



EDMONTON REGIONAL LEARNING CONSORTIUM

2016-2017

**Curriculum Implementation
Support Plan**



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Alberta **Regional** Consortia

Edmonton Regional Learning Consortium Curriculum Implementation Support Plan 2016-2017

Alberta Education provides funding to the Edmonton Regional Learning Consortium (ERLC) for Curriculum Implementation Support of identified priorities. For the 2016 – 2017 school year, the amount of \$ _____ is provided for this work. ERLC, in consideration of the Alberta Regional Professional Development Consortium (ARPDC) goals, provincial and regional priorities, and the needs of Zone 3 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 members to develop plans, strategies and opportunities to meet provincial and locally identified needs in congruence with provincial direction.

Submitted to Alberta Education
By
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Edmonton Regional Learning Consortium

The Edmonton Regional Learning Consortium provides services and learning opportunities for eighteen school jurisdictions with over 600 schools, seventy-five private schools and charter schools, sixteen First Nation Schools on nine First Nations Educational Authorities serving over 240,000 students within Zone 3. Approximately 13,500 FTE teachers are employed within these school authorities in various subject and grade configurations. ERLC services and learning opportunities include activities that individuals undertake to develop skills and knowledge, and to enhance practice and growth. Opportunities and supports for learning are provided in many ways including face-to-face sessions, such as workshops and presentations; courses and qualification programs; technology-based learning opportunities, such as webinars; job-embedded professional learning, such as mentoring, collaborative planning and learning communities; material development; and professional development resources available on the ERLC and ARPDC websites.

This 2016-2017 regional plan includes support for quality professional learning opportunities for all educators related to the provincial priorities in the areas of:

- First Nations
- Mathematics
- Supporting Competencies in Current Curriculum
- Supporting Literacy and Numeracy in Current Curriculum
- Provincial Assessments – Student Learning Assessments
- Provincial Assessments – Diploma Programs
- Inclusive Education
- Career and Technology Foundations
- Learning Commons Policy
- Curriculum Development
- Other regional and provincial priorities

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

CONSORTIUM GOAL ONE

Facilitate professional development, which supports the effective implementation of:

1. The Alberta Education Business Plan
2. Jurisdiction and school educational plans
3. Regional School Council priorities

OUTCOME 1.1

Work collaboratively through ARPDC, Alberta Education, regional school authority District Contacts and Advisory Committees to establish plans, strategies and opportunities that are responsive to the provincial and locally identified needs in congruence with provincial directions for education.

OUTCOME 1.2

Demonstrate effective provincial planning through ongoing collaboration of consortia to promote consistency in learning opportunities related to provincial directions.

Measures:	Results:
Overall percentage of stakeholders that are satisfied that the consortium effectively addresses provincial and regional needs identified in planning documents. (DC#1)	
Overall percentage of stakeholders that were satisfied with the consortium's response to emerging PD needs, outside of those identified in planning documents. (DC#4)	
Host formal/informal conversations with key Alberta Education personnel.	
Number of collaborative meetings for ARPDC in actualizing the priority areas provincially.	
Host regional jurisdictional District Contact and Advisory Committee meetings to provide direction for planning learning opportunities, to facilitate building of knowledge, skills and attitudes within and amongst schools, and to identify impact of delivery on teacher practice in jurisdictions.	
Administer multiple surveys to gather data to inform future planning.	

STRATEGIES TO ACHIEVE GOAL ONE

ERLC	ARPCD	Partners
Host regional jurisdictional District Contact and Advisory Committee meetings around the key areas identified in the Curriculum Implementation priority areas.	Hold collaborative conversations with Alberta Education personnel to understand provincial direction and how the consortium may support their work in our region and through regional plans.	Curriculum Implementation priority areas. Hold meetings with stakeholders (ASCA, ATA, Universities) to determine deliverables related to Curriculum Implementation.
Hold collaborative conversations with jurisdictional representatives to understand the needs for professional learning based on their Three Year Education Plan.	Hold meetings with key Alberta Education contacts to determine deliverables related to Curriculum Implementation priority areas and develop understanding of the Alberta Education Business Plan.	Hold collaborative conversations with stakeholders to understand how the consortium may support their work in the region related to Curriculum Implementation priority areas.
Conduct post learning opportunity surveys with participants to help identify additional learning needs.	Conduct a common post survey for administration to session participants.	Develop a common needs assessment with ATA to determine stakeholder needs.
Support the work of Curriculum Development in working collaboratively with Alberta Education to facilitate engagement within our zone that will inform future curriculum planning.	Host monthly meetings to collaborate and share on provincial planning as it relates to priority areas defined for Curriculum Implementation and Curriculum Development.	ASCA, ATA, U of A, ASBOA, ASBA Board of Director representatives act as a conduit to their organizations for sharing ERLC information and for highlighting back to ERLC pertinent information from their respective bodies.

ANALYSIS OF OUTCOMES OF GOAL ONE: (TO BE COMPLETED IN FINAL REPORT)

CONSORTIUM GOAL TWO

Facilitate professional development, which supports the effective implementation of curricula, including instruction, assessment, resources and student learner outcomes

OUTCOME 2.1

Develop processes, tools and resources to support school authority implementation and for the collection, tracking and reporting of 'evidence'.

OUTCOME 2.2

Provide scheduled professional learning sessions in the following areas:

First Nation, Métis and Inuit	Support for all levels of school authorities that results in an increased awareness and understanding of First Nations, Métis and Inuit histories, perspectives, and ways of knowing for the purpose of implementing treaty and residential schools' education and Truth and Reconciliation Commission calls to action for education, and commitments related to the United Nations Declaration on the Rights of Indigenous Peoples.
Mathematics	<p>Support for Kindergarten to Grade 12 teachers in helping students develop higher- order thinking skills, (i.e.: reasoning and problem solving).</p> <ul style="list-style-type: none"> • Support for building awareness and understanding of revised learning outcomes and achievement indicators for grades 19 for September 2016 implementation. • Support for Grade 6 teachers to build awareness and understanding of the Grade 6 Mathematics PAT Part A that is being added starting the 2016-17 school year on number operations that students will complete without the assistance of calculators. • Support for Grade 12 teachers to build awareness and understanding of the expectations of the program of studies and the assessment standards for Math 301 and for Math 302. • Support for Grade 6 teachers to build awareness and understanding of the Grade 6 Mathematics PAT Part A that is being added starting the 2016-2017 school year on number operations that students will complete without the assistance of calculators.
Supporting Competencies in Current Curriculum	Support for all levels of school authorities for the implementation of the competencies and revised draft competency indicators in current programs of study by developing an awareness and understanding of how competencies and competency indicators support learning outcomes for student-centred, competency-focused learning.
Supporting Literacy and Numeracy in Current Curriculum	<ul style="list-style-type: none"> • Support for all levels of school authorities in continuing to build awareness and understanding of literacy and numeracy. • Support for all levels of school authorities in building their awareness of literacy and numeracy in existing programs of study. • When the Literacy and Numeracy Progressions are released, build understanding of the Progressions and the ways that they support teachers and students.

<p>Provincial Assessments – Student Learning Assessments</p>	<p>Support for 20 school authorities participating in Year 3 pilot sample in:</p> <ul style="list-style-type: none"> – building their awareness and understanding for the implementation of Student Learning Assessments – building their awareness and understanding of ways to effectively train teachers to locally assess the SLA Performance Tasks <ul style="list-style-type: none"> • providing training and support materials • supporting the planning of collaborative marking sessions – building their awareness and understanding for: <ul style="list-style-type: none"> • interpreting and sharing information in the reports (individual student report and class report) that are based on the Student Learning Assessment digital interactive questions • interpreting and sharing the results from the locally assessed Student Learning Assessment Performance Tasks – assisting with the development of supports, based on information from the SLAs, that can be used to enhance classroom instruction. Help teachers build their understanding of student learning through the use of interpreting the results of provincial assessments.
<p>Provincial Assessments – Diploma Programs</p>	<ul style="list-style-type: none"> • Support for all levels of school authorities in professional learning supports for interpreting results • Support for Grade 12 teachers to build awareness and understanding of the expectations of the program of studies and the related assessment standards for subject-specific diploma exams
<p>Inclusive Education</p>	<ul style="list-style-type: none"> • Support all levels of school authorities to build capacity for facilitating and implementing best practices in inclusive education to ensure success for all students. • Support for all levels of school authorities in developing increased awareness and understanding needed to implement flexible and responsive learning experiences that acknowledge every students’ individual learning needs.
<p>Career and Technology Foundations</p>	<ul style="list-style-type: none"> • Support the September 2016 implementation of the Career and Technology Foundations Program of Studies by: <ul style="list-style-type: none"> - working with school authorities to provide the support, understanding and awareness required for successful implementation. - supporting the agile development of a CTF digital curriculum. • Sharing success stories across the province, such as school visits to see CTF in action.
<p>Learning Commons Policy</p>	<ul style="list-style-type: none"> • Support for all levels of school authorities that results in an increased awareness and understanding of the Learning Commons Policy. • Support at all levels of school jurisdictions for the implementation of the Learning Commons Policy.
<p>Curriculum Development</p>	<ul style="list-style-type: none"> • Support curriculum development within the ministry’s priority of curriculum renewal by: <ul style="list-style-type: none"> -organizing and leading sessions with education stake-holders to support them in responding to Alberta Education’s online surveys about provincial curriculum that will inform the development of future curriculum -organizing and leading sessions with education stakeholders to support the validation of draft kindergarten to grade 12 subject introductions and scope and sequences in six subjects
<p>Other Priorities related to Provincial Curriculum Implementation</p>	<p>Provide professional learning support identified as a need by regional consortia or Alberta Education in topics or subjects that are not explicitly stated above, provided that this support strengthens the application of the priorities identified in previous years’ grants.</p>

Measures:	Results:
Overall percentage of school authorities that have access to online materials created by ARPDC and/or ERLC	
Number of sessions and participants attending learning opportunities in the following areas: <ul style="list-style-type: none"> • First Nation, Métis and Inuit • Mathematics • Supporting Competencies in Current Curriculum • Supporting Literacy and Numeracy in Current Curriculum • Provincial Assessments – Student Learning Assessments • Provincial Assessments – Diploma Programs • Inclusive Education • Career and Technology Foundations • Learning Commons Policy • Curriculum Development 	
Overall percentage of participants satisfied that they were provided opportunities to be actively involved in the learning. (P#2)	
Overall percentage of stakeholders satisfied that the consortium PD opportunities influenced leadership and/or teacher practice within my organization. (DC#5)	
Overall percentage of stakeholders satisfied that the PD offered by the consortium supported effective curriculum implementation. (DC#2)	

STRATEGIES TO ACHIEVE GOAL TWO

ERLC	ARPCD	Partners
<ul style="list-style-type: none"> Work with and model the use of “A Guide to Comprehensive Professional Development” and “A Guide to Support Implementation: Essential Conditions.” 	<ul style="list-style-type: none"> Work with and model the use of “A Guide to Comprehensive Professional Development” and “A Guide to Support Implementation: Essential Conditions” to support jurisdictions in the curriculum redesign implementation. 	<ul style="list-style-type: none"> Work with and model the use of “A Guide to Comprehensive Professional Development” and “A Guide to Support Implementation: Essential Conditions” to understand how the consortium may support stakeholders’ work related to curriculum redesign.
<ul style="list-style-type: none"> Develop plans and processes that reflect change management elements and cultural shifts required for systemic change. 	<ul style="list-style-type: none"> Work towards developing provincial plans and processes that reflect change management elements and cultural shifts required for transformational change. 	<ul style="list-style-type: none"> Work with stakeholders to understand how the consortium may support provincial plans and processes that reflect transformational change.
<ul style="list-style-type: none"> Provide professional learning opportunities to support curriculum implementation based on jurisdictional and regional needs. 	<ul style="list-style-type: none"> Provide consortia support in developing learning opportunities to support curriculum implementation based on consortia expertise. 	<ul style="list-style-type: none"> Work with stakeholders to align learning opportunities to support curriculum implementation.
<ul style="list-style-type: none"> Assist educators with understanding components of new curriculum and their roles and responsibilities in implementation. 	<ul style="list-style-type: none"> Assist consortia with understanding the components of new curriculum and their roles and responsibilities in implementation. 	<ul style="list-style-type: none"> Assist partners with understanding the components of new curriculum and their roles and responsibilities in implementation.
<ul style="list-style-type: none"> Establish communities of practice based on related research and/or field experts. 	<ul style="list-style-type: none"> Support communities of practice based on related research and/or field experts. 	<ul style="list-style-type: none"> Communicate with partners the available communities of practice in the region and province.
<ul style="list-style-type: none"> Use social media (web page, twitter, blogs, facebook, newsletter) to highlight upcoming learning opportunities to support key deliverable areas. 	<ul style="list-style-type: none"> Assist consortia by using social media (web page, twitter, blogs, facebook, newsletter) to highlight upcoming learning opportunities to support provincial professional learning 	<ul style="list-style-type: none"> Share with partners upcoming learning opportunities to support regional and provincial learning opportunities

ANALYSIS OF OUTCOMES OF GOAL TWO: (TO BE COMPLETED IN FINAL REPORT)

CONSORTIUM GOAL THREE

Coordinate, broker, and act as a referral centre to assist stakeholders to identify available professional development resources.

OUTCOME 3.1

Collaborate with, share expertise and resources with, and secure the resources and services of other professional learning providers and stakeholders in the planning and developing professional learning opportunities for stakeholders (e.g., AAC, 2Learn, ATLE, Galileo, Alberta post-secondary institutions, ATA, TC2, CASS, CanLearn Society, RCSD)

Measures:	Results:
Overall number of network meetings/sessions//learning symposiums provided through shared partnerships.	
Number of meetings with potential partners/jurisdiction contacts.	
Overall percentage of stakeholders satisfied with the Consortium's effectiveness in coordinating, brokering, and/or referral services in helping access PD resource to support curriculum implementation. (DC#3	

STRATEGIES TO ACHIEVE GOAL THREE

ERLC	ARPCD	Partners
<ul style="list-style-type: none"> Identify regional learning needs that could be met by collaborating with professional learning providers and stakeholders. 	<ul style="list-style-type: none"> Identify provincial learning needs that could be met by collaborating with professional learning providers and stakeholders. 	<ul style="list-style-type: none"> Identify regional and provincial learning needs that could be met by collaborating with professional learning providers and stakeholders.
<ul style="list-style-type: none"> Explore potential partnerships and collaboration opportunities with professional learning providers and stakeholders through discussions and meetings. 	<ul style="list-style-type: none"> Explore potential provincial partnerships and collaboration opportunities with professional learning providers and stakeholders through discussions and meetings. 	<ul style="list-style-type: none"> Explore potential partnerships and collaboration opportunities with stakeholder partners through discussions and meetings.
<ul style="list-style-type: none"> Design learning opportunities with other professional learning providers to respond to regional needs. 	<ul style="list-style-type: none"> Design and deliver professional learning opportunities provincially that capitalize on the resources of partners. 	<ul style="list-style-type: none"> Design and deliver professional learning opportunities that capitalize on the resources of partners.

ANALYSIS OF OUTCOMES OF GOAL THREE: (TO BE COMPLETED IN FINAL REPORT)

CONSORTIUM GOAL FOUR

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

OUTCOME 4.1

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

OUTCOME 4.2

Work collaboratively with ARPDC to develop plans, strategies and opportunities to meet provincial identified needs in congruence with provincial direction.

OUTCOME 4.3

Work collaboratively with Alberta Education staff to develop plans, strategies and opportunities to meet provincial identified needs in congruence with provincial direction.

Measures:	Results:
Number of learning opportunities (*all formats) that were planned and delivered to support identified and emerging needs of educational stakeholders.	
Number of learning opportunities (all formats) that were planned and cancelled.	
Overall percentage of participants satisfied that they were provided strategies for integration of the learning into their current practice. (DC#3)	
Overall percentage of participants satisfied that they increased their awareness and/or deeper understanding of the topic. (P#1)	
Overall percentage of stakeholders satisfied that the consortium was effective in helping to meet emerging district needs. (DC#4)	
Overall percentage of participants satisfied that they were provided opportunities to reflect on their knowledge, skills and attributes about the topic.(P#4)	

*All formats: face-to-face, webinars, communities of practice, video conferences, webcasts, wikis, websites, and videos.

STRATEGIES TO ACHIEVE GOAL FOUR

ERLC	ARPDC	Partners
<ul style="list-style-type: none"> Develop professional learning opportunities based on identified jurisdictional needs through various advisory committees. 	<ul style="list-style-type: none"> Work collaboratively with Alberta Education staff to understand provincial emerging needs. 	<ul style="list-style-type: none"> Work collaboratively with partners to understand regional emerging needs.
<ul style="list-style-type: none"> Plan and develop a wide range of professional learning opportunities based on identified needs through the use of emerging technologies for adults to learn synchronously and asynchronously. (face to face, online, ...) 	<ul style="list-style-type: none"> Work collaboratively with ARPDC to develop professional learning opportunities based on provincial emerging needs. 	<ul style="list-style-type: none"> Work collaboratively with partners to develop professional learning opportunities based on regional emerging needs.
<ul style="list-style-type: none"> Identify feedback mechanisms to determine needs and impact of professional learning opportunities. 	<ul style="list-style-type: none"> Use a common post survey for administration to session participants to determine needs and impact of professional learning opportunities. 	<ul style="list-style-type: none"> Collaborate with partners to deliver accurate information in professional learning opportunities around the Alberta Education priority areas
<ul style="list-style-type: none"> Attend train the trainer meetings with Alberta Education staff to deliver accurate information in professional learning opportunities around the Alberta Education priority areas 	<ul style="list-style-type: none"> Attend train the trainer meetings with ARPDC and Alberta Education staff to deliver accurate information in professional learning opportunities around the Alberta Education priority areas 	

ANALYSIS OF OUTCOMES OF GOAL FOUR: (TO BE COMPLETED IN FINAL REPORT)

CONSORTIUM GOAL FIVE

Promote and support the development of professional development leadership capacity.

OUTCOME 5.1

Develop collaborative learning opportunities in the following areas with a focus on building leadership capacity within:

- First Nation, Métis and Inuit
- Mathematics
- Supporting Competencies in Current Curriculum
- Supporting Literacy and Numeracy in Current Curriculum
- Provincial Assessments – Student Learning Assessments
- Provincial Assessments – Diploma Programs
- Inclusive Education
- Career and Technology Foundations
- Learning Commons Policy
- Curriculum Development

OUTCOME 5.2

Develop collaborative learning opportunities to augment leadership capacity in support of emerging jurisdictional needs.

Measures:	Results:
Number of sessions provided for developing leadership capacity	
Percentage of stakeholders satisfied that the Consortium has contributed to the development of PD leadership capacity. (DC#6)	

STRATEGIES TO ACHIEVE GOAL FIVE

ERLC	ARPDC	Partners
<ul style="list-style-type: none"> Identify jurisdictional needs through various advisory committees. 	<ul style="list-style-type: none"> Work collaboratively with Alberta Education staff to understand provincial emerging needs. 	<ul style="list-style-type: none"> Work collaboratively with partners to understand regional emerging needs.
<ul style="list-style-type: none"> Plan, develop and facilitate a wide range of professional learning opportunities and/or resources based on identified needs. 	<ul style="list-style-type: none"> Work collaboratively with ARPDC to plan and develop professional learning opportunities and/or resources based on provincial emerging needs. 	<ul style="list-style-type: none"> Work collaboratively with partners to develop professional learning opportunities and/or resources based on regional emerging needs.
<ul style="list-style-type: none"> Work collaboratively with Alberta Education, CASS Zone 3, and school authorities to understand and address leadership needs in conjunction with priority areas 	<ul style="list-style-type: none"> Work collaboratively with ARPDC to understand and address leadership needs in conjunction with priority areas 	<ul style="list-style-type: none"> Work collaboratively with partners to understand and address leadership needs in conjunction with priority areas
<ul style="list-style-type: none"> Align leadership learning with the School Leadership Standard (SLS) 		

ANALYSIS OF OUTCOMES OF GOAL FIVE: (TO BE COMPLETED IN FINAL REPORT)

CONSORTIUM GOAL SIX

Provide educational stakeholders with access to professional development at a reasonable cost.

OUTCOME 6.1

Consortium will provide professional learning opportunities at a reasonable cost to participants.

Measures:	Results:
Overall percentage of participants satisfied that Consortium services are provided at a reasonable cost. (DC#7)	
Overall percentage of stakeholders that were satisfied with the overall services provided by the Consortium. (DC8)	

STRATEGIES TO ACHIEVE GOAL SIX

ERLC	ARPDC	Partners
<ul style="list-style-type: none"> Budget funds from grants to offset participation costs for learning opportunities. 		
<ul style="list-style-type: none"> Make fiscally sound decisions regarding operating costs for Consortium. 		<ul style="list-style-type: none"> Collaborate with stakeholders to provide services.
<ul style="list-style-type: none"> Develop fiscally sound processes to manage grant funds. 	<ul style="list-style-type: none"> Distribute grant dollars in support of learning through transparent formulas exhibiting fair and equitable distribution. 	

ANALYSIS OF OUTCOMES OF GOAL SIX: (TO BE COMPLETED IN FINAL REPORT)

Curriculum Implementation Support Grant Funding Budget 2016-2017	TOTAL
Career & Technologies Foundations	58,000
Competencies	50,000
Curriculum Development	87,500
First Nation, Metis & Inuit	73,000
Inclusive Education	173,000
Literacy	68,000
Learning Commons Policy	45,000
Mathematics & Numeracy	63,500
Other Regional Priorities	64,925
Provincial Assessments, SLA, DIP	43,000
TOTAL	725,925