

Alberta Regional Professional Development Consortia (ARPDC) Goals and Distributed Professional Learning (DPL) Highlights



ARPDC received a grant to continue the planning and implementation of Distributed Learning Models for Professional Development. This table provides highlights of regional consortium work during 2009-10:

ARPDC* GOALS	HIGHLIGHTS 2009-10
<p>Facilitate professional development which supports the effective implementation of:</p> <ul style="list-style-type: none"> ● the Alberta Education Business Plan ● jurisdiction and school education plans ● Regional School Council priorities 	<ul style="list-style-type: none"> ● Central Alberta Regional Consortium (CARC) on behalf of ARPDC brokered with the Southern Alberta CTS Resource Center (Calgary Board of Education) and the Northern Alberta CTS Resource Center (Red Deer Catholic School and Partners) to provide webinars for CTS teachers across the province focused on support for implementation of the new program. www.ctspd.ca/ 50 webinars were designed and delivered and the cached webinars have been viewed 1195 times. www.carcpd.ab.ca/elearning/archive/index.html#apm1_2 A CTS provincial moodle was created with 1131 members from across the province. www.ctspd.ca
<p>Facilitate professional development which supports the effective implementation of curricula, including instruction, assessment, and student learning outcomes.</p>	<ul style="list-style-type: none"> ● Learning Network (LN) – The Distributed Learning program delivered foundational knowledge for social studies teacher PD cohorts using face to face, webinars, school/classroom visitations and social networking. Elluminate provided continuous medium for facilitation of modeling and coaching opportunities for the cohort throughout the series. Webinars were reported as an excellent learning experience for provision of foundational knowledge (98%) and identified as effective in limiting classroom absence, substitute teacher availability, and time/travel costs, ● Calgary Regional Consortium (CRC) – Emerging Literacy’s in Grade 5-8 Humanities cohort. For this project, 18 teachers and curriculum leaders met for five days to learn how emerging technologies, when used in meaningful ways, can support teaching and learning in Grade 5-8 Humanities. Cohort participants demonstrated their learning by creating a project that integrated emerging technologies into a specific area of Language Arts and Social Studies. Work examples and Interview with four participants: http://wiki.crcpd.ab.ca/groups/cohortinterviews/ ● Southern Alberta Professional Development Consortium (SAPDC) implemented a Social Studies Moodle, which provided support for effective implementation of the Social Studies curriculum, including instruction, assessment and student learning outcomes. One superintendent reported, “Our newest social studies teacher followed the lessons and resources provided by the teacher on the Moodle and her students achieved our highest SS results!” ● Northwest Regional Learning Consortium (NRLC) collaborated with LN and Edmonton Regional Learning Consortium (ERLC) to present sessions with a noted assessment specialist and author. These sessions were hosted across the province with up to 49 sites linked in at one time. The topic was relevant across grade levels although breakout rooms were used to differentiate the instruction within the larger webinars. This was a series hosted over time, and the entire series was repeated three times during the year due to demand. Interview with Ken O’Connor – https://sas.illuminate.com/site/external/jwsdetect/playback.jnlp?psid=2010-10-01.1243.M.AE5B67751DAE53412C9BA911E7B6CF.vcr&sid=2009272 ● CARC utilized a moodle for cohort groups in Social Studies, Math, French, High School Science and Technology to collaborate, share and communicate between face to face sessions. Eleven courses were set up in the moodle with 541 discussion threads and 1,977 access to share resources. ● Based on the success of last year’s Social Studies Implementation project using job embedded PD support, SAPDC and CARC is offering a similar model to support the High School Math Implementation, extending the access to the work provincially. In order to use Moodle as the resource repository and a safe, secure place for professional conversations, it requires technical support for setup and ongoing work to maintain accounts. http://moodle.sapdc.ca/moodle/ ● ARPDC hosted two senior high mathematics institutes. In an effort to provide as equitable access as possible to all teachers across the province, these institutes were broadcast out to 11 sites across the province from a host site. In January, CRC hosted the institute and used videoconferencing to broadcast the institute to over 600 teachers. In June, ERLC used webcasting for the first time to broadcast out to over 400 teachers across Alberta. ARPDC is testing different technologies to determine which might best support various types of professional development.

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<p>Coordinate, broker, and act as a referral centre to assist stakeholders to identify available professional development resources.</p>	<ul style="list-style-type: none"> ● LN – Support for implementation of High School Science. The consortium worked with presenters, Alberta Education and 2Learn to plan and record sessions to support implementation of Physics 20/30. The sessions have been edited and posted on the 2learn site and accessible for all in the province to access. The consortium worked with 2learn to start a Physics teacher's discussion and sharing group. www.2learn2gether.ca/groups/orca/topic/--2010-03-10.htm ● Consortium provincial francophone (CPF), providing service to francophone districts across the province, coordinated the delivery of a provincial video-conference with four sites and 86 participants in support of the learning management system for the Healthy Schools (Écoles en Santé) Initiative. ● NRLC hosted eight meetings via Elluminate for one of their stakeholder partners that wanted to set up PD days for their entire jurisdiction based on survey results. They designed electronic surveys, put together a profile of PD possibilities, and met with key individuals from this stakeholder group via Elluminate to design three full PD days for 300 teachers.
<p>Deliver professional development based on the identified and emerging needs of educational stakeholders.</p>	<ul style="list-style-type: none"> ● CRC – An ongoing project in 2009-2010 focusing on supporting embedded PD within a school community as they move towards the integration of emerging technologies in their classrooms. Interview with the principal at the end of the project June, 2010). http://wiki.crcpd.ab.ca/groups/cohortinterviews/ ● ERLC has partnered with the staff at St. Mary and St. Monica Catholic Elementary Schools, and Millgrove School to provide a practitioner-to-practitioner model of professional development with a primary focus on the appropriate use of technology using the TPACK model. Teachers in the ERLC region identified a need to not only learn about the technology (like interactive white boards) but also to see good models of classroom practice. This model takes participants into the school to work with colleagues and a new adult learning design.
<p>Promote and support the development of professional development leadership capacity.</p>	<ul style="list-style-type: none"> ● ERLC and CARC – Districts have identified a need to support PD leaders who facilitate job embedded learning with materials that align with Alberta's program of studies. PD resources to support PD leaders are available under PD resources at www.erlc.ca and www.carcpd.ab.ca/. ● ARPDC consultants supported facilitators in developing the skills to deliver learning using emerging technology (e.g.,NRLC: Interview with Wally Diefenthale). Interview with Wally Diefenthaler http://erlc.ca/resources/resources/wallytechnology/
<p>Provide educational stakeholders with access to professional development at a reasonable cost.</p>	<ul style="list-style-type: none"> ● CPF – Using Elluminate has been essential to the delivery of cost effective learning opportunities. Participants appreciate joining their colleagues from across the province and participating in a variety of cohort and series offerings. Opportunities were also supported in various Learning Management System (e.g., allowing teachers to access archived materials, share resources and ask questions). Many of these learning opportunities would have not been viable to offer in a face-to-face format due to cost of delivery. Some areas of specialty have very few teachers in them and are dispersed across the province (e.g., high school science teachers). There is also the case of the lack of substitute teachers in these areas, so the delivery of these offerings after school hours has been appreciated. ● ARPDC – All consortia utilized webinars to provide professional development for teachers and adult learners for \$20 per session/site with multiple participants often taking advantage from one site. Access to archived webinars is free.

LOOKING FORWARD – 2010 AND BEYOND

Moving forward, **ARPDC** will maintain their strong focus on providing coordinated, collaborative, comprehensive adult learning for student's sake, supported by technology-mediated strategies. Moodles, webinars, webcasts, video-conferencing, wikis, blogs and emerging web 2.0 social networking tools will be used to support distributed professional learning province-wide, providing choice and variety to stakeholders. **ARPDC** will continue to collaboratively develop legacy materials (e.g., conversation guides, videos), that can be readily accessed from one site to provide for equitable access to adult learning opportunities. Regional consortia leaders will continue their work with local advisory committees to identify emerging needs, and anticipate increased requests to act as planners and brokers of PD based on their experience and expertise in distributed professional learning. (e.g., Math Institute, Early Learning Symposium).

* Regional consortia are governed by Education Stakeholders: CASS, ATA, ASBA, ASBOA, ASCA, post secondary representatives and Alberta Education. The board is responsible for ensuring consortia address the ARPDC goals. The seven consortia in the province are known as ARPDC (Alberta Regional PD Consortia).

