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The Edmonton Regional Learning Consortium (ERLC) is one of seven regional consortia in Alberta established to support regional professional development needs for all those who influence student learning. We work with schools, school authorities and our seven partner organizations to create professional development opportunities in an ongoing, coordinated and cost effective manner.

OUR MISSION:

“Partners in adult learning for students’ sake”

OUR VISION: As an advocate for quality professional development and as a service provider, ERLC works with its partners to develop, implement and assess professional development programs and comprehensive plans that support adult learning for students’ sake.

For information about other regional consortia programs, available for all to access, please visit the Alberta Regional Professional Development Consortium website at www.arpc.ab.ca.

SCHOOL DISTRICTS

ERLC facilitates learning opportunities for parents and staff of eighteen school districts, as well as charter schools, private schools and band schools in the Edmonton region. District representatives from the eighteen school jurisdictions advise ERLC of program interests and needs. The 18 school districts include:

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|--|---|
| Aspen View Regional Division | Grande Yellowhead Public School Division |
| Black Gold Regional Division | Greater St. Albert Catholic Schools |
| Edmonton Catholic Schools | Living Waters Catholic Regional Division |
| Edmonton Public School District | Northern Gateway Regional Division |
| Elk Island Catholic Separate Regional Division | Parkland School Division |
| Elk Island Public Schools | Pembina Hills Regional Division |
| Evergreen Catholic Separate Regional Division | St. Albert Protestant Schools |
| Fort McMurray Catholic Schools | St. Thomas Aquinas Roman Catholic Schools |
| Fort McMurray Public School District | Sturgeon School Division |

M O N T H A T A G L A N C E
FEBRUARY • MARCH • APRIL 2012

Sessions listed in this document are subject to change. Please visit our website, www.eric.ca for final Learning Opportunity flyers and registration procedures.

ASSESSMENT

Using Performance Assessment Effectively in Mathematics,

Pat Lore, Field Services Facilitator (AAC)
 Grade 6 on February 27 and March 19
 Grade 9 on February 28 and March 20

The new Alberta Mathematics Program of Studies requires students to be actively engaged in constructing meaningful mathematical concepts. For many of the learner outcomes, performance assessment is an effective way to assess student understanding.



Alberta Assessment Consortium

SMART Boards 102 - Designing and Creating SMART Assessment for Learning

Kelli Holden
 February 16

In this session, you will learn how to use SMART Response and Notebook features to design powerful assessments specifically for use in your Language Arts, Mathematics, Social Studies and/or Science classes. Using SMART Response with critical thinking challenges gives your students the opportunity to consider alternative points of view, engage in meaningful dialogues and focus on key concepts.

Peer Feedback – Formative Assessment in the Science Classroom

Laura Pankratz and Brenda Elder
 March 12 and available via VC

Research is showing that students learn best working collaboratively. In this half-day session, you will explore using open-ended, written-response style questions as a tool to promote students moving from a recall-based method of learning to a creative, problem-solving method. Templates will be available electronically.

Provincial Assessment Test in Mathematics

Kelli Rota
 Grade 6 on March 19 and via VC in the afternoon
 Grade 9 on March 20 and via VC in the afternoon
 This half-day session will provide information about the purpose of the Mathematics Provincial Achievement Test (PAT) and its connection to The Alberta K - 9 Mathematics Program of Studies. You will have an opportunity to analyze your school results and to talk with colleagues about issues related to student performance at the provincial level and at your individual classroom levels.

Grade 3 Provincial Achievement Test in Mathematics

Deanna Wiens
 March 21 via webinar
 April 16 in person in the morning and via VC in the afternoon
 This session will provide you with information about the purpose of the Mathematics 3 Provincial Achievement Test and its connection to the intent and the outcomes in the 2007 Mathematics Program of Study.
 The design of the PAT as well as samples of questions that will be used to assess students’ learning will be shared. Highlights of the results and emerging trends from the 2011 Mathematics PAT will also be discussed.

Developing Authentic Performance Assessment in Science, Grades 7-12

Jane Diner
 April 13 and available via VC
 Although facts and concepts are fundamental to science teaching, knowledge of methods, procedures and analysis skills that provide context are equally important. Student growth in these skills is somewhat difficult to evaluate, particularly with conventional multiple choice examinations. Performance assessments, used in concert with more traditional forms of assessment, are designed to provide a more complete picture of student achievement.

Provincial Assessment for Mathematics 30-1 and Mathematics 30-2

Deanna Shostak and Ross Marian
 April 30

This session will provide you and administrators with information about the design and development of the new Mathematics 30-1 and 30-2 Diploma Examination. The draft blueprint of these diploma examinations will be shared and the kinds of questions that will be used to assess students’ conceptual understanding and learning will be discussed.

BEGINNER TEACHERS / NEW TO TEACHING IN ALBERTA

ATA Facilitated Workshops



Engaging Students - The Art of Effective Instruction

Dan Bateman
 February 18
 Engaging students in learning is an essential component of good teaching. This workshop focuses on strategies that engage students, encourage student directed learning, develop positive learning environments and develop 21st century learning skills. Based on the book Beyond Monet: The Artful Science of Instructional Integration by Barrie Bennett and Carol Rolheiser, this hands-on workshop takes you through a model “instructionally integrated” lesson.

Classroom Management – What Works?

Dan Bateman
 March 3
 The classroom environment should facilitate learning for all students. This workshop is based on three key assumptions: (1) that every student needs to succeed, (2) that students must learn to take responsibility for their actions and (3) that dignity and respect characterize all successful classroom management approaches. You will learn how to model positive behaviours, teach students positive social skills and responses, and create structures and procedures that help students understand what is expected and to accept responsibility for their actions.

Teachers and Parents - Same Goals, Different Roles

Dan Bateman

March 17

This workshop addresses the question - how can you nurture and sustain positive relationships with parents in order to reinforce mutual goals to ensure that all students are successful in school? In this workshop you will focus on the many ways to build strong relationships with parents, undertake successful approaches for communicating and involving parents and learn strategies for reframing interactions with parents.

CAREER AND TECHNOLOGY STUDIES

Sport Nutrition

Celeste Lavallee

April 20

Sports Nutrition knowledge skills will support implementation of the CTS Nutrition for Recreational Activities and Sport course. This session will provide fundamental concepts of nutrition, and how those concepts can be utilized to improve athletic performance. Upon completion, you will receive a Sport Nutrition certificate.

Don't miss the opportunity to join the provincial CTS Moodle site! You can blog with other CTS teachers, share lessons, share resources and find out the latest professional development information. Visit www.ctspd.ca.

DIFFERENTIATED INSTRUCTION

Tools for Teaching: Discipline • Instruction • Motivation

Fred Jones

March 1 and 2

Tools for Teaching is a 2 day workshop that combines all the facets of Discipline, Instruction and Motivation into a complete classroom management system.

Topics include:

- Using mobility and proximity to prevent problems
- Replacing helpless handraisers with time on task
- Replacing time wasting with time on task
- Improving work habits
- Raising standards while reducing stress
- Setting limits in a calm, non adversarial manner
- Replacing sanctions with cooperation
- Turning "problem students" around

FNMI (First Nations, Métis and Inuit)

Learning Together For Success - "Strengthening Our Voice" Engaging FNMI Parents, Families and Communities

March 29 and 30

More info at <https://www.nrlc.net/>

Walking Together - First Nation, Métis and Inuit Perspectives in Curriculum

February 21

repeat on March 19

Join us on a journey through the new digital resource, Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum.

In this full day, hands-on workshop, we will explore how infusing First Nations, Métis and Inuit perspectives into curriculum can benefit all learners.

You will gain:

- A greater appreciation and understanding of First Nations, Métis and Inuit cultures in Alberta
- A clearer picture of how to access community supports and other resources for infusion
- Strategies for infusing First Nations, Métis and Inuit perspectives and pedagogy into the learning environment

FNMI Worldviews Webinar

Carla Badger

April 18

Who are the FNMI People? Why do we use the term FNMI and not the terms Aboriginal or Native? What is the FNMI Worldview? How can this knowledge be infused into teaching practice for the benefit of all learners in your school/classroom context? Using the digital resource Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum from Alberta Education, you will explore and discuss the answers to these very important questions.

Indigenous Pedagogy Webinar

Carla Badger

April 25

What tried and true approaches to education have First Nations, Métis and Inuit (FNMI) Peoples been using for generations? How would the use of these strategies and approaches benefit all students in your school/classroom? Using the digital resource Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum from Alberta Education, you will explore how to enhance learning and promote success for all students.

Save the Date!

**Leading in FNMI: Literacy and Numeracy Forum
May 16 and 17**

FRENCH

AIM (Gesture Approach) – Refresher Course

Laurie Faber

February 15

This one-day workshop is designed as a follow-up for teachers who have taken basic training in the AIM (the introductory two day workshop) and have practical classroom experience in using this methodology. Topics to be covered in this workshop include: Teaching, reviewing, evaluating gesture work; Teacher Led Self Expression; Gestural Mirroring; Practicing language refinements; Practicing story re-tell; Teaching a Field of Experience using the AIM methodology; and SMART Board activities.

Parlons français ensemble!

Michelle De Abreu

February 23

French as a second language teachers are often isolated in schools and have few occasions to practice their oral French skills with other adults.

In this language camp opportunity, you will spend the entire day en français - and feel comfortable doing so, regardless of your French oral language proficiency level. This highly interactive yet relaxing day will see you using all the French you know and leaving with more. In addition, effective second language instructional strategies will be modelled and you will walk away with a variety of authentic communicative activities easily adaptable to any FSL classroom.

Venez parler français ensemble!

French Immersion Conference in partnership with MERFIP

Multipresenters with Roy Lister as Keynote

INCLUSIVE EDUCATION

Inclusive Education PD Resources

<http://www.inclusiveeducationpdresources.ca/>

Online learning opportunities are available on a variety of focus areas such as: Collaborative Practices, Collaborating with Parents, Differentiated Instruction, Early Learning, ELL and ESL, FNMI, Learning Coaches, Positive Behaviour Support, Response to Intervention, School Leadership and Inclusion and Universal Design for Learning.

Success for All Students in an Inclusive Environment: Designing Universal Design for Learning Interventions

Dave Edyburn

February 9

The purpose of this workshop is to provide you with the opportunity to create a series of UDL instructional activities for grades 4-12. The goal is to explore ways to implement and scale UDL within a school and/or district. The workshop will be conducted in a participatory demonstration, exploration, and discussion format. Short periods of leader-guided large-group presentation will be followed by individual hands-on work sessions. A specially created workshop web page will be available for you to maximize your interaction with the digital instructional materials and tools.

Speech-Language Collaboration: Moving from Pull-Out to the Kindergarten Classroom

Rae Tobin and Lisa Johnson

February 16

This is an interactive workshop focusing on practical strategies for teachers to support all children with articulation (speech sounds), vocabulary, direction-following, grammar, and phonological awareness (pre-reading sound awareness) skills. You will be given easy-to-use ideas for implementing these strategies during transition times, play time, and classroom centers.

Engaging Learning for Early Childhood Professionals

Barb Martin and

Judy Martin

February 22, 23

and March 14



This three day professional learning series is designed to provide you with background knowledge and practical advice about:

- Teaching for student engagement
- Contemporary Early Learning theories and research
- Play-based learning in a variety of settings
- Assessment/Evidence of learning in play-based environments
- Communicating effectively with parents

You will be able to:

- Discern and design for effective play-based environments
- Create play-based learning activities
- Assess the learning within a play-based activity
- Document children's learning in play-based environments
- Create a communication plan that outlines the significance of play in the early years

Speech-Language Collaboration: Moving from Pull-Out to the Grade 4-6 Classroom

Roxanne Robertson and Carly Axani on February 23

repeat with Amy Elliott and Leslieanne Sugiura on April 18

This is an interactive workshop focusing on practical strategies for teachers to support all students with both oral and written comprehension and expression in the classroom. The strategies discussed are designed to help students with visualizing, iconing, oral expression, story organization/planning, writing, editing, and phonological awareness.

Creating a Restorative Culture in Your Classroom

Caroline Missal and Sue Hoggood

March 8 and repeat on May 8

What is it we want students to learn through our discipline practices? How do we encourage students to do the right thing because it is the right thing to do? How do we encourage students to take responsibility and be accountable for their words and actions?

Restorative practices move away from more traditional discipline and consequences to focus on relationships and repairing harm. In this session, you will learn about:

- principles of restorative justice and restorative practices
- restorative practices - how they can be used in classroom

and school settings

- differentiated education is now a mainstream practice, how do we adapt discipline to also be differentiated to meet students individual needs?

- what is a community conference

- how to begin the journey towards a restorative school culture

- how schools within Edmonton Public and other districts are applying these principles in their settings

Three Tiers of Positive Support and Intervention for Behaviour

Dawn Reithaug

March 14

This session is based on the Response to Intervention literature and summarizes a three-tiered system of assessments, positive supports, and interventions that you can consider when focusing on, and building capacity for, improving behavioural outcomes in your schools.

Positive supports and/or interventions can help meet the behavioural needs for each student:

Tier 1: School-wide and classroom-wide supports for ALL students; Tier 2: Targeted group or individualized interventions for 5% to 15% of students; and Tier 3: Intensive, individualized intervention for 1% to 5% of students.

You will also explore appropriate assessments (screening and both direct and indirect progress monitoring assessments) aligned to the tiers, and will practise using some of these.

Speech-Language Collaboration: Moving from Pull-Out to the Grade 1 Classroom

Pascal Wallace and Roxanne Robertson

March 15

This is an interactive workshop focusing on practical strategies for you to support all students with articulation (speech sounds), vocabulary, direction-following, grammar, and phonological awareness (pre-reading sound awareness) skills. You will be given easy-to-use ideas for implementing the strategies during transition times as well as for integrating them into the curriculum.

Research-based Strategies for Reading, Math, and Behaviour

Cara Shores

March 19

Response to Intervention (RTI) is a process designed to provide quality research-based interventions to or for struggling learners. This session will provide an in-depth look at strategies that are research-proven for increasing reading and math achievement and decreasing behavioral problems. You will learn the methods for implementing and assessing the progress of these strategies.

Getting to the Nuts and Bolts: Moving Forward with RTI Implementation

Cara Shores

March 20

In this session, district and school leaders/teams will receive support in developing their RTI process. Advanced instruction in the RTI process will include development of student intervention plans for both academics and behavior, developing appropriate and measureable student goals, individual student decision-making, and developing implementation fidelity checks.

RTI Implementation in Secondary School

Cara Shores

March 21

Response to Intervention (RTI) has unlimited potential for improving instruction and increasing graduation rates in secondary schools. This session will explore the essential components specifically for junior high and high school implementation and provide the understanding and tools

necessary for obtaining positive results. Topics will include assessment, core instructional components, instructional strategies, and process development as it relates to secondary schools.

Cara Shores will share information from her experience working to implement RTI in junior and high schools during the past 2 years.

Speech-Language Collaboration: Moving from Pull-Out to the Grade 2-3 Classroom

Kerri-Lynn Heise and Roxanne Robertson

April 16

This is an interactive workshop focusing on practical strategies for you to support all students with vocabulary, direction-following, phonological awareness (pre-reading sound awareness), sequencing, story writing, and describing skills. You will be given easy-to-use ideas for implementing the strategies during transition times as well as for integrating them into the curriculum.

See Leadership for Learning Coaches sessions and Literacy for other learning opportunities to support inclusive environments.

INTERNATIONAL LANGUAGES

Off to a Good Start

IISLE

February 27 and 28

Day 1 - Language Proficiency: The Big Idea

- Your program of studies: easy to understand!

- Assessment issues in L2 programs

- Planning using the Program of Studies*

Day 2 - Effective Second Language Teaching:

- Elements of a great L2 program

- Policies and regulations for L2 programs

- Strategies for target language use

- Planning using the Program of Studies*

Check www.eric.ca for more programs being planned to support international languages program of studies.

KNOWLEDGE AND EMPLOYABILITY

Planning Up: Scaffolding Learning for Your Students Using Strategies from the ISR Project

Ann Marie Lyseng and Corinne Ament Sperling

April 23

This session will provide you with suggestions for differentiating, scaffolding, and unpacking instruction and assessment for students in combined/diverse learning environments. You will receive and use criteria and a template that can be used for combined/diverse classes for any subject area with a focus on grades 8-12. Specific examples will be provided to illustrate these instructional and assessment strategies from revised draft high school Social Studies -4/-2 samples from the K&E Instructional Support Resource (ISR). These resources were created in collaboration with Alberta teachers and the Alberta Assessment Consortium.

LEADERSHIP

Instructional Coaching: Principles and Practices Day Two

Jim Knight

February 3

This session will provide you with an opportunity to develop adult facilitation skills, provide practical strategies and approaches in your role as a "coach". This session will distinguish between effective and ineffective coaching practices, and provide an overview of the current state of research on coaching.

This session will also address the following questions:

- What can a coach do to foster internal commitment in others?;

- What specific communication strategies can a person use to build healthy relationships with other professionals?;

- What are the various activities instructional coaches do (enrolling teachers, pre-conferencing, observing classes, modeling in the classroom, and debriefing) and what are the effective ways in which they should be conducted?;

- What does research say about when it is appropriate and inappropriate for coaches to model in the classroom?;

- How can coaches build coherence and disseminate ideas across schools?; and

- Which leadership skills enable coaches to lead reform efforts in their schools?

Groups at Work: Structures and Strategies for Professional Learning

Laura Lipton

February 21

High-functioning learning teams are a critical component of any school improvement initiative. Leaders who can maximize the time and productivity of work sessions and meetings create powerful groups that produce powerful results. Knowing how to structure effective processes, relevant content and authentic collaboration produces teams that balance participation, use time efficiently and achieve their purposes. This session explores the challenges of building capacity while accomplishing task outcomes and offers a variety of practical strategies for doing so. You will expand your repertoire for designing and delivering productive work sessions, and leave with a variety of individual, small and large group strategies that support high levels of engagement for exploring, connecting and applying new ideas to professional practice.

Data Driven Dialogue – Practical Strategies for Facilitating Productive Collaborative Explorations

Laura Lipton

February 22

Putting data at the center of team work can create defensiveness, dismissal and denial. Based on the book, Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry, this interactive seminar explores and applies a three-phase Collaborative Learning Cycle that guides productive collective inquiry into both formative and summative data. You will investigate strategies and structures that reduce defensiveness and create shared responsibility for student learning. We will hone practical tools for discovering assumptions, promoting data-focused inquiry and developing shared understandings of both problems and possible solutions. These understandings become the foundation for dynamical planning processes. This session makes an excellent follow-up to extend the learning from Groups At Work offered on February 21, 2012.

Learn to Lead in Mathematics

Cathy Fosnot

February 24 and follow up webinar on May 3

Using digital video materials, you will engage in kid watching, analyzing children's work, planning math congresses and next day activities. You will examine a third grade teacher's decisions and conferring. Subsequent reflection and discussion on the professional development activities and the way in which the facilitator implemented them provides insights and discussion on how you might in turn do similar activities with the materials back at your respective sites.

The materials used will be of a third grade class developing strategies for multiplication. You will receive a professional development package, which includes digital video materials and an accompanying facilitator guide.

Creating System-wide Support for Learning Coaches - Webinar Series

Joellen Killion

Session 1: Partnership Agreements - Coaches and Colleagues on March 13

Coaches use multiple roles to support their colleagues. In this session, you will explore the range of options available to coaches and teachers you support based on the roles of coaches. Having clarity about how coaches work with teachers gives both a focus and purpose to the interaction that occurs between a coach and a teacher.

Session 2: Roles of Coaches in Supporting Teachers on April 10

Coaches use multiple roles to support their colleagues. In this session, you will explore the range of options available to coaches and teachers you support based on the roles of coaches. Having clarity about how coaches work with teachers gives both a focus and purpose to the interaction that occurs between a coach and a teacher.

Session 3: Strategies for Engaging Teachers - Coaches' Roles on May 8

Not all teachers welcome support from coaches. In this session, you will unpack different reasons teachers may not be open to a coach's help. You will acquire strategies for engaging reluctant teachers and for supporting professional learning in stages that mitigates teachers' anxiety.

Digitally Infused Learning With the iPad - What Do I Need to Get Started?

Jeff Johnson, Kimberley Nisbet and Kathleen Lindstrom
March 14

In this three-hour hands-on workshop, you will examine the features of the iPad, learn its strengths and challenges of implementation, and discuss the role of the iPad in the classroom. This workshop is focused on the steps school leaders need to take to implement a variety of different iPad deployment strategies in their schools. This session goes beyond "cool apps" and discusses how school and district leaders can use the iPad to be more effective and efficient in their jobs. You will learn how to manage classroom implementations of these devices. You will practice using apps for presentations and will see what peripheral devices can and should be used with the iPad.

See Inclusive Education sessions for other learning opportunities to support leadership roles.

LITERACY

Can Poetry Matter? Teaching Poetry in the 21st Century ELA Classroom

Brent McKeown

February 24

Reading and writing poetry may not be making it on to many of our students to-do lists in an age where our means of expression are almost infinitely expanding. Our current program of studies, however, requires students to read and write poetry. How do we move beyond studying and teaching poetry because it is required, to studying and teaching poetry because it helps our students in all aspects of their life both within and beyond the classroom? In this session we will explore various ways to approach poetry in our classrooms and to build meaningful links between poetry and other aspects of our world.

SMART Boards 102 - Get SMARTer with Literacy and Language Arts

Kelli Holden

Grades 4-6 on March 6

Grades K-3 on March 15

Using the SMART Board opens up a whole new world of possibilities in Language Arts! This hands-on session will

focus on:

- Examples of Balanced Literacy activities
- Differentiation strategies using UDL principles of multiple means of representation, expression and engagement
- Author's chair on the SMART Board
- Spelling and close tasks
- Premade Notebook activities
- Poetry lessons
- Cross-curricular connections
- Supporting your student-centered classroom
- Curriculum mapping process

A Supported Approach to Writing Instruction K-3

Wendy Legaarden and Judy Bourassa

March 13

All students need support as they learn something new. They need opportunities for scaffolded learning in order to take increasing control of their new skills and knowledge. This session will offer an overview of a supportive approach to writing instruction. You will become familiar with a continuum of support for writing, through modeled write aloud, shared writing, guided and independent writing. The sessions will offer specific, practical instructional suggestions for supporting beginning writers as they strive to communicate clearly.

Exploring the ELA 30-1 Personal Response to Texts Assignment - Implications for Teaching and Learning

Brent McKeown

March 14

Once upon a time, the Personal Response to Texts assignment was considered a "warm up" assignment leading to the weighty matter of the Critical Analytical Assignment. Those days are gone. Our current iteration of the ELA 30-1 Personal Response to Texts Assignment is a complex task that confronts our students - and ourselves - with a multitude of choices, reflecting some of the challenges that emerge from our wide-ranging and open-ended curriculum. In this session we will explore some of the complex dimensions of this specific assessment task and discuss ramifications for our classroom practice.

Supporting Adolescent Readers, Grades 5 to 12

Dawn Reithaug

March 15

Dawn will share A Complementary Framework for Supporting Adolescent Readers. This framework has four quadrants:

- Increasing the Volume of Reading
- Building Vocabulary
- Enhancing Comprehension
- Delivering Intensive Support

You can use the framework as a device to organize practices you presently use, or would like to try, when teaching and promoting reading.

Technology and the ELA Teacher

Brent McKeown

April 11

Smartboards, I pads, Twitter, Kindles, Google are just a few terms that weren't even a part of our vocabulary when many of us began our teaching careers or our university educations, but are now playing an increasingly larger role in our teaching and learning contexts. How do we reconcile emerging technologies with concepts like close reading, textual analysis and 1000 page Russian novels? In this session we will explore what it means to be an English Language Arts teacher in the digital age and find ways to help our students engage with new mediums of discovery and expression without losing touch with the foundational literacy skills at the heart of ELA.

MATHEMATICS

Early Number Sense, Addition and Subtraction: The Landscape of Learning, Grades K-2

Cathy Fosnot

February 21 and follow up webinar on April 30

Using digital video of children at work in K-2 classrooms, we will examine the development of the big ideas, strategies, and models related to early number sense, addition, and subtraction. These will be placed on a "landscape of learning" - a learning trajectory that you can use in planning instruction and assessing. We will also examine ways to use games, contexts, and routines to support development.

Multiplication and Division: The Landscape of Learning, Grades 3-5

Cathy Fosnot

February 22 and follow up webinar on May 1

Using digital video of children at work in grade 3-5 classrooms, we will examine the development of the big ideas, strategies, and models related to a deep understanding of multiplication and division. These will be placed on a "landscape of learning" - a learning trajectory that you can use in planning instruction and assessing. We will also examine ways to use contexts and mini-lessons to support development.

Operations with Rational Numbers: Developing Fluency with Fractions, Grades 6-9

Cathy Fosnot

February 23 and follow up webinar on May 2

This session will immerse you in math investigations as active learners, and have you examine videos of children and teachers working in real classrooms.

How can an understanding of fractions be developed using realistic situations for investigations? What models are helpful and how do we ensure the development of fluency with computation? This session will focus on these questions by engaging you in several investigations where math is seen as posing and solving problems, searching for patterns, and constructing formulae, models, and strategies.

SMART Boards 102 - Get SMARTer with Math K-3

Kelli Holden and Sharon Lundeen

February 23

Using the SMART Board opens up a whole new world of possibilities in Math! This hands-on session will focus on:

- Interactive projects using the Gallery Essentials
- Power of 10 materials and activities for the SMART Board
- Using personal strategies in problem solving contexts
- Inquiry-based learning in the Mathematics classroom
- Mental math activities
- Examples of developing conceptual understanding
- Premade Notebook activities
- The Morning Math project
- Visual Presenter examples
- Curriculum mapping process
- Building automaticity with basic facts

Developing Personal Strategies in Mathematics, Grades K-3

MaryAnne Nissen

April 12

If mathematics is all about problem solving and creative thinking, then why are we spending so much time telling students what to do? The new program of studies requires students to use personal strategies for recording their thinking while performing the four basic mathematical operations as well as when solving problems. This session will provide you with:

- examples of students' personal strategies
- suggestions on how to adapt current classroom practice to encourage the use of personal strategies
- research to support the use of invented strategies will be

presented

High School Implementation Support

To support the specific needs of Grades 10-12 math teachers in the implementation of the new program of studies, seconded high school teachers will work alongside ERLC to teach and model the implementation of Mathematics 10C, 20-1, 20-2. These teachers will share materials and reflections on a Moodle site. As well, create lesson/unit plans, post resources such as videos, pictures, samples or other artifacts, post questions and share learning online. <http://moodle.arpdc.ab.ca/>

Watch for sessions on the new Math 30-1, 30-2 and 30-3.

See Assessment sessions for other learning opportunities to support implementation of Math.

SCIENCE

Literacy Strategies in the Science Classroom

Jane Diner

February 17, available via VC

For many students, reading science is like reading a foreign language. Teachers are generally focused on students "doing" science rather than "reading" science, however an understanding of the science vocabulary is foundational to future understanding. In fact, reading science text requires the same critical thinking, analysis and active engagement as performing hands-on science activities. This session will focus on developing strategies to engage students in science vocabulary development.

Engaging Science - Strategies to Engage Students

Jane Diner

March 9

Engagement is founded on choice. Students are engaged when you create learning environments that require them to apply their own analysis and evaluation to construct meaning. Students aren't engaged with technology because it lights up and beeps. They're engaged with technology because it puts them in charge of information they access, store, analyze and share. The essence of teaching is creating learning experiences that provoke reflection. Students who are simply asked to follow instructions have nothing to reflect upon. Students who are offered the opportunity to explore their own approaches and share them with their peers are well on their way to life-long learning.

Peer Feedback – Formative Assessment in the Science Classroom

Laura Pankratz and Brenda Elder

March 12

Research is showing that students learn best working collaboratively. In this half-day session, you will explore using open-ended, written-response style questions as a tool to promote students moving from a recall-based method of learning to a creative, problem-solving method. Templates will be available electronically.

See Assessment sessions for other learning opportunities to support implementation of Science.

SOCIAL STUDIES

Social Studies 30-1 Diploma Examinations: Marking Processes and Standards

Nathalie Langstaedtler and Dwayne Girard

March 15

This session will focus on the outcomes of the marking and standards for Social Studies 30-1. You will be given the opportunity to train with the scoring rubrics, standards,

and procedures as well as examine and mark examples of student work, better preparing for the Grade 12 Diploma Exams.

TEACHER/EDUCATION ASSISTANTS

See Inclusive Education for learning opportunities to support Teacher/Education Assistants.

TECHNOLOGY INTEGRATION

Making the Most of your Mac in the Classroom: Ideas to Support Student Learning

Karla Holt

February 3

Got a Mac? Not sure how to integrate some of the applications into the curriculum? This hands-on session will explore practical, curriculum-based applications of using iPhoto, Garageband and iMovie to support student learning across the curriculum. You will be given an introduction to using these applications for digital storytelling, podcasting and digital video projects.

iTeach, iLearn - Using the iPad to Create Powerful Multi-Disciplinary Projects

Jeff Johnson, Kimberley Nisbet and Kathleen Lindstrom

February 29

This hands-on workshop takes you beyond "cool apps" for the iPad and how to best use the mobile device in the classroom for authentic learning. You may bring your own iPads or register to use one of the iPads available at the Our Lady of Prairies iPad exploration centre. Additionally, you will have an opportunity to engage in a discussion on best uses of the iPad in instruction and to create an entire integrated lesson on a particular topic that fits your own context. This workshop will include a variety of resources, all of which can be accessed via the iPad, that focus on the differentiation of learning, both process and product, for each student.

SMART Boards 101 - SMART Substitute Teaching

Karla Holt

February 10

repeat on February 17

repeat on March 2

This is a full day workshop designed for substitute teachers who are looking for experience using a SMART Board and SMART Notebook Software. This session will provide you with all the necessary basic skills operating a SMART Board and all of the functions in the menus for SMART Notebook. You'll explore how to use the SMART Board with online resources as well as delving into using Notebook Software. You'll gain experience using the Notebook Toolbar and have the opportunity to explore the Notebook Gallery to find ready-made activities and resources to use in various classroom contexts.

SMART Boards 101 – Get SMART for Beginners

Kelli Holden and Sharon Lundeen

February 23

repeat on April 12

Lots of creative ideas and uses for SMART Boards, visual presenters (Document Cameras and Elmos), Airliner slates, SMART response systems, FM systems, wireless headphones, and videoconferencing will be demonstrated. Take home practical strategies for classroom management techniques, differentiation, whole group, small group and individualized learning that you can use the next day. Strategies for school-wide PD and mentorship models will be discussed.

The 21st Century Early Childhood Classroom - Practitioner Model - The iPad

Monsignor Fee Otterson Catholic Elementary/Junior High School Staff

February 23

The iPad is one of the most popular new digital 21st Century devices which is a powerful educational tool, bringing learning to life; especially in the hands of our young learners. With its touch pad screen, children become actively engaged in "real-world" hands on activities, made possible by the wide variety of purposeful, outcome based applications (apps). These iPads are infused into our Reggio Inspired teaching philosophy placing our children first in a 21st Century learning environment.

Voice Recordings, Podcasting and Sound-scapes in the UDL Classroom (K-9)

Karla Holt

February 24

Looking for creative ways to engage your students in learning? Voice recordings, podcasting and sound recordings have many applications in the curriculum and support a universal design for learning (UDL) classroom. This practical session explores using voice recordings, podcasts and sound-scapes to provide learners with multiple means to represent and express their learning. In this session, you will be shown how to use Audacity and other Web 2.0 tools to support learning and meet the needs of students of varying ability levels, interests and learning preferences.

SMART Boards 102 - Exploring the SMART Exchange

Kelli Holden and Sharon Lundeen

March 15

The SMART exchange community contains a wealth of resources that are readily adaptable to your own classroom context. In this session you will learn how to download SMART lessons, how to file in such a way that you can easily locate/share work with others, and how to adapt/change/add to it to make it your own. You will learn how to search the site using Alberta programs of studies/learning outcomes, grade levels, or subject areas and work through the curriculum mapping process. You may find something that is immediately useful, or a foundation for building your own presentation that you may in turn choose to share/upload to the SMART exchange community.

Digital Video and Stop-Motion Animation in the UDL Classroom (K-9)

Karla Holt

March 16

Looking for creative ways to engage your students in learning? Digital Video has many applications in the curriculum and supports a universal design for learning (UDL) classroom. This hands-on session will explore a plethora of digital video projects to use in class, to support students multiple means of action and expression and multiple means of engagement. This workshop will provide an introduction to using MovieMaker to create digital video projects and stop-motion animation.

What in the World is a Webinar?

Jann Edney

To book this session for your district or PD group, please contact jann.edney@erlc.ca

Short for web-based seminar, a webinar is a presentation or workshop that is transmitted over the web. The key feature is its interactive elements – the ability to give, receive and discuss information, typically through tools such as slide show presentations, video, audio, websites and text. This session is on why and how to use webinars and will include an overview of online resources available to support site-based adult learning.

How to make the best use of ERLC



ATA Greater Black Gold
Teachers Local No. 8 Institute Day



Fort McMurray 2012 planning team
and facilitators

As the ERLC mission is Partners in adult learning for students' sake, we strive to develop collaborative opportunities for the entire region. Three recent examples:

ATA Greater Black Gold Teachers Local No. 8 institute day is organized by volunteer teacher leaders from both Black Gold and St. Thomas Aquinas districts. This year we had the opportunity to partner with the ATA institute planning committee. As requested by the committee over 20 full day sessions were offered, most subsidized as a result of grants from Alberta Education to support implementation.

Fort McMurray Public and Catholic school authorities host a joint learning day
As requested by the districts ERLC has supported the organization of this event for the last 4 years. This year approximately 20 full day sessions were offered on January 27th for the 500 teachers from both districts. As well as resources that both districts contribute, all sessions are subsidized as a result of grant from Alberta Education to support implementation.

Career and Technology Studies: Success through Collaboration CTS/STC, models a collaborative venture initiated at an ERLC advisory committee meeting. Edmonton Public and Edmonton Catholic schools initiated this day of learning and involved ERLC in supporting logistics and coordination. As a result of this partnership the entire region can access this learning opportunity.

As a result of partnering with ERLC, learning opportunities are available for the entire region to access. The examples above are focused on ATA local, district or subject area needs and all stakeholders involved would share that ERLC supported the organization, logistics, PD design and cost effectiveness of the event. As a result of the ERLC teams' involvement, and based on grant funds to support implementation, the entire region benefited from these groups initiatives.

Great ways to "make the best use of" ERLC!

Visit our website at www.eric.ca for more information!