



Zone 5 Social Studies Implementation Project Plan for Year 4: 2008 – 2009

Submitted by:

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Zone 5 Social Studies Implementation Project Plan for Year 4: 2008 – 2009

1. Provincial Goals of the Social Studies' Implementation Project Plan

To provide professional learning opportunities for Grades 6, 9 & 11 & 12 teachers, and to offer on-going professional support for Kindergarten to Grade 5, 7, 8 & 10 teachers upon the implementation of the new Social Studies program within the province of Alberta.

School-based administrators will continue to access professional development and support through this project.

2. Regional Characteristics

a). Size:

The CRC serves one-third of the Alberta student and teacher population, as reflected in the five hundred ninety schools in this region. Zone 5 is a vast geographical area, consisting of eight school divisions, six Treaty 7 Band schools, twelve charter schools and sixty-five private schools.

Pronounced diversity is reflected in the presence of Alberta's largest urban school boards as well as in various sizes of rural and "rurban" school jurisdictions. Because of these realities, the CRC plan provides a wide range of professional development (PD) possibilities for all stakeholders to access, modifying plans as time unfolds, in response to emerging professional needs, as identified by teachers and Curriculum/Instruction Leaders throughout the CRC zone of Alberta.

The CRC educational partners include:

1. Calgary Board of Education
2. Calgary Roman Catholic Separate School District # 1
3. Canadian Rockies Public Schools # 12
4. Charter Schools (x12)
5. Christ the Redeemer School Division # 3
6. Foothills School Division # 38
7. Golden Hills School Division # 75
8. Prairie Land Regional Division # 44
9. Private Schools (x65)
10. Rocky View School Division # 41
11. Treaty 7 First Nation Education Authorities
 - a) Siksika Nation
 - b) Stoney Nation
 - c) Tsuu T'ina Nation

b). *Student/Teacher Demographics:*

The CRC serves one-third of the Alberta student and teacher population, as reflected in the five hundred ninety schools in this region. The total number of certified teachers in the CRC region is approximately 12,000.

c). *Unique Partnerships:*

The CRC Social Studies' Coordinator & Consultant has been committed to cultivating professional working relationships/partnerships with two significant local institutions over the duration of the Social Studies implementation project: the *University of Calgary* and *Glenbow Museum*.

Building on past success and Year 3 findings, the CRC is hoping to co-host a third speaker series for high school Social Studies teachers in the spring of 2009. Various U of C professors will provide leadership in this series. The CRC has also entered into a unique partnership with the U of C regarding the usage of the Technology Enhanced Research Area (TERA) lab. Embedding technologies into the new Social Studies program will be a major focus in this lab.

Over the past few years, the CRC has worked closely with the Glenbow Museum, providing a number of dynamic Social Studies series for area teachers. During Year 4 of the Implementation Project Plan, this partnership will continue, with various professional learning opportunities being offered throughout the school year.

The CRC may also become a "critical partner" of the *Calgary Board of Education* in the exploration of possible PD opportunities for online learners over the next 2 years.

3. Executive Summary

a). *Initial Environmental Scan/Data Analysis:*

During the initial phase of Year 1 of the CRC Social Studies Implementation Project Plan (September, 2005), Dr. Jean Hoelt and Elizabeth Cressman met directly and individually with all area curriculum leaders/superintendents, etc. from all school jurisdictions served by this Consortium, in order to gain a clear understanding of articulated professional needs regarding the implementation of the new program.

These extensive professional conversations have informed and directed the development of the CRC project plan, building upon previous relationships established within the history of the CRC and based upon these professional conversations in the early fall of 2005. Varied ongoing forms of feedback, including PD session documented responses, significant meetings and dialogue, continue to inform the CRC Social Studies Project Implementation Plan.

Educational leaders have repeatedly expressed their appreciation for the in-depth visioning and collaborative approach undertaken by the CRC. In retrospect, it was one significant "piece" that laid the groundwork for positive interchange between school jurisdictions within this geographical area. This reality continues to deepen over time. Educational leaders express a clear desire to work collaboratively within Zone 5 of the province, pooling educational expertise in order to meet diverse PD needs of area Social Studies teachers in a variety of ways.

While PD sessions have been one component of professional collaboration, the development of classroom-based leaders has been viewed as an integral element of the CRC project plan. Over time, it has become clear that the CRC plan needs to be responsive to unique as well as shared professional needs within this area of the province. The current plan maintains this actuality.

Based on early meetings and input from individual district leaders, the core Advisory Committee, and the Zone 5 Program Coordinators, many points of convergence or “themes” have emerged among the stakeholders, and some unique needs have become apparent. Some smaller school jurisdictions have no consultants and have been delighted and relieved to access some professional support for their teachers in their local contexts, (i.e. Christ the Redeemer School Division) through the through varied PD led by Elizabeth Cressman.

The larger urban school boards have expressed the desire for additional financial support to their respective systems: support that would augment the implementation plans already in place for them, under the leadership of their respective Social Studies consultants.

Because of grant funds, this deeper level of professional support is possible over time. This continues to be a vital component of the CRC Year 4 plan.

Throughout the past years, the Advisory Committee has been instrumental in providing feedback to the implementation plan, as have the many teacher comments from scheduled CRC sessions and from teachers who worked directly with Elizabeth Cressman in their specific school authority. The Year 4 Implementation Project Plan reflects this feedback. It has been the belief of the Advisory Committee that these types of thorough and ongoing conversations provide a high quality data base, and that a computer-generated needs’ assessment would not offer the same depth of information to guide the current CRC plan.

b). CRC Goals:

In addition to these articulated goals, the CRC Social Studies Implementation Project specifies the following goals for 2008-2009, based on information gleaned through feedback from Zone 5 stakeholders:

- To **enhance student learning** through on-going professional learning opportunities (referencing Marzano’s educational research regarding the importance of teachers’ professional skills and their impact on student learning)
- To **develop leadership capacity-building** in respective school jurisdictions during the remaining years of the Social Studies grant
- To **build sustainability** into the implementation process for all CRC educational partners. (focusing on offering ongoing professional support to all grade levels of area teachers through the CRC and area school jurisdictions/associations)
- To **provide diverse learning opportunities** for Zone 5 teachers and school-based administrators, building their knowledge and understanding, values and attitudes, skills and processes during various phases of implementation of this dynamic Social Studies program
- To broaden the scope of PD sessions being offered to Zone 5 teachers by focusing on **embedding of appropriate technologies**
- To offer professional development in **English and French languages** whenever possible, for the duration of this project,

c). Professional Learning Strategies:

In order to meet the above-mentioned goals and in order to honor the directions agreed upon by the Advisory Committee, the current CRC plan will continue to offer professional support through 3 main avenues:

- offering diverse, multi-level professional learning sessions locally, as well as in various jurisdictional sites, for Kindergarten through Grade 12 teachers and administrators, in which educators will deepen current levels of understanding and classroom practices
- providing special projects (minimum of 3 full days) in which teachers will submit applications on a “by invitation only” basis, moving toward deeper levels of leadership and sustainability
- sharing of grant funds to area school districts/associations, augmenting Social Studies program implementation plans that jurisdictions have formulated and shared with the CRC

Throughout Year 3 of the implementation cycle, members of the Social Studies Advisory Committee highlighted the challenge of releasing teachers from their classrooms, sighting the difficulty in booking substitute teachers and the disruption in student’s lives. In Year 4, this reality has led the CRC to the provision of more “special projects” to which teachers will apply for candidacy. These projects encourage teachers with more in-depth understandings to extend their learnings and classroom practices more fully, making contributions to the learning of others. Completed work will be posted on the CRC website, with some being shared on the website of Alberta Education.

Realizing that “best professional practices” permeate across all curricular areas, when deemed appropriate, some sessions are being integrated with English Language Arts, creating a “humanities’ focus”, and/or addressing over-arching best practices across all curricula, as compared to a singular focus on Social Studies. (This seems to be especially relevant with Critical Thinking, Inquiry-Based Learning, Assessment skill formation and the imbedding of various technologies.)

At most professional sessions hosted by the CRC, a few Social Studies professional resources will continue to be shared as “door prizes”, modeling the importance of professional reading as a learning tool. This compliments teachers in their quest for deeper understandings. Were it not for the grant funding, this practice would not be possible.

d). Grant Background:

To support the implementation of the new Social Studies Program, Alberta Education initially provided a \$1,200,000 grant over two years (2005-2007), to the CRC on behalf of Zone 5. In the spring of 2007, Alberta Education decided to extend that grant for an additional 3 years, making \$425,000 available to the CRC for Year 4 of the Implementation Project.

e). Introduction to the Year 4 Plan:

The Calgary Regional Consortium Social Studies Implementation Project Plan for Year 4 includes a rich abundance of PD learning opportunities to area teachers, providing various avenues of accessibility, time and depth. Based on this educational understanding, the project plan will provide PD support through 3 main areas:

- o **Diverse PD Sessions** (i.e. workshops, series of varied lengths, listed in this document)
- o **Special Projects** (i.e. Aboriginal Perspectives Action Research Project, the Historical Benchmarks Project, Social Studies' Literacy Project)
- o **School Jurisdictional/Association Support** (augmenting district plans)

Upon guidance from Alberta Education, the CRC Year 4 Plan is a "living document", reflecting PD opportunities available to area teachers as of the fall, 2008. This plan will continue to unfold throughout the current year, in response to professional needs and feedback received. Numerous revisions/additions will be made as needed.

The provincial Social Studies newsletter, **Explorations** may publish some additional issues over the current school year.

4. Social Studies Advisory Committee

a). Composition (2008-2009):

All school jurisdictions were invited to participate in this significant committee, in order to ensure representation for their respective district or association. All area school jurisdictions, First Nations and some private and charter schools (that have multi campuses) have representatives on this committee. The committee will meet several times throughout the current school year.

Advisory Committee Members:

1. Christiana Asseltine: Tsuu T'ina Nation	12. Esther Healey: Siksika Nation
2. Leanna Buzak: Calgary Board of Education	13. Dr. Jean Hoeft: CRC
3. Sharon Cambridge: Foundations for the Future Charter Schools	14. Karen Kahler Hanson: Calgary Separate School District
4. Andrea Cartwright: Calgary Board of Education	15. Natalie Kenney, Golden Hills School Division
5. Vonda Chatterton: Prairie Land Regional Division	16. Katrin Lusignan: Calgary Board of Education (French Immersion)
6. Gary Chiste: Christ the Redeemer Catholic Schools	17. Yvonne Machuk: Canadian Rockies Public Schools
7. Jody Chopp: Stoney Education Authority	18. Barb Martin: Foothills School Division
8. Elizabeth M. Cressman: CRC	19. Mili Rowse: Rocky View School Division
9. Jennifer Eklund: Association of Christian Schools International	20. Dr. Hans Smits: University of Calgary
10. Oliver Fisher: Calgary Girls School	21. Kara Strobel: Prairie Land Regional Division
11. Lynda Hoffman: Prairie Association of Christian Schools	22. Ed Wozniak: Calgary Separate School District

5. Project Coordinator/Consultant

a). Expertise:

Elizabeth M. Cressman, Beh. Sc.(Dip); B.Ed.; M.A., was hired as the CRC Social Studies' Coordinator and Consultant in June, 2005, seconded by the CRC from Golden Hills School Division. Elizabeth began her full-time responsibilities with the CRC in mid-August, 2005. During her professional career, Elizabeth has developed valuable communication skills that have been an asset when liaising with heterogeneous groups of people during this curricular implementation plan. Hearing the perceived professional needs of many groups of educators and helping jurisdictions to collaborate with each other in many educational endeavours has been and continues to be a highlight of this work.

Having a strong academic and experiential background in the areas of Social Studies, curricular and instructional leadership, effective professional (best) practices and adult learning, Elizabeth complements the goals and outcomes of the Zone 5 plan. She seeks on-going counsel from Dr. Jean Hoeft, the Zone 5 Advisory Committee, Alberta Education personnel and the other consortia Social Studies' coordinators in Alberta, various faculty members at the University of Calgary, and the ATA Social Studies Council leaders and local Calgary chapter. Elizabeth reports regularly to the CRC Board of Managers and provides project updates from the regional Program Coordinators' meetings hosted in Calgary by Alberta Education personnel several times per school year.

In the role of Social Studies consultant, Elizabeth leads workshops and conference sessions. She also works "shoulder-to-shoulder" with teams of teachers in various surrounding school jurisdictions, traveling to areas where there is limited access to professional learning opportunities regarding the new Social Studies program. Elizabeth fosters very positive relationships with guest speakers/facilitators, publishers and area venue curators. (i.e. the Glenbow Museum, the U of C) While strong organizational skills help to oversee the project in the coordinator role, she responds to feedback, making adjustments accordingly to plans.

b). Core Responsibilities, Time Designation:

The **roles/responsibilities of the Project Coordinator/Consultant** were as follows:

- To communicate/collaborate/liaise continuously with Dr. Jean Hoeft, Executive Director of the CRC, and all stakeholders served by the CRC
- To oversee/monitor/revise the Social Studies implementation project
- To develop and provide leadership/coordination for Social Studies professional development opportunities for school jurisdictions
- To serve as a Social Studies consultant, providing direct system support as a service provider of PD
- To lead/facilitate meetings of the large Advisory Committee and the core Steering/planning Committee, working closely with the members of both groups
- To serve as an active member of the ATA Social Studies Council (Calgary chapter), serving as a liaison and resource person
- To consult/communicate regularly with any facilitators engaged by the CRC and with approved publishers
- To be in frequent dialogue with other Social Studies coordinators across the province, as well as with members of the Alberta Education Social Studies team
- To develop local leadership (teacher and curricular leaders) in order to build and sustain capacity within schools and their respective jurisdictions/associations
- To engage in continual professional learning, keeping informed within the Social Studies context by participating in professional reading and conferences

6. CRC Social Studies Implementation Project Plan

a). Diverse PD Sessions Being Offered in Calgary (as of September, 2008):

Dates:	Title:	Facilitator(s):	Targeted Group:
1. Sept.18/08	Quality Assessment	Deb McFarlane	All Grades
2. Sept. 19 & Nov.11/08	High School Exam Question Formulation: Humanities	Tim Coates	Grs. 9-12
3. Sept. 23 & 30/08	Using Technology to Deepen Inquiry Based Learning	Neil Stephenson	Grs. 6-9
4. Oct. 6, Nov.3/08, Jan.20/09	Critical Thinking Immersion Series	Roland Case	K-4
5. Oct. 7, Nov. 4, Jan. 21/09	Critical Thinking Immersion Series	Roland Case	Grs.5-8
6. Oct. 8, Nov.5, Jan.22/09	Critical Thinking Immersion Series	Roland Case	Grs. 9-12
7. Oct. 8 & 15/08	Engaging the Gr.6 Social Studies Learner	Craig Harding	Gr. 6
8. Oct. 22 & 29/08	Developing the Active Citizen	Craig Harding	Gr. 9
9. Oct. 23 & Nov. 13/08	Uncovering the Meaning of "Worldview"	Kay Haslett	Gr. 8
10. Nov. 3/08	Alberta Education Social Studies Online Resources	Karen LaRone	All Grades
11. Nov. 21/08	Using Alberta Education Achievement Testing Scoring Guides & Writing Exemplars: Humanities	Robyn Pederson	Gr. 6
12. Nov. 24/08	Using Alberta Education Achievement Testing Scoring Guides & Writing Exemplars: Humanities	Harvey Stables	Gr. 9
13. Dec. 4/08	Building a Social Studies Literacy	Bill McBride	Grs. 5-12
14. Dec. 9 & 16/08	21 st Century Leadership: What Do You Need to Know?	Brenda Dyck	Classroom, AISI, Curricular, Administrative Leaders
15. Jan. 13/09	Gr. 7 Social Studies: An Advanced Follow Up	Kay Haslett	Gr. 7
16. Jan. 14/09	Gr. 8 Social Studies: An Advanced Follow Up	Kay Haslett	Gr. 8
17. Feb.2,9 & 23/09	Web 2.0 and You	Brenda Dyck	K-4
18. Feb.3,10 & Mar.3/09	Web 2.0 and You	Brenda Dyck	Grs. 5-9
18. Feb.4,11 & Mar.2/09	Web 2.0 and You	Brenda Dyck	Grs. 10-12
19. Feb. 24/09	Social Studies Exam Preparation: French Language	Marc Fecteau	Grs. 6, 9 12
20. Feb. 25/09	Building a Critical Thinking Learning Environment: French Language	Marc Fecteau	Grs. K-3
21. Feb. 26 & Mar. 5/09	Using Technologies to Deepen Inquiry-Based Learning	Neil Stephenson	Grs. 6-9
22. March 16/09	SMART Practices for Student Empowerment	Janet Bell	Divs. I & II

Dates:	Title:	Facilitator(s):	Targeted Group:
23. March 17/09	SMART Practices for Student Empowerment	Janet Bell	Divs. III & IV
24. March 23/09	Using Alberta Education Achievement Testing Scoring Guides & Writing Exemplars: Humanities	Harvey Stables	Gr. 9
25. March 26/09	Using Alberta Education Achievement Testing Scoring Guides & Writing Exemplars: Humanities	Robyn Pederson	Gr. 6
26. March 30/09	Building a Critical Thinking Learning Environment: French Language	Marc Fecteau	Grs. 7-12
27. Spring, 2009	Gr. 12 Evening Series	U of C Professors	Gr. 12
28. April 23/09	Learning to Think Historically: Level 2	Carla Peck	Grs. 5-8
29. April 24/09	Learning to Think Historically: Level 1	Carla Peck	K-12
30. April 28/09	Improving Assessment Practices: Embedding Technologies	Neil Stephenson	Grs. 7-9
31. May 20/09	Differentiating Assessment & Grading: Fair Isn't Always Equal	Rick Wormeli	Grs. 3-12

b). Special Projects:

While Leadership Cohorts have played a vital role in previous years of the CRC implementation support project, last year, school jurisdictions were increasingly communicating the need for a new dimension in building deeper leadership capacity within their schools. Some teachers who have been implementing the new Social Studies Program of Studies are now asking reflective questions about their current practices. (i.e. "I thought that I was addressing critical thinking skills with my students, but now, I am less convinced that I am truly doing this.") After some consideration at the Advisory Committee level and in professional conversations with many Zone 5 stakeholders, increased interest in project-based work became evident.

Out of these discussions, it was decided that the Year 4 CRC plan would include 8 special projects (all of which are extended series of varying lengths) in which teachers could apply/register and commit their time and energy. Targeting deeper levels of understandings and professional best practices, and in some cases, the shared of learnings/findings of the various projects through web-based postings and/or subsequent conferences is a key area of focus.

The table below highlights these projects, and Appendix D provides the application/registration forms used.

Dates:	Title:	Facilitator(s):	Targeted Group:
1. Sept.19, 20 & Oct. 3 & 4/08 (equivalent of 3 full day series)	Online Inquiry Project, in partnership with, Alberta Education, CARC & The Critical Thinking Consortium (10 x teachers develop projects that will ultimately be posted online through Alberta Education.)	Wally Diefenthaler, Brenda Dyck, Karen LaRone	Grs. 4, 7&12
2. Sept.24, Nov.29/08, Jan. 31/09, Mar.14/09, Apr. 25/09 (5 full-day series)	Benchmarks of Historical Thinking (17 x teachers develop strategies to use primary sources with students, and contribute to a national online set of resources through Historica.)	Carla Peck	Divs. II-IV
3. Nov.1, Dec. 6/08, Jan. 17/09, Mar.7/09, May 2/09 (5 full-day series)	Developing Social Studies Literacy Through Writing Project (10 x teachers learn successful writing strategies, applying this to the new Soc. St. program, creating motivational writing assignments for students.	Graham Foster & Elizabeth Cressman	Divs.II & III
4. Jan. 31/09 & 2 Sats. in March & May/09 & Beyond (3-Year Project) (3 full-day series this year)	Aboriginal Perspectives Action Research Project, in partnership with Alberta Education, CBE, U of C (35 x teachers examine teacher attitudes, norms, values, basic assumptions regarding the infusion of Aboriginal perspectives. Ultimately, findings to be shared at a conference.)	Dr. Jackie Ottmann, Lori Pritchard	Divs.II-IV

<p>5. Feb. 27 & 28, March 13 & 14/09 (equivalent of 3 full-day series)</p>	<p>Online Inquiry Project, in partnership with, Alberta Education, CARC & The Critical Thinking Consortium (10 x teachers develop projects that will ultimately be posted online through Alberta Education.)</p>	<p>Wally Diefenthaler, Brenda Dyck, Karen LaRone</p>	<p>K-3</p>
<p>6. March 31 & Apr. 4/09 (1.5 day series)</p>	<p>Current Affairs & Controversial Issues (15 x teachers investigate the role of current affairs and controversial issues, learning how emerging technologies can help meet learner outcomes.)</p>	<p>Brenda Dyck</p>	<p>K-6</p>
<p>7. April 1 & 4/09 (1.5 day series)</p>	<p>Current Affairs & Controversial Issues (15 x teachers investigate the role of current affairs and controversial issues, learning how emerging technologies can help meet learner outcomes.)</p>	<p>Brenda Dyck</p>	<p>Grs. 7-12</p>
<p>8. May 23 & 30/09 & June 6/09 (3 full-day series)</p>	<p>Technologies' Infusion Social Studies Project (10 x teachers learn to enhance classroom learning in meaningful ways, integrating ICT into deliberative inquiry projects. Creation of some best practices will be shared on the CRC website.)</p>	<p>Brenda Dyck</p>	<p>Grs. 6, 10-12</p>

Note: During the fall season of 2008, the CRC along with its respective stakeholders is exploring more diverse ways of imbedding technologies into professional learning opportunities, and eliciting some needed supports in terms of addressing this with integrity. As this emerges more clearly, this Year 4 Social Studies Implementation Project Plan will more accurately reflect this.

c). School Jurisdictional/Association Support:

In Year 4 of the implementation project, Zone 5 school jurisdictions, First Nations' school authorities and a few school associations/private and charter schools with multi-campus, are able to access grant funds to augment their respective professional development plans for Social Studies implementation. Student population is the prime factor when determining fair access to grant funds. The Social Studies Advisory Committee has been and continues to be very supportive of, and grateful for this component of the CRC implementation plan.

In a consultative role, Elizabeth Cressman continues to offer some professional learning opportunities to/smaller, outlying school districts that do not have local consultants. She will also be utilizing video conferencing and/or webinars and/or other emerging technologies with some school jurisdictions, as needs arise.

7. Indicators of Success:

The impact of the PD plan will be measured through:

- feedback sheets at all PD sessions and Leadership Cohort PD days
- professional dialogue/discussion/decision-making at the Advisory Committee meetings and ongoing communication with these educational leaders
- year-end written reflections by Advisory Committee members
- year-end written reflections by all surrounding school jurisdictions
- communications (either phoned or sent electronically) with/to the Social Studies Coordinator & Consultant
- first-hand conversations with teachers and school-based administrators in which teachers and administrators report professional changes in classroom-based practices
- follow-up work and satisfaction of presenters who have engaged in series' work with area teachers (as compared to one-time professional learning opportunities)
- feedback from CRC Board members and Zone 5 Program Coordinators
- focus groups hosted by Elizabeth Cressman in the late spring of 2009, in which guided professional conversations will take place

Note: This plan will continue to evolve as the current year unfolds, responding to the voices of Calgary area teachers. Any needed updates will be shared with Alberta Education, the Calgary Regional Consortium Board and the Social Studies Advisory Committee.

9. CRC Social Studies Grant Year 4 Proposed Budget:

CRC SOCIAL STUDIES GRANT - YEAR 4 (2008-2009) PROPOSED BUDGET AS AT JANUARY 9, 2009	
REVENUE:	
K-12 Committed Funding	\$ 117,556.70
Year 4 Grant (2008 - 2009)	\$ 425,000.00
Registrations (2008-2009):	\$ 40,000.00
Interest	\$ 10,000.00
TOTAL REVENUE:	\$ 592,556.70
EXPENSES:	
COMMITTED FUNDING (K-12)	\$ 100,556.70
REGISTRATION & COORDINATION SERVICES	\$ 60,000.00
DIVERSE PD SESSIONS	\$ 149,000.00
SPECIAL PROJECTS: (Online Critical Inquiry x 2; Benchmarks of Historical Thinking; Developing Literacy Through Writing; Aboriginal Perspectives Action Research; Current Affairs & Controversial Issues x 2; Social Studies Technologies Infusion) * 6 of 8 Require Grant Funding	\$ 99,000.00
SCHOOL JURISDICTIONAL/ASSOCIATION SUPPORT (Leadership Capacity Building & Sustainability)	\$ 74,000.00
PROFESSIONAL RESOURCES	\$ 4,000.00
ADVISORY COMMITTEE MEETINGS	\$ 3,000.00
CRC NEWSLETTERS (<i>Explorations</i>)	\$ 1,000.00
ATA SOCIAL STUDIES COUNCIL SUPPORT	\$ 1,000.00
PROVINCIAL SOCIAL STUDIES TEAM	\$ 1,000.00
TOTAL OF PROFESSIONAL LEARNING OPPORTUNITIES:	\$ 492,556.70
ADMINISTRATION: E. Cressman and Office Implementation	\$ 100,000.00
TOTAL PROPOSED BUDGET	\$ 592,556.70

Appendix A: Leadership Capacity Building with CRC Area School Jurisdictions, Letter of Agreement



October 21, 2008

As you are aware, the province is currently in the fourth year of a five-year grant that supports Social Studies' program implementation within the entire province of Alberta. In addition to providing diverse professional development for area teachers, the Calgary Regional Consortium (CRC) implementation plan for 2008-09 focuses significantly on leadership capacity-building through offering several "special projects" and by providing school jurisdictional support that augments plans already in place by school divisions.

The total grant allotment for _____ (school jurisdiction) for the current school year is _____ (amount of money), to be directed solely in the area of professional learning and development with Social Studies' teachers. The Social Studies' grant funding will address the following costs:

- Covering PD session registration fees for some teacher leaders (and substitute teacher release, as deemed appropriate by _____ district leader) who are sharing their learnings with colleagues within their school and/or the _____(jurisdiction).
- Purchasing a few Social Studies' professional resources to augment your professional library
- Embellishing school divisional funds in order to access professional leadership from external sources (i.e. The Critical Thinking Consortium)

Please send an invoice (requesting the total portion of the Alberta Education Social Studies' grant designated to your learning community) **and your divisional Social Studies plan for these grant funds to the CRC**, attention of myself, # 68D, 200 Mount Royal Circle SW, Calgary, AB. T3E 7P7.

Upon receipt of this invoice, a cheque from the CRC, with the respective grant funds will be issued to you. Due to past years' experiences, we need to strengthen lines of accountability by requiring original receipts (or copies of the originals) for items/services purchased with grant dollars, in order to ensure that we are complying with the Social Studies' grant deliverables from Alberta Education. Some school jurisdictions are finding it helpful to establish a separate accounting code/account in order to thoroughly manage this Social Studies' grant funding.

Attached, you will find a Letter of Agreement to be signed and mailed to the CRC, along with your invoice and school district plan.

Along with the grant funding cheque, you will also receive an electronic template to record your financial expenditures, teacher comments and the realized benefits of receiving 2008-09 grant funds. Please complete this form and mail, along with all original receipts, to Elizabeth Cressman at the CRC office on or before June 5, 2009.

Sincerely,

Elizabeth M. Cressman, CRC Social Studies' Coordinator & Consultant
#68D – 200 Mount Royal Circle SW,
Calgary, AB. T3E 7P7
Email: ecressman@crcpd.ab.ca
Phone: 291-0967, ext. 224



**Letter of Agreement with the
Calgary Regional Consortium, 2008-09**

Name of School, Jurisdiction or Association: _____

Address: _____

Phone: _____

Understanding that the Social Studies' grant funds are allocated for leadership capacity-building, we agree to:

_____ Submit an invoice to the CRC for our designated financial allotment for the 2008-09 school year by November 7, 2008.

_____ Complete, sign and submit this Letter of Agreement to Elizabeth Cressman at the CRC office by November 7, 2008.

_____ Keep and submit all receipts to Elizabeth Cressman at the CRC office on or before June 5, 2008.

_____ Complete and submit the template for financial statements and teacher comments to Elizabeth Cressman at the CRC office on or before June 5, 2009.

For the purposes of this grant, we would like to move forward in a positive manner, ultimately impacting student learning by building professional skills in classroom teachers. Please note that failure to comply with the above requirements will result in the discontinuation of grant funds shared with your school, jurisdiction or association.

Signed by: _____

Position: _____

Date: _____

SCHOOL/JURISDICTION NAME: _____

EXPENSES 2008-2009 PROJECT PLAN YEAR 4						
	PD SESSION COSTS		Professional Resources Costs	Site-Based Food Costs	Other Costs	Description: e.g. Teacher name, Session name, etc.
	Registration Fee	Sub Costs				
September 2008						
October 2008						
November 2008						
December 2008						
January 2009						
February 2009						
March 2009						
April 2009						
May 2009						
June 2009						
TOTAL EXPENSES						

Budget Allotment (CRC Grant Funds Received): _____

Total Expenses (Per Above): _____

Balance Remaining in Budget: _____

SUMMARY OF TEACHER'S COMMENTS FROM SESSIONS / MEETINGS

Empty rectangular box for writing teacher's comments.

PD SUPPORT COMMENT SECTION

Please comment regarding the benefits realized from the Social Studies' grant money in your school and / or school jurisdiction. Consider some differences in teaching / learning practices, knowledge of the new program and its resources, etc. This information may be submitted to Alberta Education in our final report. We appreciate your input.

Please submit the completed forms to:

Elizabeth
Cressman

Calgary Regional Consortium

#68D, 200 Mount Royal Circle S.W.

Calgary , AB T3E 7P7

Email:

ecressman@crcpd.ab.ca

Submitted By: _____

Contact Information: _____

Date of Submission: _____

Due Date: June 5,
2009



**Appendix C: ARPDC Standard Feedback Form (English & French)
Program Feedback & Ongoing Needs Assessment 2008-2009
for the Calgary Regional Consortium**

Session: _____

Speaker: _____ Date: _____

I am (please ✓ one): a Grade _____

Teacher Administrator Support Staff Parent Other _____

Please indicate, by checking the appropriate category, your opinion of the following statements.

SA = Strongly Agree A = Agree D = Disagree SD = Strongly Disagree

FEEDBACK FOR THE PRESENTER	SA	A	D	SD
During this learning experience, the presenter:				
• provided an overview of the session outcomes at the beginning of the session.				
• provided opportunities for me to be actively involved in the learning.				
• provided strategies for integrating new practices into my current context.				
Comments/suggestions for the presenter				
(additional comments on back)				
FEEDBACK FOR THE SESSION ORGANIZERS	SA	A	D	SD
• The session cost was reasonable.				
Additional Comments and or Suggestions for CRC (e.g. registration process, communications, etc.)				
(additional comments on back)				
REFLECTIONS ON MY LEARNING	SA	A	D	SD
During this learning experience:				
• I increased my knowledge of the topic.				
• I learned strategies/skills that will support student learning on this topic.				
• I was able to reflect on my attitudes and beliefs about the topic.				
The purpose of professional development is to improve student learning. A key change that I will make in my practice as a result of today's session is				
(additional comments on back)				
What I need to support my further learning on this topic				
(additional comments on back)				
MY OVERALL IMPRESSION:	SA	A	D	SD
I was satisfied with this session because:				
(additional comments on back)				



Calgary
Regional
Consortium



Alberta Regional Consortia

Réactions à l'atelier et vos besoins, 2008-2009

Pour le Consortium régional de perfectionnement professionnel de l'Alberta

Nom de l'atelier : _____

Animateur(s) / trice(s) : _____ Date: _____

Cochez : Enseignant/e Administrateur/trice Personne de soutien
 Parent Autre _____

Veillez encercler le numéro qui exprime votre opinion des énoncés suivants.

1. L'animateur ou l'animatrice:

		D'accord			Pas d'accord
❖	A présenté les résultats prévus tôt dans l'atelier.	4	3	2	1
❖	A offert un contenu et des activités qui cadraient avec les résultats prévus.	4	3	2	1
❖	A communiqué clairement.	4	3	2	1
❖	S'est servi d'un processus approprié afin d'assurer une bonne participation.	4	3	2	1

2. La session:

		D'accord			Pas d'accord
❖	Je peux appliquer ce que j'ai appris dans ma salle de classe, à l'école, ou au niveau du conseil scolaire.	4	3	2	1
❖	En général, je suis satisfait/e de cet atelier.	4	3	2	1
❖	Les frais d'inscription étaient raisonnables.	4	3	2	1

3. Le but du perfectionnement professionnel est d'améliorer l'apprentissage des élèves. Quels changements particuliers apporterez-vous dans votre pratique professionnelle à la suite de cette activité de formation?

4. Avez-vous des suggestions de sujets à traiter dans de futurs ateliers qui appuieraient votre apprentissage?

5. Auriez-vous d'autres commentaires?

Merci d'avoir participé à cet atelier et de nous avoir fait part de vos commentaires.

"Promoting student achievement and school improvement through professional development."

Creating Online Critical Inquiries: Social Studies Gr. 4, 7 & 12 (by Invitation)

Featuring: Karen LaRone, & several colleagues from Alberta Education, Brenda Dyck, Ed. Tech Coach, Wally Diefenthaler, Critical Thinking Consortium	Dates	Sept 19, Sept 20, Oct 3 & Oct 4, 2008
	Times	6:00p-9:00p (Fridays) 9:00a-3:30p (Saturdays)
	Site	Red Deer Lodge, Red Deer
Meals provided: Fri supper (6p) Sat breakfast (8:30a) Sat lunch (12:00p)	Fee	N/A
	Grade	Gr. 4, 7 & 12

This **2-weekend series** is being offered as a conjoint project with Alberta Education, CARC and the CRC, through a conditional grant. Teachers who are familiar with and committed to the new Social Studies Program of Studies and who possess well-developed technology skills have been invited to participate in this innovative project.

Online Critical Inquiries (OCIs) will be developed during these sessions, after which each contributing participant will receive an **honorarium of \$300/weekend**. Three meals/weekend and overnight accommodation will be covered by the CRC.

Participants will:

- **engage** in dynamic creation of Online Critical Inquiries for Grades 4, 7 & 12 teachers
- **collaborate** with the key resource personnel as well as colleagues from the Red Deer & Calgary areas.
- **network** with other teachers who are implementing the new Social Studies' program

I teach Grade (s): _____

What to bring to these sessions:

- a hard copy of the new Social Studies Program of Studies
- a laptop, if desired (some will be available from Alberta Education)

Karen LaRone, Dianne Lander, Dan Thiessen, Annie Drapeau, Wally Diefenthaler and Brenda Dyck are the resource people who will work with Social Studies' teachers in this unique project. Intellectual property of this grant lies with the Ministry of Education in Alberta.

VISIT US ON-LINE www.crcpd.ab.ca

PERSONAL INFORMATION

Name: _____

Tel (Res): _____

Email: _____

SCHOOL / COMPANY INFORMATION

Sch Name: _____

Sch Address: _____

_____ Postal code _____

Jurisdiction: _____

Sch Tel: _____ Sch Fax: _____

PAYMENT OPTIONS

I am registering by fax at (403) 250-3904 and paying by:

VISA/ MC

Visa Card or MC # _____ Expiry Date _____

Cardholder Name _____

Purchase Order the PO # is _____

Please attach Purchase Order and indicate registrant names being paid for. Upon receipt of CRC invoice, please submit cheques (payable to Calgary Regional Consortium) to: Calgary Regional Consortium
c/o **Online Critical Inquiries**
#68D, 200 Mount Royal Circle SW
Calgary, AB T3E 7P7

Cheque Send to above address.

CRC PROGRAM REGISTRATION POLICY:

CRC programs are non-refundable. If you can't attend send someone in your place. Participants will be charged the full fee.

Confirmations will be sent by e-mail or to school fax. If you do not received a confirmation, e-mail register@crcpd.ab.ca

The CRC **reserves the right to cancel programs if minimum numbers are not met.** Fees will be refunded in full.

CRC reserves the right to turn away participants who have not pre-registered and walk-in on the program date.

Questions, please call (403) 291-0967 ext. 223 or e-mail register@crcpd.ab.ca

Benchmarks of Historical Thinking Project: Gr. 4-9 (A 5-day Series, by Invitation Only)

Featuring: Carla Peck, University of Alberta	Dates	Sept 24, 2008 (rest of the dates TBA)
	Time	9:00a-3:30p
	Site	Lakeview Signature Inn Calgary Airport 2622- 39th Ave NE
Registration fee includes continental breakfast and lunch.	Fee	See note below
	Grades	Gr. 4-9

This project will develop classroom strategies to assess students' abilities to:

- use primary source evidence (for historical argument)
- establish historical significance (why we care about certain events, trends and issues in history)
- identify continuity and change (overtime)
- work with cause and consequence (connectivity)
- take a historical perspective (understanding the "past as a foreign country")
- understand the moral dimension of historical interpretations (relationships between past and present)

Over 5 days during the 2008-2009 school year, participants will develop lesson plans, student assessment tasks and rubrics based on the Historical Thinking concepts and the new Alberta Social Studies curricula. They will pilot these tasks with their students and select examples which meet various levels of expectations across the grade levels.

I teach Grade (s) _____

Regarding Fee: This project will pay for substitute teacher costs for the FIRST day of this series. To avoid substitute teacher arrangements and time away from classrooms, teachers will be asked to commit to 4 full Saturdays for the remainder of this series. Teachers will be reimbursed for their work by receiving an honorarium of \$800 for this project.

Carla Peck is Assistant Professor of Social Studies Education in the Dept. of Elementary Education at the U of A.

This learning opportunity is subsidized as a result of the Social Studies grant from Alberta Education to support implementation.

PERSONAL INFORMATION

Name: _____

Tel (Res): _____

Email: _____

SCHOOL / COMPANY INFORMATION

Sch Name: _____

Sch Address: _____

_____ Postal code _____

Jurisdiction: _____

Sch Tel: _____ Sch Fax: _____

PAYMENT OPTIONS

I am registering by fax at (403) 250-3904 and paying by:

VISA/ MC

Visa Card or MC # _____ Expiry Date _____

Cardholder Name _____

Purchase Order the PO # is _____

Please attach Purchase Order and indicate registrant names being paid for. Upon receipt of CRC invoice, please submit cheques (payable to Calgary Regional Consortium) to: Calgary Regional Consortium
 c/o **Benchmarks**
 #68D, 200 Mount Royal Circle SW
 Calgary, AB T3E 7P7

Cheque Send to above address.

CRC PROGRAM REGISTRATION POLICY:

CRC programs are non-refundable. If you can't attend send someone in your place. Participants will be charged the full fee.

Confirmations will be sent by e-mail or to school fax. If you do not received a confirmation, e-mail register@crcpd.ab.ca

The CRC reserves the right to cancel programs if minimum numbers are not met. Fees will be refunded in full.

CRC reserves the right to turn away participants who have not pre-registered and walk-in on the program date.

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VISIT US ON-LINE www.crcpd.ab.ca

Developing Social Studies Literacy Through Writing Project: Divs. II & III (By Invitation)

Featuring: Graham Foster & Elizabeth Cressman	Dates	Nov 1/08; Dec 6/08 Jan 17/09; Mar 7/09 & May 2/09
	Time	9:00a-3:30p
	Site	Greenwood Inn, Calgary 3515-26 Street NE
Continental breakfast and lunch will be provided on all dates.	Fee	No registration fee.
	Grade	Gr. 4-9

On the five Saturdays highlighted above, a cohort of classroom-based teachers will be learning more about successful writing strategies and skills, making continuous connections with the new Social Studies program in the province. Participants will explore aspects of "Social Studies literacy", creating and sharing work from their respective classroom contexts.

Writing with conviction and voice is a critically important component of Social Studies literacy in Alberta's K-12 Program of Studies. Teachers will relate best practice in writing instruction to the new Social Studies program—writing that emphasizes a range of critical thinking possibilities.

Following a review of practical instructional possibilities related to best practice in writing instruction, the series will relate these principles to specific outcomes in the new Social Studies program. Teachers will create and share motivational writing assignments related to their specific grade level Social Studies outcomes.

Graham Foster has worked as a teacher, consultant, Language Arts supervisor and workshop presenter. He is author or co-author of 12 books. His recent publications include *Working Together to Improve Literacy* (2008); *Exemplars – Your Best Resource to Improve Student Writing* (2007); *Powerful Presentations* (2006); *What Good Readers Do* (2005); and *Seven Steps to Successful Writing* (2004).

Elizabeth Cressman is the Social Studies coordinator and consultant working with the Calgary Regional Consortium. As a committed, enthusiastic educator, she has taught diverse grade levels of children and has worked with many teachers in Canada, New York and Kosovo.

24 teachers will be accepted into this special project, in conjunction with the Social Studies grant funds provided to the CRC by Alberta Education. All contributing participants will receive an honorarium of \$1,000 for work conducted over the 5-day series.

PERSONAL INFORMATION

Name: _____

Tel (Res): _____

Email: _____

SCHOOL / COMPANY INFORMATION

Sch Name: _____

Sch Address: _____

_____ Postal code _____

Jurisdiction: _____

Sch Tel: _____ Sch Fax: _____

PAYMENT OPTIONS

I am registering by fax at (403) 250-3904 and paying by:

VISA/ MC

Visa Card or MC # _____ Expiry Date _____

Cardholder Name _____

Purchase Order the PO # is _____

Please attach Purchase Order and indicate registrant names being paid for. Upon receipt of CRC invoice, please submit cheques (payable to Calgary Regional Consortium) to: Calgary Regional Consortium
c/o **Social Studies Lit. Project**
#68D, 200 Mount Royal Circle SW
Calgary, AB T3E 7P7

Cheque Send to above address.

CRC PROGRAM REGISTRATION POLICY:

CRC programs are non-refundable. If you can't attend send someone in your place. Participants will be charged the full fee.

Confirmations will be sent by e-mail or to school fax. If you do not received a confirmation, e-mail register@crccd.ab.ca

The CRC **reserves the right to cancel programs if minimum numbers are not met.** Fees will be refunded in full.

CRC reserves the right to turn away participants who have not pre-registered and walk-in on the program date.

Questions, please call (403) 291-0967 ext. 223 or e-mail register@crccd.ab.ca



UNIVERSITY OF CALGARY



Calgary Board of Education

Aboriginal Perspectives Research Project: A 3-Day Series for Social Studies Teachers (by Invitation)

Featuring: Dr. Jackie Ottmann, Lori Pritchard & Colleagues	Dates	Jan 31, 2009 Mar & May 2009 dates TBD
	Time	9:00a-3:30p
	Site	TERA Lab, U of C 8th flr, Education Tower
Continental breakfast and lunch will be provided on all dates.	Fee	See note below
	Grade	Gr. 4-12

This dynamic action research project examines the question, "To what extent do teacher attitudes, norms, values, basic assumptions and behaviour influence authentic inclusion, infusion and embedding of Aboriginal perspectives in the Social Studies program?"

Teachers will investigate the fundamental nature of Aboriginal perspectives in the new Social Studies curriculum and its impacts on student learning.

Participants will:

- **engage** in 3 days of professional learning
- **examine** "perspectives" in the Alberta Social Studies Program of Study
- **discover** similarities and differences between Western and Aboriginal perspectives
- **explore** the affective domain and its impact on student learning
- **reflect** upon "teacher perspective"
- **share** in-depth understandings of the new Social Studies program
- **commit** to on-going professional dialogue (i.e. via email, blog and or wiki format)
- **share** cohort learnings with provincial teachers/leaders in a conference context

Regarding Fee: To avoid substitute teacher arrangements teachers will commit to 3 Saturdays for this series. Teachers will receive an honorarium of \$600.

Lori Pritchard is the system-wide Specialist for Aboriginal Education with the Calgary Board of Education.

Dr. Jackie Ottmann is an Assistant Professor at the U of C where she teaches in the teacher preparation program and the graduate program.

This project is possible through the Social Studies grant for program implementation, as directed by Alberta Education.

PERSONAL INFORMATION

Name: _____

Tel (Res): _____

Email: _____

SCHOOL / COMPANY INFORMATION

Sch Name: _____

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Postal code _____

Jurisdiction: _____

Sch Tel: _____ Sch Fax: _____

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Visa Card or MC # _____ Expiry Date _____

Cardholder Name _____

Purchase Order the PO # is _____

Please attach Purchase Order and indicate registrant names being paid for. Upon receipt of CRC invoice, please submit cheques (payable to Calgary Regional Consortium) to: Calgary Regional Consortium
c/o **Aboriginal Perspectives Project**
#68D, 200 Mount Royal Circle SW
Calgary, AB T3E 7P7

Cheque Send to above address.

CRC PROGRAM REGISTRATION POLICY:

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Questions, please call (403) 291-0967 ext. 223 or e-mail register@crccd.ab.ca

**Calgary Regional Consortium Social Studies Project Implementation Plan:
 Aboriginal Perspectives Action Research Project (2008-2010)
 Participation Selection Criteria Template**

Participant Name: _____

School District: _____

Teaching Assignment: _____

Criteria	Rank *	Notes
Interest in being a member of Research Project	1 _____ 5	
Previous experience in exploring Aboriginal perspectives	1 _____ 5	
Current philosophy in teaching Social Studies	1 _____ 5	
Recent professional development	1 _____ 5	
Other information?	1 _____ 5	

* Rank: **1** = relevant/meaningful/important; **5** = little relevance/meaningfulness/importance

Creating Online Critical Inquiries: Social Studies K-3 (by Invitation)

Featuring: Karen LaRone , & several colleagues from Alberta Education, Brenda Dyck , Ed. Tech Coach, Wally Diefenthaler , Critical Thinking Consortium	Dates	Feb 27 & 28, 2009 & Mar 13 & 14, 2009
	Times	6:00p-9:00p (Fridays) 9:00a-3:30p (Saturdays)
	Site	Red Deer Location: TBA
Meals provided: Fri supper (6p) Sat breakfast (8:30a) Sat lunch (12:00p)	Fee	N/A
	Grade	K-3

This **2-weekend series** is being offered as a conjoint project with Alberta Education, CARC and the CRC, through a conditional grant. Teachers who are familiar with and committed to the new Social Studies Program of Studies and who possess well-developed technology skills have been invited to participate in this innovative project.

Online Critical Inquiries (OCIs) will be developed during these sessions, after which each contributing participant will receive an **honorarium of \$300/weekend**. Three meals/weekend and overnight accommodation will be covered by the CRC.

Participants will:

- **engage** in dynamic creation of Online Critical Inquiries for K-3 teachers
- **collaborate** with the key resource personnel as well as colleagues from the Red Deer & Calgary areas.
- **network** with other teachers who are implementing the new Social Studies' program

I teach Grade (s): _____

What to bring to these sessions:

- a hard copy of the new Social Studies Program of Studies
- a laptop, if desired (some will be available from Alberta Education)

Karen LaRone, Dianne Lander, Dan Thiessen, Annie Drapeau, Wally Diefenthaler and Brenda Dyck are the resource people who will work with Social Studies' teachers in this unique project. Intellectual property of this grant lies with the Ministry of Education in Alberta.

VISIT US ON-LINE www.crcpd.ab.ca

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Sch Address: _____

_____ Postal code _____

Jurisdiction: _____

Sch Tel: _____ Sch Fax: _____

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Please attach Purchase Order and indicate registrant names being paid for. Upon receipt of CRC invoice, please submit cheques (payable to Calgary Regional Consortium) to: Calgary Regional Consortium
c/o **Online Critical Inquiries**
#68D, 200 Mount Royal Circle SW
Calgary, AB T3E 7P7

Cheque Send to above address.

CRC PROGRAM REGISTRATION POLICY:

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Questions, please call (403) 291-0967 ext. 223 or e-mail register@crcpd.ab.ca

**Current Affairs and Controversial Issues: A 21st Century Facelift
K-6 Social Studies (by Invitation)**

Featuring: Brenda Dyck, Educational Technology Coach	Dates	Mar 31 & Apr 4, 2009
	Time	5:30p-8:30p; 9:00a-3:30p (Saturday)
	Site	TERA Lab, U of C 8th Floor Education Tower
Registration fee includes	Fee	See note below
	Grades	K-6

For many students, *current affairs and controversial issues* conjures up boring images of standing at the front of the room sharing a news clipping while the class pretends to listen. Fortunately, this mind-numbing and often irrelevant use of current affairs has undergone a major shift that includes an emphasis on issues-focused Social Studies that involves active inquiry and participation. Alongside this change is the emergence of free, easy to use open source technology tools, specially designed to facilitate deep thinking and research. The two make a perfect match!

In this session you will:

- **investigate** the role current events and controversial issues has in addressing curriculum outcomes
- **learn** how emerging, highly accessible technology tools can help you meet the new and sometimes daunting objectives found in the new Program of Studies
- **explore** how informed use of Web 2.0 tools initiates "investigating current affairs from multiple perspectives, motivates students to engage in meaningful dialogue on relevant historical and contemporary issues, helping them to make informed and reasoned decisions on local, provincial, national and global issues"
- **examine** how to use online tools and resources to address controversial subjects in the classroom

Feel free to bring your own laptop to this series. Laptops will also be available in the lab for usage.

Re the fee: This is a special project funded by the Social Studies' Implementation Project grant from Alberta Education. Teachers involved in this project will receive a \$300 honorarium for work done in this series. One supper session will focus on separate grade level groupings, followed by the entire group working together on April 4/09.

PERSONAL INFORMATION

Name: _____

Tel (Res): _____

Email: _____

SCHOOL / COMPANY INFORMATION

Sch Name: _____

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_____ Postal code _____

Jurisdiction: _____

Sch Tel: _____ Sch Fax: _____

PAYMENT OPTIONS

I am registering by fax at (403) 250-3904 and paying by:

VISA/ MC

Visa Card or MC # _____ Expiry Date _____

Cardholder Name _____

Purchase Order the PO # is _____

Please attach Purchase Order and indicate registrant names being paid for. Upon receipt of CRC invoice, please submit cheques (payable to Calgary Regional Consortium) to: Calgary Regional Consortium
c/o **Current Affairs**
#68D, 200 Mount Royal Circle SW
Calgary, AB T3E 7P7

Cheque Send to above address.

CRC PROGRAM REGISTRATION POLICY:

CRC programs are non-refundable. If you can't attend send someone in your place. Participants will be charged the full fee.

Confirmations will be sent by e-mail or to school fax. If you do not received a confirmation, e-mail register@crcpd.ab.ca

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Questions, please call (403) 291-0967 ext. 223 or e-mail register@crcpd.ab.ca

VISIT US ON-LINE www.crcpd.ab.ca

**Current Affairs and Controversial Issues: A 21st Century Facelift
Gr. 7-12 Social Studies (by Invitation)**

Featuring: Brenda Dyck Educational Technology Coach	Dates	Apr 1 & Apr 4, 2009
	Time	5:30p-8:30p; 9:00a-3:30p (Saturday)
	Site	TERA Lab, U of C 8th Floor Education Tower
Registration fee includes	Fee	See note below
	Grades	Gr. 7-12

For many students, *current affairs and controversial issues* conjures up boring images of standing at the front of the room sharing a news clipping while the class pretends to listen.

Fortunately, this mind-numbing and often irrelevant use of current affairs has undergone a major shift that includes an emphasis on issues-focused Social Studies that involves active inquiry and participation. Alongside this change is the emergence of free, easy-to-use open source technology tools, specially designed to facilitate deep thinking and research. The two make a perfect match!

In this session you will:

- **investigate** the role current events and controversial issues has in addressing curriculum outcomes
- **learn** how emerging, highly accessible technology tools can help you meet the new and sometimes daunting objectives found in the new Program of Studies
- **explore** how informed use of Web 2.0 tools initiates "investigating current affairs from multiple perspectives, motivates students to engage in meaningful dialogue on relevant historical and contemporary issues, helping them to make informed and reasoned decisions on local, provincial, national and global issues."
- **examine** how to use online tools and resources to address controversial subjects in the classroom

Re Fee: To avoid substitute teacher arrangements, teachers will commit to 1 supper session and 1 Saturday for this series. Teachers will receive a total honorarium of \$300.

Feel free to bring your own laptop to this session. Laptops will be available for those who need them.

PERSONAL INFORMATION

Name: _____
 Tel (Res): _____
 Email: _____

SCHOOL / COMPANY INFORMATION

Sch Name: _____
 Sch Address: _____
 _____ Postal code _____
 Jurisdiction: _____

Sch Tel: _____ Sch Fax: _____

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Visa Card or MC # _____ Expiry Date _____

Cardholder Name _____

Purchase Order the PO # is _____

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 c/o **Current Affairs, Gr7-12**
 #68D, 200 Mount Royal Circle SW
 Calgary, AB T3E 7P7

Cheque Send to above address.

CRC PROGRAM REGISTRATION POLICY:

CRC programs are non-refundable. If you can't attend send someone in your place. Participants will be charged the full fee.

Confirmations will be sent by e-mail or to school fax. If you do not received a confirmation, e-mail register@crpcd.ab.ca

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Questions, please call (403) 291-0967 ext. 223 or e-mail register@crpcd.ab.ca

VISIT US ON-LINE www.crpcd.ab.ca

Infusing Technology into the New Gr. 6, 10-12 Social Studies Program (by Invitation)

Featuring: Brenda Dyck, Calgary-based Educational Technology Coach	Date	May 23 & 30, 2009 <i>AND</i> June 6, 2009
	Time	9:00a-3:30p (every Sat.)
	Site	TERA Lab, U of C 8th Floor Education Tower
Meals provided: 8:30 a.m. breakfast & lunch at noon	Fee	NA
	Grades	Grs. 6, 10 -12

"Good tools do not make good teachers, but good teachers make good use of tools." ~ Eleanor Doan

Research supports the notion that when technology is used as a *mindtool*, it has the potential to enhance classroom learning and connect curriculum in meaningful ways for a digital generation (Jonassen, 2000). Integrating information, communication technology (ICT) into Social Studies is an essential piece of the Research for Deliberative Inquiry section of the new Social Studies Program of Studies, a component that seeks to develop students' ability to communicate, represent, inquire, make decisions and solving problems.

This project will:

- **introduce** teachers to emerging technology tools to support meaningful integration of technology into the Grs. 6, 10-12 Social Studies Program of Studies
- **combine** the expertise teachers with instruction from technology integration coach, Brenda Dyck

Teachers will:

- **create** two examples of best Social Studies practices infused with technology practices that will be captured and posted on the CRC website

Participants will come away with a **deeper understanding** of the Social Studies Program of Studies for their grade and an **enhanced ability** of how to use technology as a *mindtool* in teaching core curriculum.

* *Laptop computers are available at the TERA lab.*

PERSONAL INFORMATION

Name: _____

Tel (Res): _____

Email: _____

SCHOOL / COMPANY INFORMATION

Sch Name: _____

Sch Address: _____

_____ Postal code _____

Jurisdiction: _____

Sch Tel: _____ Sch Fax: _____

I teach Grade _____.

CRC PROGRAM REGISTRATION POLICY:

Ensure your funding is in place. CRC does NOT provide substitute coverage / Register by fax or mail. Sorry the CRC **does not** accept phone or email registrations / Participants **must pre-register**, a minimum of two weeks prior to advertised start date for CRC programs offered at no charge / **CRC reserves the right to turn away participants** who have not pre-registered and walk-in on the program date / **Confirmations** will be sent by email or to school fax. If you do not receive confirmation, email register@crccd.ab.ca (Subject = Resend Confirmation) / **CRC programs are non-refundable**. If you can not attend send someone in your place. Participants will be charged the full fee / The CRC **reserves the right to cancel programs up to two weeks** prior to program start date. Fees will be refunded in full. / **Questions**, please call (403) 291-0967 or email register@crccd.ab.ca / For **maps and parking** www.crcpd.ab.ca/map.htm / Your personal and school information is for the exclusive use of CRC as a means to contact you about registered and upcoming programs, feedback and needs assessments. / Sponsorship of this event does not necessarily express or imply CRC approval or endorsement of the speaker's views.

VISIT US ON-LINE www.crcpd.ab.ca