



**Learning Network Educational Services Regional
Professional Development Plan for Alberta Education
Grant # 2008-0653**

**2008-2009
(Year 1 of 3)**

**Submitted to Alberta Education
By**

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Project Background and Design

On an on-going basis, Alberta Education implements new curriculum changes and advances educational initiatives for the purposes of improving student learning and preparing students for the world of work. Alberta Education further recognizes that implementation support and professional development are necessary for teachers and administrators, if they are to successfully implement the new curriculum and educational initiatives at the classroom and school level. For the past five (5) years, Alberta Education has provided specific grant dollars to provide implementation support and professional development to teachers and administrators in the new curriculum implementation areas and new educational initiatives. For the most part, with the exception of the Social Studies, the new curriculum and educational initiative grants have been offered to consortia one year at a time.

Effective the 2008-2009 school year, Alberta Education introduced a three (3) year professional development funding cycle to enable better planning, enhance the quality of professional development provided to teachers and administrators in schools, and to provide accountability for the funds expended on professional development. The professional development grant is provided to each consortium with the understanding that the professional development planning and delivery will model the processes and beliefs outlined in *A Guide to Comprehensive Professional Development Planning* and the Alberta Regional Professional Development Consortia (ARPDC) beliefs surrounding curriculum implementation.

Regional Characteristics

Learning Network Educational Services provides professional development services to: The Learning Network (East Central Professional Development Consortium) provides services and learning opportunities for the following Member Jurisdictions:

- Buffalo Trail Regional School Division No. 28
- Conseil Scolaire Centre-Est No. 3
- East Central Alberta C.S.S.R. D. No. 16
- Lakeland R.C.S.S.D. No. 150
- Lloydminster Roman Catholic School Division No. 89
- Lloydminster Public School Division No. 1753
- Northern Lights School Division No. 69
- St. Paul Education R.D. No. 1
- Northland School Division No. 61 – only in selected schools located in the Bonnyville and Cold Lake area
- Nine (9) First Nation School Systems in the East Central Alberta region

The Learning Network region includes eight school districts as well as a number of band, Northland Schools, private and charter schools in a large geographical area covering the north-east half of central Alberta. This translates into a approximately thirty-Three hundred (3300) teachers and over twelve hundred (1200) support staff in the region.

The area is rich in Aboriginal and Francophone communities. Three jurisdictions have a higher percentage of FNMI students; three also include Hutterite Colony schools and/or French Immersion Schools. The preponderance of rural schools separated with considerable geographical distance makes for complex combinations of teaching assignments and diverse professional development needs. Technology links across the region allows for a plan that can compliment and enrich teacher learning. Distance and sparsity within the region provides a challenge in providing professional development learning opportunities for **all** within the region. As a result, Learning Network continues to provide program offerings wherever feasible in both the north and south side of the region, thereby reducing travel time for participants to attend sessions.

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

Comprehensive Professional Development Planning

Society and government expect schools to continually focus on improving student learning. Research shows student learning is enhanced when teachers, administrators and support staff have access to an effective comprehensive professional development plan. Table 1 below summarizes the steps and actions taken by Learning Network to develop a comprehensive plan for the region for the 2008-2009 school year.

Table 1: Learning Network Comprehensive Professional Development Planning 2008-2009

Steps in Professional Development Planning <i>(Taken from A Guide to Comprehensive Professional Development Planning)</i>	Learning Network Actions
<p>Step 1: Conduct an Environmental Scan and Participant Needs Assessment</p> <ul style="list-style-type: none"> • <i>What are the provincial priorities?</i> • <i>What are the jurisdictions needs and priorities?</i> • <i>What are the school's needs and priorities?</i> • <i>Are there unique contextual issues?</i> 	<p>In the period February to June 2008 Learning Network facilitated the following activities relating to conducting an Environmental Scan and Needs Assessments:</p> <ul style="list-style-type: none"> • Worked collaboratively with the

- *What trends or themes emerge from the data?*
- *What unique need emerge from the desegregation of data?*

Environmental Scan

Threats

- The region has many small isolated rural schools which are far away from larger centers.
- Hosting professional development in one centralized location (like St. Paul) means that some participants may need to travel 200-300 kilometres one way to attend professional development opportunities.
- The traditional approach of pulling teachers and support staff out of classrooms during the school week is no longer a viable means of delivering professional development to school systems. While participation in professional development is deemed to be very important by teachers, administrators and support staff, Learning Network needs to be proactive in finding ways to address the following barriers to effective PD delivery:
 - Substitute costs for teachers to attend PD.
 - Substitute teacher availability
 - Distance of travel/travel costs to PD
 - Teachers time away from their students
 - Limited professional development funds for support staff, teachers and administrators
 - The region requires Technology leadership
 - Some teachers in the region have limited technology skills
 - Not all schools have adequate technology for professional development purposes.

Opportunities

- There is a strong spirit of collaboration and cooperation amongst Learning Network,,the school systems and the ATA and this creates support for professional Development in the region.
- Schools systems are willing to collaborate with Learning Network to establish a

provincial ATA Professional Development Coordinator, ATA Local PD Committees, and school boards to develop and administer a “northern” (See Appendix 1) and “southern” (See Appendix 2) Joint ATA, School System and Learning Network Needs Assessment Survey in March 2008.

- Worked with school systems and support staff representatives in the region to develop and administer a “northern” (See Appendix 3) and “southern” (See Appendix 4) Support Staff Needs Assessment Survey.

Regional Advisory Committee Meetings/Members

Joint ATA/School System/ Learning Network Needs Assessment Development and Analysis(North and South)

- ✚ Jacquie Skytt- Provincial ATA
- ✚ Nick Radujko- Buffalo Trail School Division No. 28
- ✚ Tom Koskie- East Central Catholic School Division No. 16
- ✚ Glenn Gouthro- Buffalo Trail School Division No.28
- ✚ Bob Allen- Buffalo Trail School Division No. 28
- ✚ Jordan Fenton-ATA Rep from Buffalo Trail School Division No. 28
- ✚ Dan Nash- LN Social Studies Coordinator
- ✚ Ron Lindsay- LN Math Coordinator
- ✚ Sylvia Malo- LN Math Coordinator
- ✚ Barb Boschman – ATA Rep form St. Paul Education R.D.
- ✚ Heather Psychk- ATA Representative
- ✚ Greig Christian- Northern Lights School Division
- ✚ Rene Lafrance- St. Paul Education R.D. No. 1
- ✚ Glenn Brodziak – St. Paul Education R.D. No. 1
- ✚ Glenda Bristow- St. Paul Education R.D. No. 1
- ✚ Joanne Jackson- Lakeland R.C.S.S.D. No 150
- ✚ John Orr-Northern Lights School Division No. 69

<p>timetable for key implementation needs and system priorities.</p> <ul style="list-style-type: none"> • The ATA locals in the region are very willing to work with Learning Network to have Learning Network professional development sessions offered during the fall ATA PD Days. • The Social Studies Webcast pilot series has demonstrated the potential for the use of this technology in the delivery of other professional development. • Learning Network has developed some expertise in Webcast technology as a result of the work Dan Nash, did on the Social Studies Webcast series. • Technology delivered professional development events are also holding promise as they not only reduce costs but also have the potential for “on-demand” professional development opportunities. • Learning Network has ten (10) Master Trainers in SMART Board Technologies. • Learning Network has a number of contacts in the school system in the region who will support and assist technology delivered professional development sessions. • Alberta Education has approved a reasonable level of funding for the following new implement areas and initiatives: <ul style="list-style-type: none"> ➢ Mathematics ➢ Knowledge and Employability Course ➢ French as a Second Language ➢ High School Sciences ➢ FNMI ➢ Literacy ➢ ICT ➢ Wellness. ➢ DL Strategies ➢ English as a Second Language • Funding is available for technology delivered professional development. <p><u>Teacher, Administrator School System Needs Assessment - Top Priorities</u></p> <ul style="list-style-type: none"> ▪ Math (K-9) ▪ Social Studies(K-12) ▪ Science (10-12) ▪ Technology 	<p><u>Second Languages Planning Meeting for 2008-2009</u></p> <ul style="list-style-type: none"> ✚ Richard Bonneville- Provincial Coordinator <ul style="list-style-type: none"> ○ Glenda Bristow- St. Paul Education R.D. No.1 ✚ Rene LaFrance – St. Paul Education R.D. No. 1 ✚ Roy Ripkens – Northern Lights School Division ✚ Deb Venance- Buffalo Trail School Division No. 28 <p><u>Social Studies Implementation Plan for 2008-2009</u></p> <ul style="list-style-type: none"> ✚ John Orr- Northern Lights School Division No. 69 ✚ Jason Porteous- Lakeland R.C.S.S.D. No. 150 ✚ Glenda Bristow- St. Paul Education R.D. No. 1 ✚ Nick Radujko- Buffalo Trail School Division No. 1 ✚ Tom Koskie- East Central Catholic School Division No. 16 ✚ Dan Nash- Learning Network Social Studies Coordinator <p><u>Math Implementation Plan 2008-2009 (One –on One meetings between Math Coordinators and Executive Direct with</u></p> <ul style="list-style-type: none"> ✚ Nick Radujko- Buffalo Trail School Division N. 28 ✚ Rene Lafrance- St. Paul Education R.D. No. 1 ✚ Glenn Brodziak – St. Paul Education R.D. No. 1 ✚ John Orr- Northern Lights School Division No. 69 ✚ Tom Koskie- East Central Catholic School Division No. 16 ✚ Stephen MacKenzie- East Central Catholic School Division No. 16 <p><u>One-on-on One Meetings with School Divisions re: Planning for 2008-2009</u></p> <ul style="list-style-type: none"> ✚ Northern Lights School Division (John Orr and Greig Christian) ✚ St. Paul Education (Doug Yeo, Glenn Brodzak, Rene Lafrance and Glenda Bristow) ✚ Lloydminster Public School Division (Michael Diachuk) ✚ Lloydminster Catholic School Division (Aubrey Patterson)
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- SMART Board
- LearnAlberta
- FSL
 - Gesture Approach
 - Assessment
 - Program of Studies
- Assessment
- Special Education
 - Read and Write Gold
- Second Languages
 - Cree Language
- Language Arts
- Daily Physical Activity

Support Staff Needs Assessment- Top Priorities

- Understanding disabilities
- Read and Write Gold
- Behaviour Management
- Wellness
- Computer software
 - Word
 - Excel
 - Publisher
- School Bus Safety
- Enhancing library services
- Safety
- Technology
 - SMART Board
 - Using VC
 - Digital Cameras
 - Email
 - Computer



- ✚ East Central Catholic School Division (Stephen MacKenzie, Tom Koskie, and Ron Lindsay)
- ✚ Buffalo Trail School Division (Nick Radujko, Glenn Gouthro, Bob Allen, Dan Nash, Jordan Fenton, and Eon Lindsay)

Southern Support Staff Conference and Needs Assessment Planning-2008-2009

- ✚ Bob Allen- Buffalo Trail School Division No. 28
- ✚ Shannon Melin- Buffalo Trail School Division No. 28
- ✚ Chrysti Mannix- Buffalo Trail School Division No. 28
- ✚ Dennice Reid- Buffalo Trail School Division No. 28
- ✚ Crystal Tower- Buffalo Trail School Division No. 28
- ✚ Stacy Joy- Buffalo Trail School Division No. 28
- ✚ Jessica Channon- East Central Catholic School Division No. 16
- ✚ Iva Paulik- East central Catholic School Division No. 16
- ✚ Celine Zevola – Learning Network
- ✚ Corina Paré- Learning Network
- ✚ Glenn Zacharuk- Learning Network

Northern Support Staff Conference and Needs Assessment Planning-2008-2009

- ✚ Diane Bauer – Lakeland Catholic School Division No. 150
- ✚ Adrienne Gambell- Lakeland Catholic School Division No. 150
- ✚ Cindy Hornseth- Northern Lights School Division No. 69
- ✚ Lynda Ogrodiuk- Northern Lights School Division No. 69
- ✚ Mary Murphy- Northern Lights School Division No. 69
- ✚ Bridget Noel- St. Paul Education R.D. No. 1
- ✚ Patricia Gervais- St. Paul Education R.D. No.1
- ✚ Glenda Bristow- St. Paul Education R.D. No. 1
- ✚ Kathy Garner- St. Paul Education R.D, No. 1
- ✚ Doris Vallee- St. Paul Education R.D. No. 1

	<ul style="list-style-type: none">  Celina Zevola- Learning Network  Kirk Jensen- Learning Network
<p>Step 2: Develop PD Goals</p> <ul style="list-style-type: none"> • <i>What are the top priorities from the analysis of the data?</i> • <i>How have others approached these goals?</i> • <i>What activities have been planned by other PD partners to address these goals?</i> <p>How have others approached these goals?</p> <ul style="list-style-type: none"> • Research shows technology can play a vital role in delivering PD • Assisting school systems by embedding Math consultants • Using opportunities like ATA PD Days and ATA Conventions • Working with ATA Councils 	<ul style="list-style-type: none"> • Met with individual school systems to address: <ul style="list-style-type: none"> ❖ professional development concerns ❖ Professional development priorities ❖ Their plans for PD ❖ When would be the best time to provide professional development for their school system? • Met/emailed school systems on ways to support the math professional development needs of the school systems. • Using the results from the two teacher/administrator needs assessment surveys, Learning Network worked collaboratively with four (4) ATA PD locals and the majority of the school systems in the region to arrange, deliver and fund sessions requested by each group. Using the results of the of the “southern” Support Staff Needs Assessment Survey, Learning Network organized approximately thirty (30) sessions for the Wainwright Support Staff Conference which took place on September 26, 2008.(See page3 in Appendix 7 for a summary of the sessions) • Using the results of the of the “Northern” Support Staff Needs Assessment Survey, Learning Network organized approximately fifty (50) sessions for the Bonnyville Support Staff Conference which is scheduled for February 12 and 13, 2009.(See Appendix 8 for a summary of the sessions) • Convened a Second Languages Planning Meeting in May 2008 to establish professional development

	<p>needs and priorities for school systems in the region.</p> <ul style="list-style-type: none"> • Met with the FNMI staff in St. Paul region to determine their professional development needs and to plan for the Nehiyewewin Conference: Keeping the Language and Culture Alive in Schools (September 25 and 26, 2008)(see page 2 of Appendix 7 for details) • Met with the Northern Lights School Division/Lakeland Catholic School Division ATA PD Local to discuss their PD need and organize professional development sessions for their PD day (See Pages 9-11 in Appendix 7 for a summary of sessions organized by Learning Network) • Stakeholders were provided with opportunities for input during the May Curriculum Coordinators Meeting in St. Paul • Worked with Lac La Biche ATA Sub-local to plan for their PD Needs (see pages 11-13 in Appendix 7 for a summary of the sessions) • Met with the Buffalo Trail/East Central ATA PD Local Committee to plan sessions for the September 25, 2008 Park Plains ATA PD Day (see pages 4-8 of Appendix 7 for a summary of sessions) • Dan Nash, Social Studies Coordinator for Learning Network, consulted with the Social Studies Curriculum Facilitators for the respective school divisions.
<p>Step 3: Identify Possible PD Strategies</p> <ul style="list-style-type: none"> • <i>How can the planning committee capitalize on similarities and reduce overlap with the other PD partners' program?</i> <ul style="list-style-type: none"> ○ Meet to discuss who will take responsibility for particular sessions • <i>Which Delivery models best address your goals and meet participants' needs?</i> 	<ul style="list-style-type: none"> • Approximately one-hundred (100) in-service sessions have been organized for the fall ATA PD Days (These were listed in Appendix 7) • About sixty (60) other sessions were organized for school systems for delivery in the first half of the 2008-2009 school year.(these are

<ul style="list-style-type: none"> ○ ATA Days ○ Days set aside by School Systems ○ Expanding the number of locations in which PD sessions are offered ○ Using some technology delivered sessions ○ Record and archive PD sessions ○ Create opportunities for on demand PD <ul style="list-style-type: none"> • <i>What resources must be designated to successfully achieve the goals?</i> <ul style="list-style-type: none"> ○ Extra math funding to support school systems as per Goal #2: Provide support for district mathematics implementation plans. Strategy 2:1 Support development of district plans. Strategy 2:2 ○ Allocate a portion of the grant to districts to support their implementation plans ○ Support for the technology sessions requested by school systems and ATA PD locals. ○ Support for FNMI, Literacy, Second Languages, Special Education, Safety, assessment, etc. ○ Funding for DL leadership and technical services • <i>How will the impact of your PD plan be measured?</i> <ul style="list-style-type: none"> ○ Through the use of the <i>Program Feedback & Ongoing Needs Assessment 2008-2009</i> (see Appendix 6) ○ Ongoing work with other educational partners to collect and report a broad base of “evidence success”. <p><u>What have we learned from preparing the Annual Report in 2007-2008?</u></p> <ul style="list-style-type: none"> • If Learning Network is to be effective in its “technology-delivered professional development events” we need to be cognizant of the following: <ul style="list-style-type: none"> ○ Technology leadership is required and hence a consistent level of personnel dedicated to Technology 	<p>listed on pages 14-21 in Appendix 7)</p> <ul style="list-style-type: none"> • Extensive consultations took place between school systems, the Social Coordinator, Math Coordinators and the Executive Director. • The Social Studies Coordinator has developed plans to deliver PD via technology and to use these opportunities to also create opportunities for on-demand PD. • The Math Coordinators have a goal to “Explore alternative professional development strategies.” Strategy 4:1 Explore the feasibility of alternate delivery modes for mathematics professional development. Strategy 4:2 Develop a mathematics link on the Learning Network website. • Allocation of funding for Provincial Priorities: <ul style="list-style-type: none"> ○ Math ○ Science ○ K & E ○ ICT ○ Safety ○ Literacy ○ High School Completion ○ FNMI ○ Second Languages • Allocation of funding to other School system priorities in the region: <ul style="list-style-type: none"> ○ Technology ○ Special Education ○ Assessment
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<p>coordination/leadership and technical services is required.</p> <ul style="list-style-type: none"> ○ Pre-planning needs to be done with in-service presenters before the event to ensure they know how to use the technology and how to optimize their presentations when using technology. ○ Technical support is required at both the delivery point and receiving point of professional development. ○ Effective and tested technology (equipment) is essential at both the point of delivery and the receiving point of professional development. ○ Staff receiving professional development via “technology-delivered events” would gain more benefit from the event if they were oriented on key features of the technology. <ul style="list-style-type: none"> • Consideration should be given to the following in planning for 2007-2008: <ul style="list-style-type: none"> ○ Hiring some level of Technology Coordination/Technical Services ○ The need to build school leadership capacity in the area of “technology”. ○ An increased focus on “technology-delivered events. ○ A focus on providing “on-demand” professional development in key areas like Social Studies, Math and Science ○ An increased focus on delivering professional development sessions during ATA PD Days and Annual Teachers Conventions 	
<p>Step 4: Finalize Action Plan and Measures</p> <ul style="list-style-type: none"> • <i>Does the plan contain evidence-based goals and strategies, timeline, evaluation strategies, data sources and the necessary resources?</i> • <i>Are there any reporting requirements?</i> <ul style="list-style-type: none"> ○ Alberta Education expects a Final Annual Report for Learning Network to be submitted by November 30, 2009 • <i>Does the Plan need approval?</i> <ul style="list-style-type: none"> ○ While there is not a formal process for 	<ul style="list-style-type: none"> • The Professional Development Opportunities available to teachers, administrators and support staff for the period August 2008 to January 2009 are listed in Learning Network Newsletter (see Appendix 7) and are also posted on the website • New sessions for the remainder of the year are continually being developed and emailed to school

<p>approval – individual components of the plan are informally approved by the school systems and the ATA groups with whom the planning is done.</p> <ul style="list-style-type: none"> • <i>How will you communicate the plan to stakeholders?</i> <ul style="list-style-type: none"> ○ Through a newsletter, ○ On-going emails reminding schools of upcoming sessions ○ And posting the sessions on the website. 	<p>principals and posted on the website.</p> <ul style="list-style-type: none"> • Updating of the website
<p>Step 5: Implement Action Plan</p> <ul style="list-style-type: none"> • <i>What strategies are in place to support your committee?</i> <ul style="list-style-type: none"> ○ Funding ○ Collaboration ○ Regular contact with schools, the ATA PD locals and school system ○ Openness to requests for changes and additions • <i>How will you maintain communication with participants</i> <ul style="list-style-type: none"> ○ Through confirmation of registrations ○ Emails to principals and school system leaders ○ Phone calls ○ Administration of <i>Program Feedback & Ongoing Needs Assessment 2008-2009</i>(see Appendix 6) ○ Advise of cancelled • <i>How will your committee maintain communication with PD providers?</i> <ul style="list-style-type: none"> ○ Through face to face meetings ○ Telephone ○ Email ○ Sharing of the Annual report • <i>What is the overall response of participants to the program?</i> <ul style="list-style-type: none"> ○ This is determined through <ul style="list-style-type: none"> ▪ the <i>Program Feedback & Ongoing Needs Assessment 2008-2009</i> ▪ the Year End Stakeholder Satisfaction Survey ▪ Input at Curriculum Coordinator Meetings in St. Paul ▪ Needs Assessment Survey results ▪ Emails from stakeholders ▪ Face to face meetings with 	<ul style="list-style-type: none"> • The Professional Development Plan has been summarized and presented in the form a Newsletter (See Appendix 7) • The Professional Development Plan has been posted on the website(See www.learn-network.org)

<ul style="list-style-type: none"> stakeholders <ul style="list-style-type: none"> ▪ The Board Members 	
<p>Step 6: Revise Action Plan as Required</p> <ul style="list-style-type: none"> • <i>What does the formative evaluation data indicate?</i> <ul style="list-style-type: none"> ○ Feedback gathered through the <i>Program Feedback & Ongoing Needs Assessment 2008-2009</i> will be used to make on-going changes to PD delivery. • <i>How will the program changes be communicated to stakeholders?</i> <ul style="list-style-type: none"> ○ Via email ○ Posting changes on the website • <i>Are participants applying their knowledge and skills?</i> <ul style="list-style-type: none"> ○ This is an area that requires more development 	<ul style="list-style-type: none"> • The ARPDC has established a “Partnership Committee” representing ASBA, CASS, ATA, AED, ASCA, and U of C to begin the work of developing a process to collect and report a broad base of “evidence success”. • The first meeting of this group was held on September 30, 2008 and the second one was held on October 31, 2008.
<p>Step 7: Undertake Summative Evaluation</p> <ul style="list-style-type: none"> • <i>Did the program meet its goals?</i> • <i>Did the program meet participant needs?</i> • <i>Did you examine what worked well?</i> • <i>Did you examine what didn't work well?</i> • <i>Did you identify what should be done next?</i> 	<ul style="list-style-type: none"> • By November 30, 2009 Learning network will prepare a summative report which provides <ul style="list-style-type: none"> ○ A summary of the professional development opportunities provided to teachers, administrators and support staff in the region. ○ Report on teacher, administrator and support staff feedback on professional development ○ Analyze emerging trends in the data ○ Provide lessons learned ○ Highlight significant accomplishments ○ Identify issues in professional development ○ Recommend changes for the upcoming year. ○ Include a financial summary

Actions taken/to be taken by Learning Network to Address the Grant Deliverables

1. ***Annual base funding in the amount of \$75,000 will be provided to assist with operational and equity issues. This is targeted for such***

items as administrative support, coordination, research, staffing, sustainable human resources, funds for teleconferencing, etc.

Action: Learning Network will use the \$75,000 to:

- Provide technology leadership/technical services to the Math Coordinators/Consultants to assist them in the delivery of some technology delivered professional development sessions.
- Provide technology leadership/technical services to the Math Coordinators/Consultants to assist them in the delivery of “on-demand” professional development.
- Provide transitional job support for the new Executive Director
- Provide the Executive Director with consultant support on specific projects
- Cover the extra cost of support/administrative staff salaries arising from the implementation of the new curriculum and the escalating need for mathematics curriculum support.
- Support in-services on the use of Technology in Schools
- Support Special Education in-services for staff in schools.
- Support the delivery of Assessment in-services for teachers and administrators
- Support the delivery of in-services for support staff in the region

2. Proportional funding in the amount of \$223,000 is provided to the consortium for implementation of new and revised programs of study according to the Implementation Schedule, strategic priorities outlined in the Alberta Education Annual Business Plan, and other priority programs in their respective zones/areas. During the 2008-2009 Consortia year, professional development and support activities will be provided for subjects and grade levels to be implemented are in preparation for the 2008-2009 and 2009-2010 pre-implementation and mandatory implementation years.

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

Action:

In planning for the delivery of professional development in the 2008-2009 school year, Learning Network facilitated the following collaborative actions:

- Worked with the partners to set up collaborative meetings (See actions in Seep 1 in Table 1 Above)
- Conducted an environmental scan (See Step 1 in Table 1 above)
- Conducted needs assessments(See appendices 1-4)
- Collaborated with school systems, the ATA and other groups to determine PD priorities (See Step 1 in Table 1 above).
- Collaborated with school systems, the ATA and other groups to determine PD “threats” and “opportunities” (See Step 1 in Table 1 above).

b. Each consortium will prepare a professional development /implementation strategy, including a work plan and budget and implementing the work plan for the 2008-2009 school year. This work plan will be inclusive of the following implementation subjects (English, French and other) listed in the Alberta Education Implementation Schedule: Mathematics, Knowledge and Employability, Language Initiative, French as a Second Language, High School Sciences(Biology, Chemistry and Physics). The 2008-2009work plan will be submitted to Alberta Education by November 24, 2008. In similar fashion, work plans in accordance with the Alberta Education Implementation

c. Strategic priorities and initiatives as outlined within the Alberta Education Business Plan are to be integrated / embedded as part of the implementation plan during the 2008 – 2009 year. This includes such priorities as High School Completion, FNMI, Literacy, ICT, Wellness, DL Strategies and English as a Second Language. In similar fashion, consortia work plans would incorporate strategic priorities and initiatives from the 2009 – 2010 and 2010 – 2011 Business Plans respectively. (See schedule “B” for details.)

Action:

Learning Network’s Projected Budget for this grant and the Work Plan are presented in Tables 2,3 and 4 which follow. As well, specific details of the professional development opportunities for the period August 2008-January 2009 are presented in Appendix 7. Additional professional development opportunities will be developed for the second half of the year (February 2009-June 2009) or and these will be posted on the website and emailed to schools as new opportunities.

Table 2: Learning Network 2008-2009 Implementation Grant Projected Budget

Learning Network's Allocated Amount for 2008-2009

\$298,000

Base Funding		2008-2009	
Support for Special Education, Technology, Assessment, Math		40,000	
LN Office Support		35,000	\$75,000

Proportional Funding - Implementation Years		2008-2009	
Mathematics		187,850	
Science		6690	
Languages		4000	
Knowledge and Employability		4460	
English As A Second Language		0	
Safety		2000	205,000

Proportional Funding - Strategic Priorities and Initiatives		2008-2009	
Literacy		2000	
FNMI		2,000	
Wellness		1000	
ICT and Distributed Learning		Support from other grants	
High School Completion		2,000	7,000

Proportional Funding - Zone Four Implementation Strategic Priorities and Initiatives		2008-2009	
Special Education		5,000	
Technology		3000	
Assessment		3000	11,000
		TOTAL	\$298,000

Table 3: Learning Network Work Plan 2008-2009

Designated Funds	Programs Developed to Date
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<p>Mathematics</p> <p><u>Funding Allocation</u></p> <ul style="list-style-type: none"> ○ 2007-2008 Math grant carry over = \$31,920.00 ○ 2008-2009 Implementation Grant Allocation = \$178,800.00 <p>Total Funding = 210.720</p> <p><u>Resource Allocation</u></p> <ul style="list-style-type: none"> ○ Sylvia Malo's secondment was increased from .25 F.T.E. to 1.0 F.T.E. ○ Ron Lindsay remains at .25 F.T.E. <p>A portion of the mathematics grant has been allocated to school districts to support implementation work within the districts. This can take the form of:</p> <ol style="list-style-type: none"> 1. providing the services of Learning Network consultants to work in the districts for district delivered PD 2. supporting teacher leader attendance at Learning Network regional workshops <ul style="list-style-type: none"> ▪ To address unique coordination and consultant needs in the region Learning Network allocated \$8000 to Buffalo Trail and \$10,000 to St. Paul Education bring in Geri Lorway and Jackie .Raykovic as consultants at the Junior High Level. <p><u>Highlights of the 2008-2009 Math PD Plan</u></p> <p>Goal #1: Provide regional mathematics learning opportunities.</p> <p>Strategy 1.1 Provide implementation support through a series of 3 core workshops for gr. K, 1, 4, and 7 teachers who are preparing for implementation.</p> <p>Strategy 1:2 Provide ongoing professional learning opportunities in general mathematics instructional strategies with a divisional focus, arranged around curriculum topics/themes.</p> <p>Strategy 1:3 Examine supplementary mathematics resources/methodologies to determine alignment with the program of studies and to</p>	<p>The following programs were developed as of November 2008 and additional programs will be developed in accordance with the Math Implementation goals (See Appendix 10 for the complete Implementation Plan)</p> <p><u>Kindergarten and Grade 1</u></p> <ul style="list-style-type: none"> ○ Mathematics: K & Gr. One – I Got It...Now What Do I Do? ○ Developing Understanding – Grades K-1 ○ Mathematics: Calendar and Numeracy (K) –What Activities Promote Conceptual Understanding in Mathematics ○ Mathematics: Activities That Promote Numeracy in Kindergarten ○ Mathematics: Assessment and Practice (K): What Do We Assess and How? ○ Mathematics: Activities That Promote Numeracy in Grade One ○ Mathematics: Assessment and Practice: What Do We Assess and How <p><u>Grade 4</u></p> <ul style="list-style-type: none"> ○ Mathematics: Grade 4 – I Got It...Now What Do I Do? ○ Number Concepts in the New AB Math Curriculum ○ Shape & Space, Measurement and Probability – Best Practice and the New AB Math Curriculum ○ Developing Understanding – Grade 4 <p><u>Grade 7</u></p> <ul style="list-style-type: none"> ○ Number Concepts in the New AB Math Curriculum ○ Algebraic Reasoning, Patterning and Probability – Best Practice and the New AB Math Curriculum <p><u>Grade 2</u></p> <ul style="list-style-type: none"> ○ Number Concepts in the New AB Math Curriculum ○ Shape & Space, Measurement – New Approaches and a New AB Math Curriculum ○ Implementing the New Math Curriculum – Grade 2 ○ Teaching Through Problem Solving – Mental Math (Grade 2) <p><u>Grade 3</u></p> <ul style="list-style-type: none"> ○ Number Concepts in the New AB Math
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<p>inform decisions regarding suitability for future Learning Network regional programming.</p> <p>Goal #2: Provide support for district mathematics implementation plans.</p> <p>Strategy 2:1 Support development of district plans.</p> <p>Strategy 2:2 Allocate a portion of the grant to districts to support their implementation plans.</p> <p>Goal #3: Build leadership capacity within the Learning Network region.</p> <p>Strategy 3:1 Explore models to support development of teacher and administrator leadership capacity.</p> <p>Goal #4: Explore alternative professional development strategies.</p> <p>Strategy 4:1 Explore the feasibility of alternate delivery modes for mathematics professional development.</p> <p>Strategy 4:2 Develop a mathematics link on the Learning Network website.</p> <p>NB A full copy of the Math Professional Development Implementation Plan 2008-2009 is provide in Appendix 5</p> <p><u>Alberta Education Contacts:</u> Jennifer Dolecki Debbie Duvall</p>	<p>Curriculum</p> <p><u>ATA PD Days- Div 1</u></p> <ul style="list-style-type: none"> ○ What Do You Mean I Can't Teach Calendar? (Changes to the K-1 Math Curriculum ○ Looking At the Upcoming Changes in Math for Grades 2/3 ○ What Does Number and Problem Solving Look Like for K-2 ○ What Does Number and Problem Solving Look Like for K-2 <p><u>Grade 5</u></p> <ul style="list-style-type: none"> ○ Number Concepts in the New AB Math Curriculum ○ Shape & Space, Measurement and Probability – Best Practice and the New AB Math Curriculum ○ Teaching Through Problem Solving – Mental Math (Grade 5) <p>ATA PD Days-Div II</p> <ul style="list-style-type: none"> ○ Just Because I Can't Remember 8x7 Doesn't Mean I'm Stupid! Teaching Basic Facts to Grades 4/5 Students ○ What Does Number and Problem Solving Look Like for Grades 4-6 <p><u>Grade 8</u></p> <ul style="list-style-type: none"> ○ Algebraic Reasoning, Patterning and Probability – Best Practice and the New AB Math Curriculum <p><u>ATA PD Days-Div III</u></p> <ul style="list-style-type: none"> ○ Junior High Math: Making Connections in the New Math Curriculum ○ Junior High Math: Mathematical Reasoning in the New Math Curriculum ○ Junior High Math: Making Connections in the New Math Curriculum (2 Sessions) ○ Implementing the New Math Curriculum: Personal Strategies (Grades 7/8) ○ Implementing the New Math Curriculum: Personal Strategies(Grades 9)
<p><u>High School Science</u></p> <ul style="list-style-type: none"> ○ 2007-2008 AE Science Grant carryover = \$4000.00 ○ 2008-2009 Science Grant = \$4717.00 ○ 2008-2009 Implementation Grant 	<p>Worked with Dan Merrills, Stephen Klein, John Griffin and Dan Leskiw to tailor the Science sessions to the requests of the ATA PD locals.</p>

<p>Allocation= \$6690.00</p> <ul style="list-style-type: none"> ○ Total Funding= \$15,407.00 <p>Resource allocations:</p> <p><u>Alberta Education Contacts</u></p> <ul style="list-style-type: none"> ○ Lorraine Lastiwka 	<p><u>Park Plains ATA PD Day</u></p> <ul style="list-style-type: none"> ○ <i>Strategies and hands-on activities for some of the more difficult parts of Biology, Chemistry and Physics at the 20 and 30 level.</i> In this session we will identify areas in the curriculum that may present a challenge to teachers and students and explore effective ways of teaching these concepts. ○ <i>Senior High Science: Linking classroom, curriculum and Diploma Exams.</i> We all know we do not teach to the Diploma Exam, but how do we know if we are teaching the right material to the right depth? In this session we will explore the “depth indicators”. ○ <i>Senior High Science: New resources for your tool kit.</i> Online resources from Alberta Learning have been released to support the changes in the curriculum. In this session we will visit these sites and identify resources specific to Biology, Chemistry and Physics. <p><u>Lakeland Catholic/ Northern Lights School Division ATA PD Day</u></p> <ul style="list-style-type: none"> ○ <i>Examining Assessment Practice: A Session for Senior High School Science Teachers</i> <p><u>Buffalo Trail/East Central Catholic School Division</u></p> <ul style="list-style-type: none"> ○ <i>Examining Assessment Practice: A Session for Senior High School Science Teachers</i>
<p><u>Knowledge and Employability Courses Funding Allocation</u></p> <ul style="list-style-type: none"> ○ 2008-2009 Implementation Grant Allocation= \$4460.00 <p>Total Funding= \$4460.00</p> <p>Learning Network also hold a provincial K& E Grant for \$91,000 which is intended to provide \$70,000 for a K& E Symposium and \$21,000 for K & E in-services to teachers across the province.</p> <p><u>Alberta Education Contacts</u></p> <p>Dan Antoniuk</p>	<ul style="list-style-type: none"> • Learning Network as lead consortium for the province on K & E has developed a plan to offer nine (9) sessions of Language Arts and seven sessions of Science across the province. (This means that CRC & ERLC would get two sessions in each subject and the five smaller consortia will get one session in each subject. • Because of travel distance Learning Network will use its K & E funds to deliver a second Language Arts and Science in-service in either St. Paul or Wainwright

	<ul style="list-style-type: none"> • Learning Network will also provide K & E Grant dollars to enable the LN Math Coordinators to work with Alberta Education and a Lead K & E Math teacher to develop and deliver two K & E Math sessions. • Learning Network will also fund the filming and archiving of the math session on a website..
<p><u>Languages</u> <u>Funding Allocation for Second Languages</u></p> <ul style="list-style-type: none"> • Aboriginal Languages grant = \$4200.00 • 2008-2009 Implementation Grant Allocation= \$2000.00 <p>Total Funding= \$6200.00</p> <p><u>Funding Allocation for French as a Second Language</u></p> <ul style="list-style-type: none"> • Funding for sessions held by ERLC and booked by Richard Bonneville • 2008-2009 Implementation Grant Allocation= \$2000.00 • <p><u>Alberta Education Contacts</u> Christine Bexte Sigrid Olen</p>	<p><u>Cree Language</u></p> <ul style="list-style-type: none"> • The <i>Nehiyewewin Conference: Keeping the Language and Culture Alive in Schools</i> was held in St. Paul on September 25 and 26, 2008 and featured the following FNMI presenters: <ul style="list-style-type: none"> • Glenda Bristow - Conference Host • Opening Prayer -George Brertton-Cree Elder • Keynote Address- <i>Keeping the Cree Language Alive: Walking in Two Worlds</i> -Brian MacDonald) • <i>Promising Practices in First Nation, Métis and Inuit Education</i> - Debbie Mineault • <i>Promising Practices in First Nation, Métis and Inuit Education</i> continued- Debbie Mineault • <i>The Gift of Language and Culture Project</i>- Brian MacDonald • <i>Cree Language: Guide to Implementation</i>- Delores Pruden Barrie • <i>My Experiences in Teaching Cree: Effective Cree Language Instructional Practices</i> Linda Oldpan • <i>My Experiences in Teaching Cree: Effective Cree Language Instructional Practices</i> continued - Linda Oldpan <p><u>French as a Second Language</u></p> <p><u>Park Plains ATA PD Day</u></p> <ul style="list-style-type: none"> • <i>French As A Second Language- Using Songs to Teach FSL; Making</i>

	<p><i>Connections to the Program of Studies</i> <u>General In-services</u></p> <ul style="list-style-type: none"> • <i>AIM (Gesture Approach) Refresher Workshop: Two Day Series</i> • <i>AIM (Gesture Approach) Introductory Workshop: A Two Day Series (One in Wainwright and one in St. Paul)</i> • <i>What does Assessment for Learning look like in the FSL Classroom?</i>
<p><u>ESL</u> LN does not have any significant demand for ESL professional development.</p> <p><u>Alberta Education Contacts</u> Jennifer Bushman Dan Clark</p>	<ul style="list-style-type: none"> • No actions planned
<p><u>Safety</u></p> <ul style="list-style-type: none"> • 2008-2009 Implementation Grant Allocation= \$2000.00 • Provincial Workplace Health and Safety Grant= \$85,000.00 <p>Learning Network is the lead consortia for Workplace Health and Safety and has organized a provincial plan to develop six (6)Lead Workplace Health and Safety teachers in the province.</p> <ul style="list-style-type: none"> • Since the provincial budget will only provide for one in-service per region Learning Network will use the implementation budget allocation to fund another provincial in-service in another part of the region <p><u>Alberta Education Contacts</u> Dan Antoniuk</p>	<p><u>Workplace Health and Safety sessions Planned for the province:</u></p> <ul style="list-style-type: none"> • <i>Workplace Health and Safety: A session for Lead Workplace Health and Safety Teachers- A Two day Series</i> • <i>Developing a Health and Safety Culture within your Classroom: Embedding Safety Instruction into the Curriculum</i> • <i>Planning for Effective Integration of Work Safe Alberta Workplace Health and Safety Teacher Resources in your Classroom</i> • <i>Workplace Health and Safety: A Speciality Session for teachers, supervisors and administrators</i> • <i>A Mini Conference- Developing a Workplace Health and Safety Culture in your Classroom and School: A session for Teachers, Supervisors, and Administrators</i> • Provide up to two (2) speakers to the ATA Convention Association and/or ATA Specialist Councils (at no charge) • Provide two (2) speakers to the Knowledge and Employability Courses Symposium and CTS

	Conference in May 2009
<p><u>Literacy</u></p> <ul style="list-style-type: none"> • 2008-2009 Implementation Grant Allocation= \$2000.00 	<p><u>Northern Lights Lac La Biche Local ATA PD Day</u></p> <ul style="list-style-type: none"> • <i>Cross Curricular Reading and Writing</i> •
<p><u>FNMI</u></p> <ul style="list-style-type: none"> • 2008-2009 Implementation Grant Allocation= \$2000.00 	<p><u>Lakeland Catholic/Northern Lights ATA PD Day</u></p> <ul style="list-style-type: none"> • <i>First Nations, Métis and Inuit Protocol</i> • <i>Our Words Our Ways</i>
<p><u>Wellness</u></p>	No specific plans
<p><u>ICT and Distributed Learning</u></p>	<ul style="list-style-type: none"> • Will host the Distributive Learning in-service in St. Paul November 2008 • Will implement the DL Funding Proposal as per proposal.
<p><u>High School Completion</u></p> <ul style="list-style-type: none"> • 2008-2009 Implementation Grant Allocation= \$2000.00 	<ul style="list-style-type: none"> • Bonnyville and Wainwright Support Staff Conferences include several sessions focusing on maintaining positive interactions and relationships with students at risk. • Organized two sessions on "Positive Behaviour Supports". • Will do research and meet with school systems to determine a common direction on this initiative.

Table 4: Implementation of Strategic Priorities Determined by the LN Region

<p>Based on Priorities identified through a Needs Assessment Surveys and Divisional Priorities</p>	<p>Programs to Date</p>
<p>Assessment</p> <ul style="list-style-type: none"> • 2008-2009 Implementation Grant Allocation= \$3000.00 	<p><u>Park Plains ATA Day</u></p> <ul style="list-style-type: none"> • <i>Backward Design</i> • <i>Assessment Rubrics and Exemplars</i> • <i>Performance Assessment</i> <p><u>Lakeland Catholic/Northern Lights ATA Day</u></p> <ul style="list-style-type: none"> • <i>Backward Design</i> • <i>Peer Coaching and Feedback- How to enhance student learning through peer interaction</i> <p><u>Northern Lights Lac La Biche Local ATA PD Day</u></p>

	<ul style="list-style-type: none"> • <i>Assessment 101</i> <p><u>General In-service Day</u></p> <ul style="list-style-type: none"> • <i>Unpacking Outcomes for Junior/Senior High Teachers</i> • <i>Exploring the Links Among Curriculum, Instruction and Assessment</i>
<p><u>Special Education</u></p> <ul style="list-style-type: none"> • 2008-2009 Implementation Grant Allocation= \$4000.00 	<ul style="list-style-type: none"> • <i>Read and Write Gold: A Two Day Series for Administrators and Division Office Personnel</i> • <i>Read and Write Gold: A Two Day Series for Special Education Staff</i> • <i>Nonviolent Crisis Intervention Training: Four-Day Instructor Certification Program</i> • <i>Woodcock Johnson III Training in the Administration and Interpretation of the Tests of Achievement: A Two Day Series</i> • <i>Supporting Positive Behaviors in Schools</i> • <i>Level B Assessment: Extended Sessions –A Two-Day Series</i> • <i>Read and Write Gold: A Two Day Series</i>
<p><u>Technology</u></p> <ul style="list-style-type: none"> • 2008-2009 Implementation Grant Allocation= \$4000.00 	<p><u>Park Plains ATA PD Day</u></p> <ul style="list-style-type: none"> • <i>SMART Board : A Beginner Session For Elementary Teachers</i> • <i>SMART Board: An Advanced Session for Junior High School Teachers</i> • <i>Teachers SMART Board: An Advanced Session for Elementary</i> • <i>SMART Board : A Beginner Session For High School Teachers</i> • <i>SMART Board : A Beginner Session For Junior High School Teachers</i> • <i>SMART Board: An Advanced Session for High School Teachers</i> <p><u>East Central Catholic Institute Day</u></p> <ul style="list-style-type: none"> • SMART Boards

	<p><u>Lakeland Catholic/Northern Lights School Division ATA PD Day</u></p> <ul style="list-style-type: none"> • <i>Basics in the Use of SMART Boards: A Session for Elementary Teachers</i> • <i>Basics in the Use of SMART Boards: A Session for Secondary Teachers</i> • <i>SMART Boards-An Advanced Session Elementary Teachers</i> • <i>SMART Boards-An Advanced Session for Secondary Teachers</i> <p><u>Northern Lights Lac La Biche Local ATA PD Day</u></p> <ul style="list-style-type: none"> • <i>SMART Boards: A Beginner Session for Elementary Teachers</i> • <i>SMART Boards: An Advanced Session for Secondary Teachers</i> • <i>SMART Boards: A Beginner Session for Secondary Teachers</i> • <i>SMART Boards: An Advanced Session for Elementary Teachers</i>
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d. The consortia plan will be responsive with built in flexibility to best serve the needs of school authority personnel in their efforts of providing high quality learning opportunities for students. Consortia would offer a wide variety of approaches and opportunities which would include provision for such activities as capacity building, familiarity with programs of studies, facilitating assessment practices, establishing communities of teaching and learning practice based on related research, and assisting school authorities with their implementation plans and delivery models / approaches. As part of the plan, emerging technologies will allow for enhanced adult learning.

Action:

- Learning Network does extensive collaboration with school systems to address appropriate delivery strategies for each school division- Professional development delivery is being tailored to the requests of school systems and the ATA.
- There will be a focus on Webcast technology to make PD more accessible.
- Plans are being developed to archive sessions for “on-demand PD”.

- e. The consortia, building on their ARPDC goals, will be encouraged to work with and model the following document as part of their planning and delivery within the region: A Guide to Comprehensive Professional Development Planning.*

Action:

- In Table 1 on page 4 of this document Learning Network created a chart which identifies key steps in Comprehensive Planning and outlines what LN has or will do to address those steps.
 - summarized the steps of the
 - Learning Network has been using this Guide in the development of all of its planning and models it in collaboration meetings.
 - This processes and procedures in this Guide have been incorporated into the Work Plan.
- f. The Consortia will consult with key Alberta Education Lead Managers and Directors (responsible for main implementation subject areas and priority programs) a minimum of twice during the year as well as on a needs basis. These consultations will help allocate funding parameters and priorities for implementations areas. Additionally Consortia Executive Directors will collaborate with one another to establish relative consistency or commonality across the province with respect to subjects, grades and strategic priorities on the Implementation Schedule and Business Plan. (It is anticipated that approximately 60% of the total 2008-2009 funds will be for mathematics. This would be revisited annually with input from Alberta Education prior to submission of the consortia implementation work plans for 2009 – 2010 and 2010 - 2011.)*

Action:

- The first meeting with Alberta Education lead Managers and Directors was held on September 29, 2008 and number of subsequent emails have assisted in the development of the plan.
 - Learning Network in areas where they have lead responsibility have consulted with Alberta Education on an on-going basis (Eg. Workplace Health and Safety Initiative and Knowledge and Employability Courses.
- g. As part of planning and reporting, the ARPDC will develop processes and tools to assist school authorities in the collection as well as tracking and reporting of “evidence of success” of effective implementation.*

Action:

- The ARPDC has established a “Partnership Committee” representing ASBA, CASS, ATA, AED, ASCA, and U of C to begin the work of developing a process to collect and report a broad base of “evidence success”.

- The first meeting of this group was held on September 30, 2008 and the second one was held on October 31, 2008.
- h. The ARPDC will collaborate with other P.D. providers and stakeholders (e.g. AAC, Galileo, 2Learn, ATA, ADETA, and Alberta Post Secondary Institutions) in the planning and development of program offerings and supports.***

Action:

- On September 23, 2008, ARPDC invited other provincial PD providers (Galileo, ATA, U of C, U of A, U of L, AE, 2Learn, and ADETA) to a meeting to explore how we could work together.
- i. Each Consortium will provide a Final Report, which is to include financial information, for this conditional grant to Alberta Education on or before November 30 in 2009, 2010 and 2011 respectively. The deliverables reported on here, shall be from the “proportional funding” with additional details outlining the expenditure of “base funding”. The report will include information relative to evidence of success along with the key indicators and implementation features supported and accomplished during each of the implementation year. Note: After the first year, Alberta Education and Consortia staff will review the structure of the Final Report for this grant as it relates or links to the ARPDC Annual Report.***

Action:

- Final reports will be submitted and it will contain:
 - A summary of the professional development opportunities provided to teachers, administrators and support staff in the region.
 - Report on teacher, administrator and support staff feedback on professional development
 - Analyze emerging trends in the data
 - Provide lessons learned
 - Highlight significant accomplishments
 - Identify issues in professional development
 - Recommend changes for the upcoming year.
 - Include a financial summary
- j. The Mathematics Institute in the summer of 2009 is to be part of this grant. Such will also be the case in the summers of 2010 and 2011 if Alberta Education and stakeholders determines that the institutes are to occur. Alberta Education will provide organizational support and the ARPDC will appoint a Consortia Project Lead, as was the case for two such previous institutes. Costs / expenses for these will be shared by all seven consortia on a proportional basis.***

Action: The Executive Director of the Northwest Regional Consortium is the consortia lead for the provincial Math initiative.

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

Action:

- Learning Network is the lead on Workplace Health and Safety and Knowledge and Employability Courses and is developing provincial plans for these implementation areas.
- l. As part of the proportional and / or base funding, each Consortium may employ a subject area(s) coordinator/consultant(s) to help facilitate effective implementation and delivery plans and to suit regional and other stakeholders needs. It is anticipated that APPDC would collaborate with one another and consult with Alberta Education with regard to the work of such coordinators.*

Action:

- Learning Network has employed a part-time coordinator for the Workplace Health and Safety initiative and the K & E initiative.
- 3. In addition to the amount indicated above, \$91,000 is being provided to the Alberta Regional Professional Developmental Consortium for Knowledge and Employability course implementation for only the 2008 – 2009 year. If the ARPDC expenses for the deliverables exceed \$91,000, funds would come from the larger grant funds (as indicated in 2. k.).*
- a. The ARPDC in consultation with Alberta Education will provide Knowledge and Employability Subject Specific Implementation Sessions as follows:*
- *Provide the zones with support for a lead teacher to facilitate two subject specific sessions per zone for a total of 12 sessions through this conditional grant (\$21,000 allocated). The Francophone Consortia needs are to be accommodated within the various zones where possible.*

Action:

Learning Network has developed a K & E Plan for the \$21,000 which will see the delivery of nine (9) Language Arts K & E sessions and nine (9) Science K & E sessions delivered through provincial consortia(this will include one language arts and one science session done in French and 8 sessions of each in English)

- *Implementation sessions are to be delivered by May 31, 2009, with a summary, financial information and evaluation details included in a Final ARPDC Implementation Report due on November 30, 2009.*

Action:

- A Final report will be completed as per the time line.

b. The ARPDC will assist with planning, coordinating and hosting a provincial Knowledge and Employability Courses Symposium, in consultation with Alberta Education and the K & E Symposium Planning Team.

- *The Knowledge and Employability Symposium is to be held by May 31, 2009. (\$70,000 allocated to ARPDC for symposium expenses)*
- *At the conclusion of the K & E Symposium, ARPDC will provide a summary, financial information and evaluation details. These are to be included in a Final ARPDC Implementation Report due on November 30, 2009.*

Action:

- Learning Network is will plan the K & E Symposium in conjunction with the ATA CTS Council.
- The CTS/K & E Conference: Pathways to the World of Work is scheduled for May 7-9, 2009 in Edmonton.
- A final report will be completed as per expectation.