



Edmonton Regional Learning Consortium Plan to Support Implementation of Curriculum Redesign, High School Redesign and FNMI Success

2013 - 2014

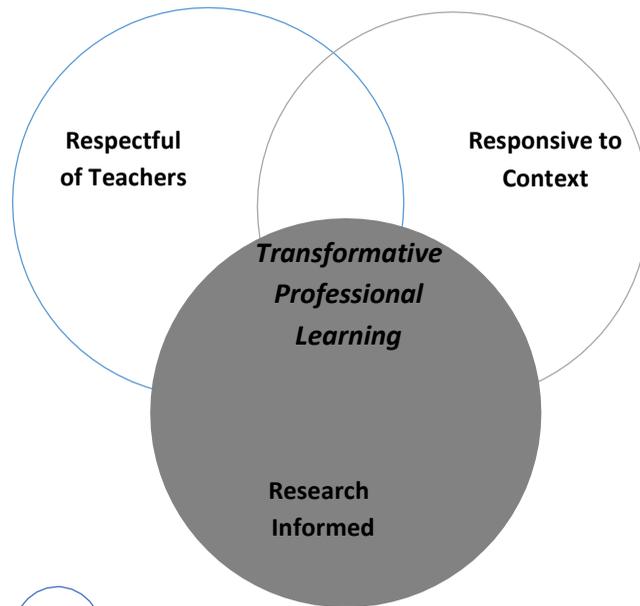
Alberta Education has provided a grant to the Edmonton Regional Learning Consortium (ERLC) to support implementation of Curriculum Redesign and identified priorities of Alberta Education. For the 2013 – 2014 school year, the ERLC region will receive 716,101.00 to address the identified areas of implementation work. As well an amount of 63, 860.00 will be provided to facilitate the work of IHLA. In consideration of the [ERLC/ARPDC goals](#), regional and provincial priorities, the needs of Zone 3 school authorities, ERLC 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 ERLC provides service to eighteen school authorities, forty six independent schools, eighteen band schools, four charter schools and covers a vast geographical area. Of the 35,000 teachers in Alberta, ERLC serves over one-third of the population representing an approximate total of 590 schools. Current context, literature about effective professional learning approaches, past experiences and data from work to support implementation have set the stage for a different year of designing and delivering adult learning for the region.

Alberta Regional PD Consortia

ERLC is one of 7 professional learning consortiums in the province. There is an increased emphasis on provincial projects and designs, largely in part due to the ability to distribute learning using technology and the aim to develop a more coordinated service accessible for all. Collectively the executive directors believe that by facilitating adult learning opportunities, we increase human capital and that there are efficiencies by working together. This image represents executive director thinking* and interpretation of a variety of data sources with the focus of developing transformative professional learning for the province. * November 2013 – to be shared with the ERLC Board and Regional Leaders prior to December 31, 2013



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

Research Informed

- inclusive
- technology supported learning
- 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
- integration of multiple formats/delivery models

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

ERLC Plan to Support Implementation of Curriculum Redesign, High School Redesign and FNMI Success: 2013 – 2014

Grant Outcomes/Results from Alberta Education

Alberta teachers and leaders use innovative and inclusive approaches to teaching and learning.

Teachers and school leaders have the capacity for new implementation initiatives.

Key Deliverables 2 (A-D)

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, relative consistency and clarity for working in all seven consortia, a Common Provincial Plan to Support Curriculum Redesign (referred to as the “Plan”) will be developed. (Deliverable A,B,C,D)

STRATEGIES (How and What)	MEASURES	RESULTS Quantitative	RESULTS Qualitative
<p>ERLC 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 	<ul style="list-style-type: none"> Learning Opportunity Participants Survey data School authorities consultations ATA / Consortium Teacher 		<p>Regional Needs Identified Fall 2013</p> <ul style="list-style-type: none"> Advisory committee meeting summaries posted (see Google doc for district sharing for all advisory committees) Fall 2013 17/18 60 minute district contact meetings held to gather further data on district directions and confirm alignment with regional plan Regional Plan developed based on regional needs, participants survey data grant deliverables and district dialogue from April and June district contact meetings

provincial plan that meets the identified provincial and local needs.	<p>Needs Assessments</p> <p>Alberta Education / discussions and direction</p> <p>ARPDC collaboration on provincial learning opportunities design</p>		
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ANALYSIS:

Key Deliverable 2 (E)

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	RESULTS <i>Quantitative</i>	RESULTS <i>Qualitativ</i>
<p>ERLC will:</p> <ul style="list-style-type: none"> - Identify school authorities' awareness of curriculum redesign - Collaboratively create a process with tools to support school authorities in the Curriculum Redesign Implementation for the 2014 – 2016 'plan' using "A Guide to Support Implementation: Essential Conditions". - Co-create materials to share with school authorities for awareness and understanding of curriculum redesign 	<p>Level of awareness -% of increase of educators awareness</p> <p>Process and tools created and utilized -% of school authorities that created plans</p> <p>Materials created - % of school authorities that have access to materials -number of people that accessed materials</p>		<ul style="list-style-type: none"> • Professional Learning Tools developed and posted to support Awareness of curriculum redesign/ministerial order. Wiki initiated by ERLC and adapted with ARPDC branding with Continued management by ERLC. • School Authorities awareness of curriculum redesign/ministerial Order represented on the collaborative regional blog "150 Days of Professional Learning in the ERLC Region http://erlcblog.wordpress.com/

ANALYSIS:

Key Deliverable 2 (F)

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	RESULTS <i>Quantitative</i>	RESULTS <i>Qualitative</i>
ERLC will: <ul style="list-style-type: none"> - identify regional 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 . 	<p>Identification of <i>needs</i> that can be collaboratively met</p> <p>Partnerships and collaborations explored -Number of organizations that were approached -% of partnerships formed</p> <p>Learning Opportunities designed and delivered with partners.</p>		

RESULTS ANALYSIS:

Priorities

A. Curriculum Redesign is the primary focus of the 2013 - 2014 Grant

Provide scheduled professional learning sessions that are collaboratively planned as a joint effort of the Consortium staff and the Alberta Education staff in Education Program Standards and Assessment Division (EPSA) in the following areas:

- Curriculum Redesign
- Scaling up to provincial implementation
- Components that anchor curriculum development prototyping.

For educators, administrators and varied school leadership teams (e.g., curriculum coordinators, department and initiative leads) as well as additional stakeholders (e.g., parent groups, industry, business, post-secondary, communities). (Priority A)

STRATEGIES <i>(How and What)</i>	MEASURES	RESULTS <i>Quantitative</i>	RESULTS <i>Qualitative</i>
ERLC will: <ul style="list-style-type: none"> - Collaboratively develop ‘needs based’ Professional Learning opportunities, professional development resources and learning guides. - Design, develop, manage and deliver online PD resources - Foster communities of practice (e.g., Google docs, twitter, cohorts for pilot projects) 	Data to demonstrate that learning opportunities were organized, communicated and delivered (e.g., technology used to distribute learning, online materials developed, sustained learning opportunities provided)		Learning opportunities posted at www.erc.ca and online learning opportunities developed by ERLC posted at http://www.erc.ca/resources and http://www.inclusiveeducationpdresources.ca/

<ul style="list-style-type: none"> - Identify provincial learning needs that could be met through ARPDC collaboration. - Identify 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. - Support district's professional learning and/or cohorts by building a community of learners to increase awareness and understanding of Curriculum Redesign - Implementation Support Facilitators (Literacy, School Leadership and Math/Numeracy) - Karen Loerke - Implementation Support Facilitator, Focus on Literacy (5 days per district and/or teacher cohort) - Louise Osland and Corrie Ziegler - Implementation Support Facilitators, Focus on Leadership (3 – 5 days per district and/or leadership cohort) - Keith Van deKeere and Debbie Duvall - Implementation Support Facilitators, Focus on Mathematics (2- 4 days per district and/or teacher cohort) 	<p>Surveys administered</p> <p>Survey data to demonstrate impact (one month following learning opportunity)</p> <p>Financial records indicating effective management of budget</p> <p>Provincial learning needs identified that can be collaboratively met</p>		
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RESULTS ANALYSIS:

Additional Professional Learning Opportunities

Provide scheduled professional learning sessions in the following areas:

- Literacy
- Support to complete implementation of Mathematics K-12
- English as a Second Language
- Student Learning Assessment (SLA) for Grade 3
- Numeracy
- Career and Technology Foundations
- Inclusive Practices

(Priority A)

STRATEGIES <i>(How and What)</i>	MEASURES	RESULTS <i>Quantitative</i>	RESULTS <i>Qualitative</i>
<p>ERLC 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 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). - collaborate with EPSA staff to plan for electronic meetings, discussion groups, podcasts, video-conferencing or other digital media that enhances the collaboration among session participants 	<p>Data to demonstrate - Regional learning needs identified</p> <p>Number of Learning opportunities delivered</p> <p>Data to demonstrate Collaboration occurred</p>		<p>Learning opportunities posted at www.erc.ca and online learning opportunities developed by ERLC posted at http://www.erc.ca/resources and http://www.inclusiveeducationpdresources.ca/</p> <p>District needs meet based on data gathered at advisory committee meetings. http://www.erc.ca/programs/advisory_committee.php</p>

<ul style="list-style-type: none"> - complete all necessary tasks to secure and pay for facilities and AV equipment for face-to-face meetings - manage the registration process including confirmation to and follow up with participants - budget funds from the grant are to cover all costs associated with all logistics outlined above including: facility payment, AV materials, registration, travel expenses, communication with Alberta Education and administrative costs - work with EPSA staff to develop a pre- and post-survey instrument to gauge the effectiveness of the professional learning; work with the EPSA staff to provide evidence of success of these sessions with follow-up as required throughout the duration of this contract <p>Student Learning Assessment (SLA) for Grade 3</p> <ul style="list-style-type: none"> - Meet with district contacts (December 2013) to determine their plans and needs. - Train ERLC staff on the Student Learning Assessment information. - Provide learning opportunities as requested (regional, district and school based). <p>Literacy, Numeracy and Mathematics</p> <ul style="list-style-type: none"> - Meet with district advisory committee to determine district literacy priorities and needs. - Provide learning opportunities as requested (regional, district and school based). 	<p>Data to demonstrate that learning opportunities were organized, communicated and delivered</p> <p>Surveys administered Survey data to demonstrate impact</p> <p>Financial records – indicating</p>		
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<ul style="list-style-type: none"> - Organize cohort groups or communities of practice for deeper understanding of literacy. - Plan follow-up opportunities - Karen Loerke - Implementation Support Facilitator, Focus on Literacy (5 days per district and/or teacher cohort) - Keith Van deKeere and Debbie Duvall - Implementation Support Facilitators, Focus on Mathematics (2- 4 days per district and/or teacher cohort) <p>Career and Technology Foundations, English as a Second Language and Inclusive Education</p> <ul style="list-style-type: none"> -Meet with district advisory committee to determine their district needs - Provide regional learning opportunities as requested -Plan follow-up learning opportunities. -Work provincially and with other stakeholders to provide service 	<p>effective management of budget</p>		
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RESULTS ANALYSIS:

B. Moving Forward with High School Redesign

Moving Forward with High School Redesign - In alignment with Inspiring Education and in parallel with Curriculum Redesign, be responsible for organization of and logistics associated with Regional Redesign Network collaborative meetings of individuals participating in Moving Forward with High School Redesign from September 2013 to June 2014. (Priority B)

<i>STRATEGIES (How and What)</i>	<i>MEASURES</i>	<i>RESULTS Quantitative</i>	<i>RESULTS Qualitative</i>
<p>ERLC will:</p> <ul style="list-style-type: none"> - collaborate with zone 2 and create three meetings for redesign networks - plan and communicate information regarding these meetings as a joint effort of the Consortium staff and the Alberta Education High School Completion Team - complete all necessary tasks to secure and pay for facilities and AV equipment for face-to-face meetings - manage the registration process including confirmation to and follow up with participants - work with the High School Completion team to provide evidence of success of these collaborative meetings with follow-up as required throughout the duration of this contract - budget funds from the grant to cover all costs associated with all logistics outlined above including: facility payment, AV materials, registration, travel expenses for redesign network co-chairs, 	<p>Data to demonstrate that learning opportunities were organized, communicated and delivered</p> <p>Surveys administered</p> <p>Financial records – indicating effective management of budget</p>		

<p>communication with Alberta Education and administrative costs</p> <ul style="list-style-type: none"> - collaborate with the High School Completion Team to explore and possibly plan for a provincial teacher collaborative meeting in late May. - collaborate with the High School Completion Team to plan for electronic meetings, discussion groups, podcasts, video-conferencing or other digital media that enhances the collaboration between school personnel involved in the project. 			
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RESULTS ANALYSIS:

FNMI Student Success

In collaboration with the Alberta Education FNMI Branch provide opportunities for provincial school authority leaders and their First Nations, Métis and Inuit teams to develop Collaborative Frameworks to engage local First Nations, Métis and Inuit families, parents and communities in the planning and implementation of strategies to focus on improving student success. (Priority C)

<i>STRATEGIES (How and What)</i>	<i>MEASURES</i>	<i>RESULTS Quantitative</i>	<i>RESULTS Qualitative</i>
<p>ERLC will:</p> <ul style="list-style-type: none"> -Provide information sessions that will provide an opportunity for provincial school authority leaders and their First Nations, Métis and Inuit teams to develop Collaborative Frameworks to engage local First Nations, Métis and Inuit families, parents and communities in the planning and implementation of strategies to focus on improving student success. - complete all necessary tasks to secure and pay for facilities and AV equipment for face-to-face meetings - manage the registration process including confirmation to and follow up with participants - work with the FNMI Branch to provide evidence of success of these collaborative meetings with follow-up as required throughout the duration of this contract - budget funds from the grant to cover all costs associated with all logistics 	<p>Data to demonstrate that learning opportunities were organized, communicated and delivered</p> <p>Surveys administered</p> <p>Financial records – indicating effective management of budget</p>		

RESULTS ANALYSIS:

Final report submitted to Alberta Education on or before December 1, 2014, will include:

- 1.) Summary/Lessons Learned

- 2.) Regional Trends in Professional Learning

- 3.) Financial Statement