

Central Alberta Regional Consortium

Plan to Support Implementation of Curriculum Redesign 2014 - 2015



Alberta Education has provided an annual grant to the Central Alberta Regional Consortium (CARC) to Support Curriculum Redesign and identified priorities of the Department. For the 2013 – 2014 school year, a one-year grant of **\$353,305** was provided for the areas of implementation work. CARC, in consideration of the ARPDC goals, regional and provincial priorities, and the needs of Zone 4 school authorities, will work collaboratively with regional advisory committees (comprised of representatives from school authorities and others as appropriate), Alberta Education staff and other consortia to develop plans, strategies and opportunities to meet provincial and locally identified needs in congruence with provincial direction.

Regional Characteristics/Context

The Central Alberta Regional Consortium provides services and learning opportunities for eight school jurisdictions with **256** schools, including various private, charter, and band-operated schools serving over **52,958** students within Zone Four. Approximately **3,100** teachers are employed within these school authorities in various subject and grade configurations.

Distance and sparsity within the region offers a challenge in providing professional development learning opportunities. As a result, CARC continues to provide program offerings wherever feasible in each district, thereby reducing travel time and costs for participants to attend sessions. Lack of substitute teacher availability is a challenge Zone Four School Divisions are looking to overcome.

This 2014 – 2015 Regional Plan includes quality professional learning opportunities for teachers and leaders related to the priorities outlined in the grant deliverables.



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

Professional learning refers to activities that develop an individual's skill and knowledge, and enhance practice and growth. Professional learning can be provided in many ways including formal workshops, courses and qualification programs, and through informal means such as mentoring, collaborative planning, and the sharing of effective practices.

Alberta Education Grant 2014 – 2015 (Appendix B)

Research Informed

- inclusive
- technology- supported learning
- student-centred
- job-embedded, just in time
- communities of practice
- process-based learning
- cohorts
- use of data and evidence
- ongoing
- collaborative
- inquiry-based
- examples of promising practice

Responsive to Context

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

Respectful of Teachers

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

CARC Regional Plan to Support Curriculum Redesign 2014 - 2015

Going forward, implementation may be more broadly defined to include assessments and learning and teaching resources, and will encourage a model of continuous improvement and a system of excellence. Successful implementation is possible when education stakeholders share responsibility to address the essential conditions of shared vision, leadership, research and evidence, resources, teacher professional growth, time and community engagement.

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

STRATEGIES (How and What)	MEASURES To be used with all strategies in this deliverable.	Results Quantitative	Results Qualitative
<p>CARC staff will:</p> <ul style="list-style-type: none"> - Identify regional needs related to all deliverables in the grant through meetings with Alberta Education, and school authorities as well as teacher needs assessments - work collaboratively to develop a common regional plan (considering provincial opportunities) that meets the identified local needs. - Explore opportunities to develop collaborative strategies across ARPDC that meets the needs of the region. - be flexible to encompass emerging needs throughout the year. 	<ul style="list-style-type: none"> • Provincial and regional needs are identified. <ul style="list-style-type: none"> ❖ Joint ATA-Consortium (Teacher) Needs Assessments ❖ Alberta Education Consultations ❖ Learning Opportunity Participants Survey data (Short Term/Long Term) • School authorities and Advisory Committee Consultations <ul style="list-style-type: none"> ❖ Face to face; online; technology mediated learning opportunities • Documentation detailing availability of learning opportunities • Development of Regional Plan 	<p style="text-align: center;">Evidence to be collected on an ongoing basis</p>	<p style="text-align: center;">Evidence to be collected on an ongoing basis</p>

ANALYSIS: Qualitative and Quantitative results will be analyzed.

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

STRATEGIES <i>(How and What)</i>	MEASURES To be used with all strategies in this deliverable.	RESULTS <i>Quantitative</i>	RESULTS <i>Qualitative</i>
<p>CARC staff will:</p> <ul style="list-style-type: none"> - develop plans and processes that reflect change management elements and cultural shifts required for transformational change. - provide professional learning opportunities to support curriculum implementation and to meet local needs as identified by advisory committees. - provide opportunities for teachers and other educational leaders to have access to professional learning supports. - assist educators with understanding components of new curriculum and their roles and responsibilities in implementation. - enhance educators understanding of their leadership responsibilities, as they relate to curriculum implementation. - co-create materials to share with school authorities to support curriculum implementation. 	<ul style="list-style-type: none"> • Plans created • Documentation detailing availability of learning opportunities • Learning Opportunity Participants Survey data (Short Term/Long Term) • Face to face; online; technology mediated learning opportunities • Materials created and available 	<p style="text-align: center;">Evidence to be collected on an ongoing basis</p>	<p style="text-align: center;">Evidence to be collected on an ongoing basis</p>

ANALYSIS: Qualitative and Quantitative results will be analyzed.

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

STRATEGIES <i>(How and What)</i>	MEASURES To be used with all strategies in this deliverable.	RESULTS <i>Quantitative</i>	RESULTS <i>Qualitative</i>
<p>CARC staff will:</p> <ul style="list-style-type: none"> - identify provincial learning needs that could be met by collaborating with professional learning providers and stakeholders - explore potential partnerships and collaboration opportunities with professional learning providers and stakeholders through discussions and meetings - design and deliver professional learning opportunities to capitalize on the resources of partners. 	<ul style="list-style-type: none"> • Identification of <i>needs</i> that can be collaboratively met • Partnerships and collaborations explored • Learning Opportunities designed and delivered with partners. 	<p>Evidence to be collected on an ongoing basis</p>	<p>Evidence to be collected on an ongoing basis</p>

RESULTS ANALYSIS: Qualitative and Quantitative results will be analyzed.

4. **Provide scheduled professional learning sessions that are collaboratively planned as a joint effort of the Consortium staff and the Alberta Education staff that continue to build awareness and understanding of:**

- **Curriculum Redesign**
 - **Cross Curricular Competencies**
 - **Literacy and Numeracy Benchmarks**
 - **Understanding Curriculum Redesign Intent**
 - **Curriculum Standards**
- **Revised Programs of Study**
- **Other curriculum/program of studies according to Alberta Education’s direction and advice**

STRATEGIES (How and What)	MEASURES To be used with all strategies in this deliverable.	RESULTS <i>Quantitative</i>	RESULTS <i>Qualitative</i>
<p>CARC staff will:</p> <ul style="list-style-type: none"> - collaboratively develop ‘needs based’ Professional Learning opportunities, professional development resources and facilitation guides. - identify provincial learning needs that could be met through ARPDC collaboration. - plan, develop, organize, deliver and broker a wide range of job embedded, just in time learning opportunities. (e.g. Technology mediated communities of practice, face to face, blended, online professional development resources, in classroom coaching). - provide materials for Districts to use in their staff curriculum redesign work (posters, baseball cards). 	<ul style="list-style-type: none"> • Development of Professional Learning opportunities, resources and facilitation guides • Participation in Alberta Education “Train the Trainer” opportunities • Materials provided to School Districts 	<p>Evidence to be collected on an ongoing basis</p>	<p>Evidence to be collected on an ongoing basis</p>

<ul style="list-style-type: none"> - refine feedback mechanisms, tools and strategies for measuring the impact and effectiveness of professional learning opportunities and subsequent follow-up activities - use emerging technologies to increase variety for adults to learn synchronously and asynchronously. - ensure CARC acknowledges funding support from Alberta Education on marketing and promotional materials related to learning opportunities. - meet with district advisory committee to determine their plans and needs. - Develop a menu of opportunities for Districts to choose from for regional sessions, district sessions or school-based sessions. - Create presentations and materials for districts to use in their implementation of curriculum redesign. <ul style="list-style-type: none"> - <i>Competency-Based Instruction</i> What changes are needed for teacher practice Instructional and assessment strategies - <i>Literacy and Numeracy Benchmarks</i> What are benchmarks? What are the draft benchmarks? What does this mean to instruction and assessment? - <i>Cross-Curricular Instruction</i> What does this look like? - Provide sessions as requested (regional, district and school based) on the foundations for curriculum redesign. - Embed curriculum redesign foundations in presentations by CARC staff. 	<ul style="list-style-type: none"> • Learning Opportunity Participants Survey data (Short Term/Long Term) • Types of technology used to distribute learning • Types of learning opportunities to support ongoing learning • Promotional materials developed <p style="text-align: center;">~ 7 ~</p>	<p style="text-align: center;">Evidence to be collected on an ongoing basis</p>	<p style="text-align: center;">Evidence to be collected on an ongoing basis</p>
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RESULTS ANALYSIS: Qualitative and Quantitative results will be analyzed.

5. Provide scheduled professional learning sessions in the following areas:

- **Curriculum Redesign**
- **Student Learning Assessments**
- **First Nations, Metis and Inuit**
- **Mathematics**
- **Inclusive Education**
- **Career and Technology Foundations**
- **High School Credentialing**
- **Learning Commons Policy**

STRATEGIES (How and What)	MEASURES To be used with all strategies in this deliverable.	RESULTS <i>Quantitative</i>	RESULTS <i>Qualitative</i>
<p>CARC staff will:</p> <ul style="list-style-type: none"> - determine needs of school districts and teachers related to these areas through meetings, discussions and surveys - identify regional and provincial learning needs that could be met through ARPDC collaboration. - plan, develop, organize, deliver and broker, in collaboration with Alberta Education, a wide range of job embedded, just in time learning opportunities. (e.g. Technology mediated communities of practice, face to face, blended, online professional development resources and coaching). 	<ul style="list-style-type: none"> • Regional learning needs identified • Face to face; online; technology mediated learning opportunities • Collaboration with Alberta Education occurred. 	<p>Evidence to be collected on an ongoing basis</p>	<p>Evidence to be collected on an ongoing basis</p>

<p>Specifically CARC plans the following strategies:</p> <p>Inclusive Education</p> <ul style="list-style-type: none"> - Meet with district advisory committee to determine their district inclusive education priorities and needs. - Provide sessions as requested (regional, district and school based). - Plan follow-up activities for sessions. - Promote Success for All Students ARPDC professional development resources. - Promote all on-line PD resources. <p>First Nations Metis and Inuit</p> <ul style="list-style-type: none"> - Meet with district advisory committee to determine their district inclusive education priorities and needs. - Provide sessions as requested (regional, district and school based). - Promote Success for All Students ARPDC professional development resources. <p>High School Credentialing</p> <ul style="list-style-type: none"> - Provide sessions as requested by districts or Alberta Education (regional or district). <p>Learning Commons Policy</p> <ul style="list-style-type: none"> - Explore provincial opportunities for information sharing (webinars) - Include in Librarian Conference presentations - Provide sessions as requested by districts or Alberta Education (regional or district). 	<ul style="list-style-type: none"> • Learning Opportunity Participants Survey data (Short Term/Long Term) • Types of technology used to distribute learning • Types of learning opportunities to support ongoing learning • Promotional materials developed 	<p>Evidence to be collected on an ongoing basis</p>	<p>Evidence to be collected on an ongoing basis</p>
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<p>Student Learning Assessment (SLA)</p> <ul style="list-style-type: none"> - Meet with district advisory committee to determine their plans and needs. - Train CARC staff on the Student Learning Assessment information. - Provide sessions as requested (regional, district and school based). <p>Mathematics</p> <ul style="list-style-type: none"> - Meet with district advisory committee to determine their district mathematics needs. - Provide sessions as requested (regional, district and school based). - Provide in classroom support and modelling through a CARC consultant. - Promote all on-line PD resources. <p>Career and Technology Foundations</p> <ul style="list-style-type: none"> - Meet with district advisory committee to determine their district intentions related to CTF and their needs. - Provide sessions as requested (regional, district and school based). - Work with early adopters to create an online environment that will be a provincial professional development resource. 		<p>Evidence to be collected on an ongoing basis</p>	<p>Evidence to be collected on an ongoing basis</p>
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<p>Literacy</p> <ul style="list-style-type: none"> - Meet with district advisory committee to determine their district literacy priorities and needs. - Provide sessions as requested (regional, district and school based). - Organize cohort groups or communities of practice for deeper understanding of literacy. - Plan follow-up activities for sessions. - Provide in classroom support and modelling through a CARC consultant. - Promote all on-line PD resources. <p>Numeracy</p> <ul style="list-style-type: none"> - Meet with district advisory committee to determine their district numeracy priorities and needs. - Provide sessions as requested (regional, district and school based). - Organize cohort groups or communities of practice for deeper understanding of numeracy. - Plan follow-up activities for sessions. - Promote all on-line PD resources. <p>Other</p> <ul style="list-style-type: none"> - Provide sessions to assist educators with technology integration. - Provide sessions on specific subject areas that show pedagogy and process that revolve around competency-based instruction. 		<p>Evidence to be collected on an ongoing basis</p>	<p>Evidence to be collected on an ongoing basis</p>
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RESULTS ANALYSIS: Qualitative and Quantitative results will be analyzed.

AGREEMENTS

A final report will be submitted to Alberta Education on or before December 1, 2015 and will include:

- 1. A financial summary*
- 2. Information about brokering and collaboration with partners.*
- 3. Highlights of key curriculum implementation supports and professional learning successes and challenges (e.g., reflection of experiences, sharing of learning, recommendations for conditions and community engagement that will help achieve the policy shifts and cultural shifts.)*
- 4. Information relative to key indicators of impact or evidence of the expected outcomes being met.*

CARC will participate in a meeting with Alberta Education representatives following the submission of a final report.

Appendix 1

Curriculum Redesign Grant Budget 2014 – 2015 \$353,305

2014-2015

Base Funding

Proposed

CARC Office Management and Support	\$75,000
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Proportional Funding

Curriculum Support Consultant Salaries **Note: much of the Implementaiton work will be completed by this staff	\$168,000
Curriculum Redesign	\$15,305
Student Learner Assessments	\$10,000
Career and Technology Foundations	\$7,000
FNMI	\$5,000
Inclusive Education	\$20,000
Mathematics	\$10,000
High School Credentialing	\$6,000
Learning Commons Policy	\$5,000
Literacy	\$20,000
Numeracy	\$5,000
Other (Science, Technology)	\$7,000
Total	\$278,305

Appendix 2

Proposal to Alberta Education to Support Implementation 2014 - 2015



Situation

- 2009 Alberta Education initiated a series of province-wide conversations and consultations regarding the future of education in Alberta. These consultations led to the development of a broad policy framework (“Inspiring Education Steering Committee Report”) and a new Ministerial Order on Student Learning.
- The changes envisioned and detailed in these two documents are being implemented through several initiatives including Curriculum Redesign, Inclusive Education, FNMI initiatives, the Learner Technology Policy Framework as well as others such as the Provincial Dual Credit Strategy, Student Learner Assessments, and High School Redesign.
- Respectful, responsive, and research-informed professional learning support for the 35 000+ teachers in the province will be a factor critical to the successful implementation of these initiatives and achieving our desired future.
- Regional consortium – referenced collectively as Alberta Regional Professional Development Consortia (ARPDC) are uniquely positioned and able to design, facilitate, broker, and lead the professional learning to support the changes associated with provincial initiatives.
- Learning opportunities in 2014-2015 and beyond must shift from building awareness of initiatives to developing teacher knowledge, skills, and attributes.
- Given the significant implications of Alberta Education initiatives and goals, learning opportunities will also be required to support school leaders, other education professionals, parents, and education partners.
- Successful implementation is possible in environments where education stakeholders are committed to sharing the responsibility for supporting implementation within a culture of learning. Planning for successful implementation requires; coherence among plans and priorities; and the intentional efforts by education stakeholders to collaboratively address the essential conditions to support implementation www.essentialconditions.ca
- ARPDC is uniquely positioned to work with and for Alberta Education and school jurisdictions to implementation thinking, planning and delivery of learning opportunities.
- ARPDC and other education partners identify shared measures and evidence of impact to demonstrate successful implementation based on professional learning.

Inputs

Based on funding from Alberta Education Regional Consortium invests in:

ARPDC ED’s and consultants, contracted speakers, presenters and facilitators, in collaboration with: (Alberta Education, School Jurisdictions, Advisory Committees, Professional Learning Partners), facilities and technology.

Priorities

- ARPDC shares in Alberta Education’s priorities of:
- Alberta teachers and leaders use innovative and inclusive approaches to teaching and learning
 - Teachers and school leaders have the knowledge, skills and attitudes for new implementation initiatives.
 - The Alberta Education Business Plan Goals 2.3 and 2.4

Outputs

- The consortia will serve the needs of regional school authorities in their efforts to provide quality professional learning opportunities for educational stakeholders. The Consortia will:
- use a variety of learning designs such as synchronous learning opportunities offered via technology (webinars, Video Conferences, Tweet-Ups and/or other social media tools, face to face) and asynchronous opportunities (virtual communities hosted on a NING, a Moodle, Twitter or other environments and tools) to develop teacher, parent, and community awareness of the curriculum; and teaching and learning strategies
 - facilitate opportunities for building knowledge, skills and attitudes within and amongst schools, jurisdictions and provincially;
 - facilitate opportunities for educators to refine instructional and assessment practices; pedagogy
 - support the development of strategies to identify shared measures and evidence to demonstrate impact of professional learning.
 - support school authorities with their professional learning implementation plans and approaches
 - establish communities of practice that are supported with a variety of opportunities to share and discuss research based practice; these opportunities would be supported by face to face opportunities, access to coaching and to a variety of synchronous and asynchronous tools as per the learning design and audience targeted for participation in the community.

Outcomes

Level I (Awareness)	Level II (Impact on Practiced Pedagogy)	Level III (Long-Term Impact)
access and opportunity for learning is available (e.g., numbers of sessions, variety of distribution)	participants apply their learning	participants (school authorities) have the capacity to implement and students are successful. (e.g., survey data, number of teachers accessing learning)
participants are aware of curriculum change and instructional and assessment practices based on accessing learning opportunities. (e.g., survey data, number of teachers accessing learning)		
identify shared measures	develop measures, collect data, analyze and share interpretations to focus on improvements	provincial agreement on measures of impact used by all stakeholders
supports for implementation planning provided (e.g., essential conditions website, tools and resources, model use of at meetings)	participants are engaged in collaborative spaces /designs. (examples of online participation)	adult learners are co-creating knowledge based on collaboration, sharing is evident
collaborative professional learning spaces/designs are available for adult learners to access. (e.g., community of practice, moodle, cohort, how many are involved)	school authorities access and model use of implementation planning resources.	

Currently identified areas for support under the Implementation Grant based on Alberta Education priorities, regional priorities and District priorities include but are not limited to:

- Curriculum Redesign:
 - Cross Curricular Competencies
 - Literacy and Numeracy Benchmarks
 - Understanding Curriculum Redesign Intent
 - Curriculum Standards
- Instructional Strategies
- Student Learner Assessments
- Moving Forward with High School Redesign
- First Nations Metis and Inuit
- Mathematics
- Literacy
- Numeracy
- Career Technology Foundations
- Inclusive Education
- High School Credentialing
- Emerging Regional and Provincial Needs

See Appendix I



Proposed Measures and Data Sources

Area of Collaboration if we have an output / outcome:

- Provincial and Regional Needs assessments
- Partnerships and Collaborations
 - School Authorities
 - Alberta Education
 - Alberta Teachers Association, CASS, Alberta Assessment Consortium
- Professional Learning opportunities designed and delivered
 - number of sessions offered to support identified needs.
 - diversity of sessions offered to support identified needs.
- Learning Opportunity Participants Surveys
 - immediate survey and follow-up impact survey
 - level of awareness (Curriculum Redesign) of session participants
 - pre and post assessments
- Qualitative data (anecdotal, testimonial)
- Resources created to support professional learning
 - number of resources developed
 - variety of resources developed
 - access to and usage of resources developed
- Types of technology used to distribute learning (synchronous and asynchronous).
- Diary / Log / Journal (electronic or hard copy) of participant or Learning Facilitator learning reflections
- Financial Statements
- Samples of brochures of sessions and conferences
- Final reports
- Centralized registration system and the common website analysis



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Appendix I

Currently identified areas for support under the Implementation Grant based on Alberta Education priorities, regional priorities and District priorities include but are not limited to:

- Curriculum Redesign (for Teachers, Administrators, Parents, School councils, Community, Trustees):
 - o Cross Curricular Competencies from the Ministerial Order
 - o Literacy and Numeracy Benchmarks
 - o Understanding Curriculum Redesign Intent
 - o Curriculum Standards
- Instructional Strategies
- Assessment (Student Learner Assessment and other assessment strategies)
- Moving Forward with High School Redesign
- First Nations Metis and Inuit
- Mathematics
- Literacy
- Numeracy
- Career Technology Foundations
- Inclusive Education
- High School Credentialing
- Emerging Regional and Provincial Needs

Note: There are 6 regional consortium and one provincial francophone consortium that are collectively known as Alberta Regional Professional Development (Learning) Consortia (ARPDC).

The Alberta Professional Development Consortia (ARPDC) is dedicated to promoting student learning and achievement; school improvement; and parental engagement in the educational process through the provision of professional learning opportunities at the local, regional and provincial levels. Each regional consortium is governed by a board comprised of representatives from: CASS, ASBA, ASBOA, ASCA, Post-Secondary, ATA and Alberta Education. The board ensures that programs align with the following goals of the consortium.

The ARPDC will:

FACILITATE professional development which supports the effective implementation of components of: The Alberta Education Business Plan; Jurisdiction and School Education Plans; and Regional School Council priorities.

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

COORDINATE, BROKER AND ACT as a referral centre to assist stakeholders to identify available professional development resources.

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

PROMOTE AND SUPPORT the development of professional development leadership capacity.

PROVIDE all stakeholders with access to professional development at a reasonable cost.

This work represents the ARPDC Executive Directors' collective thinking as of June 2014.