includes lunch and refreshments for both days

**Venue**  
 Lethbridge Site T10

**Address**  
 T10

\*This learning opportunity is being provided through funds from Alberta

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 Tel: 403-321-1100  
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 www.sapdc.ca

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 Twitter: @SAPDCinfo  
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-5 sessions with **72** participants  
 -1 session planned and cancelled due to lack of registrants

*"Need to pay more attention to what I teach – is it in the curriculum for my grade!"*

*"The abstract concepts are the hardest to understand and I need to start with visual and pictorial representation of mathematics first."*

**Participants shared their learning with colleagues:**  
*"Collaborate with others."*

*"Great opportunity to discuss curriculum."*

*"Very informative, stimulated lots of ideas that I need to take back to talk with others at my school."*

**ANALYSIS:**

- The provision of "elbow-to-elbow" learning facilitator support at the zone, jurisdiction, school and classroom level was seen as extremely valuable.
- Participants liked the format of sessions spread out over the semester so they could learn and try then come back to troubleshoot and learn more
- Participants indicate clearly (through session surveys and 30-day Impact Assessments) that they appreciate the practical nature of Math Opportunities and that SAPDC managed an appropriate blend of theory and practice with the design of the learning opportunities.
- Many sessions started with an overview of the definition and clarification of numeracy and how it needs to be addressed in all grade levels.
- Participants expressed appreciation for the wealth of supports available through Alberta Education; e.g. math videos, fact sheets, and ORC materials
- Teachers looking at more sessions on unpacking the curriculum and the "Clarifications".
- Need to embed the higher order thinking skills and "clarifications" into sessions
- Several sessions focused on unpacking the curriculum, which allowed teachers to become more aware of the scope and sequence of the current curriculum. It was alarming to see how many were not familiar with the front matter of the curriculum and the important information conveyed there. This has led several districts to prioritize math and numeracy in the upcoming year.
- Teachers need more opportunities to dive deeper into the curriculum to understand the concepts that they teach and the developmental stages leading to their grade level learner outcomes.
- Diploma and PAT sessions were well attended at Teachers' Conventions. Most other session times were either cancelled or had small numbers of registrants. Support from Alberta Education was appreciated in this area.

STRATEGIES (How and What)	MEASURES (To be used with all strategies in this deliverable)	Results (Quantitative)	Results (Qualitative)
Provide sessions as requested (regional, District and school based)	<ul style="list-style-type: none"> <li>• Face-to-face, online, technology-mediated learning opportunities</li> <li>• Types of technology used to distribute learning</li> <li>• Types of learning opportunities to support ongoing learning</li> <li>• Promotional materials developed</li> <li>• Support provided by Learning Facilitators</li> </ul>	<p>Total support provided and participants (catalyst and Learning Facilitators)</p> <ul style="list-style-type: none"> <li>• <b>10</b> sessions planned</li> <li>• <b>5</b> cancelled</li> <li>• <b>68</b> participants</li> </ul> <p>Support provided through Learning Facilitators at a school, jurisdiction, or zone level (numbers included in sessions identified above)</p> <ul style="list-style-type: none"> <li>- <b>2</b> sessions held with <b>21</b> participants</li> </ul>	<p>Teachers appreciated the opportunity to embed the competencies into existing curriculum.</p> <p><i>“The opportunity to use the subject curriculum I teach and look at competency opportunities was appreciated.”</i></p> <p><i>“Thanks for many ideas to consider when developing competencies.”</i></p> <p><i>“I learned that students need our help in order to become problem solvers, critical thinkers / creative / collaborative. It just doesn’t happen on its own.”</i></p> <p>Teachers expressed far more comfort regarding incorporating competency focused teaching after the opportunity to dialogue with colleagues and realizing that a more intentional focus with many of the activities they are already implementing is all that will be required for many of the competencies.</p>

### ***Supporting Competencies in Current Curriculum***

Support for all levels of school authorities for the implementation of the streamlined competencies and revised draft competency indicators in current programs of study by developing an awareness and understanding of how competencies and competency indicators support learning outcomes for student-centred, competency-focused learning

#### **ANALYSIS:**

- A Menu of Learning Opportunities which included competencies (offered for Zone, District or school level) was developed by SAPDC consultant staff and this list was revised and distributed to jurisdiction curriculum contacts, ATA PD Chairs, and school administrators and available on the SAPDC website.
- Learning Facilitators presented the information in a variety of formats (staff meetings, school based PD Days, jurisdiction PD Days, and collaborative groups. Generally, the sessions embedded activities related to competencies
- In every workshop, no matter the topic, the competencies are addressed. The numbers identified as sessions and participants were those sessions that had as a primary focus “competencies”. We have found that teachers do not attend sessions related to competencies in isolation but prefer to have it embedded into other curricular topic areas.
- As we have built leadership capacity with our District leaders, there was very little request for learning opportunities focused on this topic, so the Learning Facilitators ensured that explicit connections to the Competencies were made during sessions focused on other topics.

- Learning Facilitators were instrumental in supporting teachers, EA’s and parents, in developing understandings of how to appropriately promote and encourage competency development in the Early Years.
- Teachers are more aware of the competencies, some confusion on the “Streamlined version”
- Finding it more effective to embed the work on competencies, literacy, and numeracy into all sessions that we do. If we offer just a “single topic” session, very limited interest.
- Need to work with teachers in the use of the descriptions, indicators and examples – ways that these can support instruction
- Teachers are using the term “competencies” more regularly and understanding that they can be explicit and intentional about supporting competency development. There are fewer conversations about this being an “add on” as teachers see that they are already implementing this.

### ***Supporting Literacy and Numeracy in Current Curriculum***

- Support for all levels of school authorities in continuing to build awareness and understanding of literacy and numeracy.
- Support for all levels of school authorities in building their awareness of literacy and numeracy in existing programs of study.
- When the Literacy and Numeracy Progressions are released, build understanding of the Progressions and the ways that they support teachers and students.

<b>STRATEGIES</b> (How and What)	<b>MEASURES</b> (To be used with all strategies in this deliverable)	<b>Results</b> (Quantitative)	<b>Results</b> (Qualitative)
<ul style="list-style-type: none"> <li>- Provide sessions as requested (regional, District and school based)</li> </ul>	<ul style="list-style-type: none"> <li>• Face-to-face, online, technology-mediated learning opportunities</li> <li>• Types of technology used to distribute learning</li> <li>• Types of learning opportunities to support ongoing learning</li> <li>• Promotional materials developed</li> <li>• Support provided by Learning Facilitators</li> </ul>	<p>Total support provided for Literacy and Numeracy and participants (catalyst and Learning Facilitators)</p> <ul style="list-style-type: none"> <li>• 56 sessions planned</li> <li>• 13 cancelled</li> <li>• 920 participants</li> <li>• 164 participants</li> </ul> <p>6 Advisory meetings held (33 participants)</p> <ul style="list-style-type: none"> <li>• -Literacy – 2 meetings with 16 participants</li> <li>• -Numeracy – 4 meetings with 17 participants</li> </ul> <p><b>Literacy (included in totals above)</b></p> <ul style="list-style-type: none"> <li>• 45 sessions planned</li> <li>• 10 sessions cancelled</li> <li>• 756 participants</li> <li>• 2 Advisory Committee meetings</li> </ul>	<p><b>Participants commented on their improved knowledge level after the session:</b></p> <p>“Thank you! You have reaffirmed what I think about literacy in non-LA classes.”</p> <p>“There is so much more numeracy to focus on than I thought.”</p> <p>“I like the progression graphics. Makes it easier to understand.”</p> <p><b>Participants shared their new learning with colleagues:</b></p> <p>“Great resources and I don’t have to find them now. Will share them with the rest of my staff.”</p> <p>“This will be excellent to help parents to see where their child is at.”</p>

		<p><b>Numeracy (included in totals above)</b></p> <ul style="list-style-type: none"> <li>• 11 sessions planned</li> <li>• 3 sessions cancelled</li> <li>• 164 participants</li> <li>• 4 Advisory Committee Meetings held</li> </ul> <p><b>Support provided through Learning Facilitators at a school, jurisdiction, or zone level (numbers included in sessions identified above)</b></p> <p>Literacy -15 sessions with 288 participants</p> <p>Numeracy – 6 sessions with 130 participants</p>	<p><b>Participants applied their new learning:</b></p> <p>“There are incredible resources available through AB Ed I can use in my school.”</p> <p>“These are great ideas I can use in my class tomorrow.”</p> <p><b>Learning Facilitators Observations</b></p> <p>Teachers appreciate that these are not to be used to assess but that they can be used to support and to facilitate conversations about a student. They like being able to identify specifically where a student might be struggling.</p>
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**ANALYSIS:**

- Literacy is a very high priority with the majority of Zone 6 School Districts. Numeracy is a high priority of some of our jurisdictions.
- A menu of Learning Opportunities which included competencies (offered for Zone, District or school level) was developed by SAPDC consultant staff and this list was revised and distributed to jurisdiction curriculum contacts, ATA PD Chairs, and school administrators and available on the SAPDC website.
- Jurisdictions are interested in cross jurisdictional sharing of the work they are doing in Literacy and Numeracy.
- It is difficult to combine literacy and numeracy within the same priority and would suggest that the department looks at identifying it as two priorities.
- Information is provided to presenters that are unaware of the work being done in Alberta so that they can embed some of the underlying principles into the professional learning opportunities they are presenting.
- Graphic representations of the Literacy and Numeracy Progressions and the Definition of Literacy and Numeracy were developed and shared with schools in Zone 6. Teachers found the interactive online poster helpful.
- More educators are understanding the relationship between Literacy and Language Arts, and Mathematics and Numeracy, although more clarifications are required.

**Literacy**

- Many of the sessions that focus on “Literacy” have language arts teachers only attending.
- Secondary teachers are expressing need for “Literacy in the Content Areas”.
- Now that progressions have been released, need to work with stakeholders to provide support on the use of the progressions in classroom environments.
- Identified need to build the transition from teaching reading in K to 3 to the Adolescent Literacy component in Secondary
- Continue to provide support around “literacy” as well as reading
- More sessions aimed at middle and high school subject area teachers
- Focus in jurisdictions in this area has been Fountas and Pinnell Benchmark administration training – may need more on “now what”



## Numeracy

- Many of the sessions that focus on “Numeracy” have math teachers attending.
- Need to develop that understanding of the difference between numeracy and mathematics.
- Now that progressions have been released, need to work with stakeholders to provide support on the use of the progressions in classroom environments. This work might help differentiate mathematics from numeracy.
- Difficult to separate sessions that deal with “mathematics” and those that deal with “numeracy”
- Teachers would like to see exemplars
- Teachers want more strategies around supporting numeracy

## Provincial Assessments - Student Learning Assessment Pilot Year 3

- Support for **20** school authorities participating in Year 3 pilot sample in:
  - building their awareness and understanding for the implementation of Student Learning Assessments
  - building their awareness and understanding of ways to effectively train teachers to locally assess the SLA Performance Tasks
    - providing training and support materials
    - supporting the planning of collaborative marking sessions
  - building their awareness and understanding for:
    - interpreting and sharing information in the reports (individual student report and class report) that are based on the Student Learning Assessment digital interactive questions
    - interpreting and sharing the results from the locally assessed Student Learning Assessment Performance Tasks
  - assisting with the development of supports, based on information from the SLAs, that can be used to enhance classroom instruction
- Help teachers build their understanding of student learning through the use of interpreting the results of provincial assessments.

STRATEGIES (How and What)	MEASURES (To be used with all strategies in this deliverable)	Results (Quantitative)	Results (Qualitative)
- Provide sessions as requested (regional, District and school based)	<ul style="list-style-type: none"> <li>• Face-to-face, online, technology-mediated learning opportunities</li> <li>• Types of technology used to distribute learning</li> <li>• Types of learning opportunities to support ongoing learning</li> <li>• Promotional materials developed</li> </ul>	<p><b>4</b> sessions held with <b>65</b> participants. Session topics identified below:</p> <p><b>Awareness Building Session</b>  <b>22</b> sessions planned / cancelled due to limited registrants</p> <p><b>Session on “Assessing” the SLAs</b>  <b>-2</b> sessions with <b>33</b> registrants</p> <p><b>Interpreting Results of SLAs</b>  <b>-2</b> sessions with <b>32</b> registrants</p>	<p>SAPDC Consultants met with Pilot Jurisdictions (3) and provided an overview of services that were available through the consortium to support grade 3 teachers involved in the writing of the SLAs.</p> <p>The general response from jurisdictions was that they felt that their teachers had written the SLAs in the past and would not require a great deal of support.</p> <p>Responses from teachers that were involved in the 2 sessions (1 online SLA session and 1 paper version session for colony teachers were appreciative of the support and that it better prepared them to administer, mark, and use the results of the SLAs.</p>



- Support provided by Learning Facilitators

Support provided through Learning Facilitators at a school, jurisdiction, or zone level (numbers included in sessions identified above)

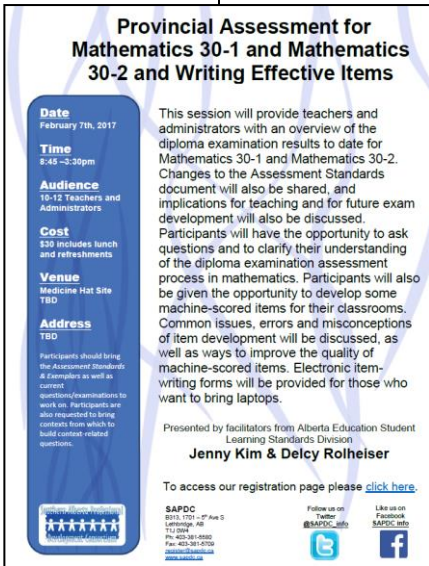
- All sessions held were sponsored and supported through SAPDC Learning Facilitators

*“It was good to talk about the different features of the online SLA. Before attending, I had no idea what was available online. I also liked the resources that were given to us through SAPDC. THANKS. “*

Teachers thought SLA was going to be exactly as the previous year so did not require a session. Later learned that they had not understood some of the new components – \*\*\* e.g. hadn’t sent in the paper copies info for Alberta Education.

*“We do Benchmark Assessments twice a year (F&P) so I spend a lot of time assessing, not teaching.”*

Teachers found marking the Numeracy tasks challenging.



**ANALYSIS:**

- All SAPDC professional staff attended the training provided by Alberta Education and SAPDC offered support to pilot school Districts. The support from Alberta Education enabled Facilitators to gain the necessary knowledge and background information to provide the necessary support. The “Train the Trainer session was extremely helpful.
- We received limited requests from those jurisdictions involved to provide that support.
- Materials were developed by ARPDC consultants to ensure a common message was delivered across the province.
- Less demand on the logistics of administering the SLAs.
- Still need to reinforce the expectations and use of SLAs to make them a more integral part of the learning process.
- While there is an increased awareness at the K to 3 level of performance based assessment, still need to provide support in this area.

**Provincial Assessments – Diploma Programs**

- Support for all levels of school authorities in
  - professional learning supports for interpreting results
- Support for Grade 12 teachers to build awareness and understanding of the expectations of the program of studies and the related assessment standards for subject-specific diploma exams

STRATEGIES (How and What)	MEASURES (To be used with all strategies in this deliverable)	Results (Quantitative)	Results (Qualitative)
- Provide sessions as requested (regional, District and school based)	<ul style="list-style-type: none"> <li>• Face-to-face, online, technology-mediated learning opportunities</li> <li>• Types of technology used to distribute learning</li> </ul>	Total support provided and participants (catalyst and Learning Facilitators) <ul style="list-style-type: none"> <li>• 15 sessions planned</li> <li>• 10 cancelled</li> </ul>	Several sessions were offered and had to be cancelled due to limited registrants.  Offering the sessions at

	<ul style="list-style-type: none"> <li>• Types of learning opportunities to support ongoing learning</li> <li>• Promotional materials developed</li> <li>• Support provided by Learning Facilitators</li> </ul>	<ul style="list-style-type: none"> <li>• <b>109</b> participants</li> </ul> <p>Support provided through Learning Facilitators at a school, jurisdiction, or zone level (numbers included in sessions identified above)</p> <ul style="list-style-type: none"> <li>- 1 session held with 21 participants</li> </ul>	<p>SWATCA and at SEATCA had great success. Interest within changes to the Math Diploma and written component had support from all jurisdictions.</p>
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**ANALYSIS:**

- Sessions have been offered but limited interest on part of teachers. Either there is not a need or teachers do not perceive that there is a need for the support.
- Sessions at Teachers’ Conventions had positive attendance. In the future we will need to include sessions from Assessment on provincial assessment programs at SWATCA and SEATCA.
- Interest by jurisdictions in the “analysis” of the data.
- New teachers in rural schools are more interested and perhaps a cohort or VC / Google Hangout session could be offered.

***Inclusive Education***

- Support all levels of school authorities to build capacity for facilitating and implementing best practices in inclusive education to ensure success for all students.
- Support for all levels of school authorities in developing increased awareness and understanding needed to implement flexible and responsive learning experiences that acknowledge every students’ individual learning needs.

<b>STRATEGIES</b> (How and What)	<b>MEASURES</b> (To be used with all strategies in this deliverable)	<b>Results</b> (Quantitative)	<b>Results</b> (Qualitative)
<p>- Provide sessions as requested (regional, District and school based)</p>	<ul style="list-style-type: none"> <li>• Face-to-face, online, technology-mediated learning opportunities</li> <li>• Types of technology used to distribute learning</li> <li>• Types of learning opportunities to support ongoing learning</li> <li>• Promotional materials developed</li> <li>• Support provided by Learning Facilitators</li> </ul>	<p>Total support provided and participants (catalyst and Learning Facilitators)</p> <ul style="list-style-type: none"> <li>• <b>61</b> sessions planned</li> <li>• <b>14</b> cancelled</li> <li>• <b>887</b> participants</li> </ul> <p><b>3</b> Advisory meetings held (<b>34</b> participants)</p> <p>Support provided through Learning Facilitators at a school, jurisdiction, or zone level (numbers included in sessions identified above)</p> <ul style="list-style-type: none"> <li>- 16 sessions held with 281 participants</li> </ul>	<p><b>A majority of participants felt that the learning opportunity would help them to better address student needs:</b></p> <p><i>“I have a better understanding of why my students struggled with PBL.”</i></p> <p><i>“I hope to build in DI rather than modifying after the fact.”</i></p> <p><b>Participants liked the practical aspects of the sessions offered:</b></p> <p><i>“Excellent resources on your site to use in my class.”</i></p> <p><i>“I like the generosity of your team in sharing this wonderful resource!”</i></p>

## Principles of Standardized Testing – Level B Assessment

**Date**  
September 28 – 29,  
2016

**Time**  
8:45 – 3:20pm

**Audience**  
Special Needs,  
Support and  
Classroom Teachers,  
Coordinators,  
Administrators,  
Learning Coaches

**Cost**  
\$250 includes lunch  
and refreshments

**Venue**  
Lethbridge Site | ISD

**Address**  
180



**Participants will:**

- Understand the 3 levels of testing and how they differ and the role of each level in assessment
- Key Principles of testing including:
  - Provincial, national and international standards
  - Ethical test selection and use
  - Understanding measurement statistics
  - Understanding standard Scores, T scores, Z scores, percentiles ranks, grade and age equivalent
  - How to interpret standard scores
  - Interpreting test results to parents, children and teachers
  - Choosing tests with precision
  - Understanding measurement error, confidence intervals

**About the Facilitator:**

**Dr. Dave Carter** has been an educator for 40 years, having taught grades 6 and 7, been a Learning Assistance teacher, school psychologist (K-12) and Director of Special Education in two B.C. school divisions. Dave "retired" in 2005 but continues to be very active in school work. Since retiring he has taught courses for U.S.C. and S.F.U., supervised doctoral students (S.F.U.) and also supervised school psychology interns (U.S.C.). He continues to do psycho-educational evaluations and has done recent volunteer work in Nigeria and Haiti.

To access our registration page please [click here](#).

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[www.arpdc.ca](http://www.arpdc.ca)



**Participants had an opportunity to reflect on their teaching:**

*"We set up a plan to implement screening assessments of our students and purchased resources based on valuable information learned in this training."*

*"Shared information that was gathered from the tests."*

**Participants shared their new learning with colleagues:**

*"Very productive session with great conversations and opportunities to collaborate."*

*"I will be taking this back to my Early Learning team".*

*"I presented this new information at our staff meeting."*

**Participants applied their new learning:**

*"I had fun and can use the ideas in my class."*

*"I want to try Turn and Talk and will put my desks in pairs tomorrow. You modeled inclusion through this!"*

### ANALYSIS:

- Inclusive Education is a very high priority for teachers in the Zone. It is the highest area of demand for our Learning Facilitators. Where possible the content of sessions focusing on Inclusive Education practices are embedded in curricular content.
- SAPDC partnered with the two Regional Collaborative Service Delivery Zone 6 group to plan sessions.
- Teachers who attended Inclusive Education sessions reported a very high degree of satisfaction with the practical nature of the learning opportunities.
- Learning Facilitators presented for Support Staff during jurisdiction PD Days and School Based days. Support staff appreciated being informed on both the content and appropriate ways to support students.
- There is a wealth of material on the Alberta Education website but teachers have not been accessing it. When this information is shared, they are very impressed.
- The ARPDC website has excellent information and teachers are encouraged to use this. In reality, unless they have participated in a session and accessed the information as part of a workshop, they generally have not had time to find it.

- Providing opportunities for cross-jurisdictional collaboration during LF sessions has promoted on-going networks of support.
- Greatest concern among schools and jurisdictions seems to be the “anxiety” and “stress” experienced by students.
- Need to include sessions on brain research that supports literacy / numeracy / competencies for all students.
- New schools are opening in this area and sessions to support them in their desire to be inclusive would be helpful.

### ***Career and Technology Foundations***

- Support the September 2016 implementation of the Career and Technology Foundations Program of Studies by:
  - working with school authorities to provide the support, understanding and awareness required for successful implementation.
  - supporting the agile development of a CTF digital curriculum.
- Sharing success stories across the province, such as school visits to see CTF in action.

<b>STRATEGIES</b> (How and What)	<b>MEASURES</b> (To be used with all strategies in this deliverable)	<b>Results</b> (Quantitative)	<b>Results</b> (Qualitative)
- Provide sessions as requested (regional, District and school based)	<ul style="list-style-type: none"> <li>• Face-to-face, online, technology-mediated learning opportunities</li> <li>• Types of technology used to distribute learning</li> <li>• Types of learning opportunities to support ongoing learning</li> <li>• Promotional materials developed</li> <li>• Support provided by Learning Facilitators</li> </ul>	Total support provided and participants (catalyst and Learning Facilitators) <ul style="list-style-type: none"> <li>• 5 sessions planned</li> <li>• 5 cancelled</li> <li>• 0 participants</li> </ul> 3 Advisory meetings held (8 participants) Support provided through Learning Facilitators at a school, jurisdiction, or zone level (numbers included in sessions identified above) <ul style="list-style-type: none"> <li>- 0 session held with 0 participants</li> </ul> Provincial CTF website developed for all Alberta Educators by <b>ARPDC</b> <a href="http://www.albertactf.ca">www.albertactf.ca</a> This resource highlighted with jurisdiction curriculum leaders.	- Sessions were advertised, input was received through the CTF Advisory Committee and had to cancel all sessions due to limited registrants. -A great deal of information was shared at the Advisory Committee meetings and this was then shared by the jurisdiction reps with CTF teachers in their respective jurisdictions.

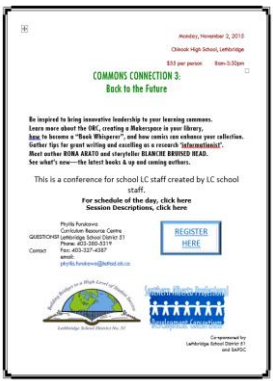
#### **ANALYSIS:**

- Professional learning related to CTF does not seem to be a priority within the jurisdictions. Many had attended sessions on the foundational principles when it initially implemented and they believe they are now ready to implement their programs.

- Interest was expressed in the “Assessment” piece, sessions were planned for this, and then had to be cancelled for lack of registrants.
- The CTF website is updated on a regular basis and sees increasing traffic each year. Advisory committee representatives would share the resource to make sure CTF teachers were aware of it.

## Learning Commons Policy

- Support for all levels of school authorities that results in an increased awareness and understanding of the Learning Commons Policy.
- Support at all levels of school authorities for the implementation of the Learning Commons Policy.

STRATEGIES (How and What)	MEASURES (To be used with all strategies in this deliverable)	Results (Quantitative)	Results (Qualitative)
<p>- Provide sessions as requested (regional, District and school based)</p> 	<ul style="list-style-type: none"> <li>• Face-to-face, online, technology-mediated learning opportunities</li> <li>• Types of technology used to distribute learning</li> <li>• Types of learning opportunities to support ongoing learning</li> <li>• Promotional materials developed</li> <li>• Support provided by Learning Facilitators</li> </ul>	<p>Total support provided and participants (catalyst and Learning Facilitators)</p> <ul style="list-style-type: none"> <li>• 4 sessions planned</li> <li>• 2 cancelled</li> <li>• 87 participants</li> </ul> <p>Support provided through Learning Facilitators at a school, jurisdiction, or zone level (numbers included in sessions identified above)</p> <ul style="list-style-type: none"> <li>- 1 session held with 21 participants</li> </ul>	<p><b>Participants indicated they would change their practice to improve student learning:</b></p> <p><i>“It was a very energizing conference. I left with lots of ideas to take home and implement into my library.”</i></p> <p><i>“I will speak to my principal and develop a plan for 1<sup>st</sup> step We need to change ideas of class use in the library – encourage teachers to use the space.”</i></p> <p><i>“It was very informative and inspired me to expand on the ideas to move towards a more free and inviting “learning Commons” and more away from the traditional library.”</i></p>

## ANALYSIS:

- The majority of Zone 6 libraries are staffed by Library technicians who appreciate the ability to meet once a year in the conference format. They have limited access to PD funds and by planning the conference on a PD day for several jurisdictions interested staff are able to attend.
- These sessions have been more fruitful when teaching staff, administrators and library staff are together.
- It has become apparent that the target audience for more intense work on Learning Commons must be jurisdiction and school leaders and classroom teachers. Library facilitators have limited authority to make the desired changes on their own.
- A focus on helping all stakeholders understand how this transformation is possible without additional funding was a common theme addressed by the Learning Facilitators. The paradigm shift necessary is beginning to emerge, and districts were appreciative of having impartial support for the process.

## Curriculum Development

- Support curriculum development within the ministry’s priority of curriculum renewal by:
  - organizing and leading sessions with education stakeholders to support them in responding to Alberta Education’s online surveys about provincial curriculum that will inform the development of future curriculum organizing and leading sessions with education stakeholders to support the validation of draft kindergarten to grade 12 subject introductions and scope and sequences in six subjects
  - A final report was submitted and to Alberta Education with information from each of the consortia. Follow up discussion occurred in June, 2017. It is attached as an appendix.

## Other Priorities Related to Provincial Curriculum Implementation

Provide professional learning support identified as a need by regional consortia or Alberta Education in topics or subjects that are not explicitly stated above, provided that this support strengthens the application of the priorities identified in previous years’ grants.

STRATEGIES (How and What)	MEASURES (To be used with all strategies in this deliverable)	Results (Quantitative)	Results (Qualitative)
- Provide sessions as requested (regional, District and school based)	<ul style="list-style-type: none"> <li>• Face-to-face, online, technology-mediated learning opportunities</li> <li>• Types of technology used to distribute learning</li> <li>• Types of learning opportunities to support ongoing learning</li> <li>• Promotional materials developed</li> <li>• Support provided by Learning Facilitators</li> </ul>	<b>22 Learning Opportunities with 2945 participants</b> <ul style="list-style-type: none"> <li>- <b>6 Assessment sessions with 2210 participants</b> (District PD Days)</li> <li>- <b>5 Mental Health Sessions with 88 participants.</b></li> <li>- <b>2 Technology sessions with 31 participants</b></li> <li>- <b>6 French sessions with 104 participants</b></li> <li>- <b>3 Jurisdiction PD Days with 512 participants</b></li> </ul>	<b>Participants liked the practical aspects of the sessions offered:</b> <p><i>“Excellent for background understanding”</i></p> <p><i>“Visual aids - linking formula to examples”</i></p> <p><i>“Demonstration of real-time content”</i></p> <p><i>“Relevance to the classroom”</i></p> <b>Participants applied their new learning:</b> <p><i>“The stories helped me understand concepts, especially for those of us that are not math savvy.”</i></p> <p><i>“Sharing with other teachers and hearing a variety of teaching scenarios, perspectives, strategies, etc.”</i></p>

### ANALYSIS:

- Staff in schools appreciate that the Learning Facilitators offer on-site learning opportunities when they are isolated from major centres.
- Many schools are still unaware of the excellent resources available from Alberta Education, such as the Supporting

Positive behaviour books and the Inclusive Education Library. When they are taken to these resources they are excited about this being available.

- Mental Health sessions were in high demand. Both Learning Facilitators were able to support school jurisdictions with “self-regulation” for classroom teachers and for parents.
- Jurisdictions appreciate the support of Learning Facilitators on the Jurisdiction PD Days. Several sessions are offered by SAPDC staff.
- Partnering with individual school jurisdictions on a particular topic and providing other jurisdictions the opportunity to register limited participants has been a cost effective manner of providing professional learning opportunities.
- Districts appreciate the ability of SAPDC to support planning for Professional Learning Opportunities as their level of understanding of multiple Alberta Education priorities.
- The ability of SAPDC to co-facilitate sessions is building capacity in multiple areas.



# What People Think

Thank you for bringing the true history to light for all those whose voices have been long silence.

These workshops are a great opportunity at a reasonable price!

Thank you very much. I learned and felt verified in my ideas and teaching.

I recommended the guest speaker to my colleagues as the way he presented the information was simple, effective and it made the time just fly by!

Very well organized! Nice flow of information. I enjoyed the opportunity to connect with colleagues from various other ministries and districts.

We are very excited to begin implementing our new strategies.

Great communication and when I had a problem registering I got the help I needed right away.

Very easy and smooth! Thank you!

What a fabulous day!! Thanks for such a well prepared workshop, one where our goals, questions and ideas were addressed, and we came away with so many new ideas to use tomorrow.

Thank you very much. I learned and felt verified in my ideas and teaching.

Thank you for organizing this. I learned so much and will share many ideas with my staff!

What a fabulous day!! Thanks for such a well prepared workshop, one where our goals, questions and ideas were addressed, and we came away with so many new ideas to use tomorrow.

Much of this learning was brought back to our Indigenous Committee and then intertwined into our professional development plan for our admin team.

I set up two groups of students at risk, photocopied and implemented the lessons the very next day. The workshop was powerful. I enjoyed all of it.

I benchmarked my low students and could diagnose problem areas easier. I am using the Prompting guide and love it!!