# *The School Research and Improvement* Scoop

…conversations about AISI and School Research and Improvement

## Engaging and Researching

## About this Issue

Planning for AISI Cycle 5 projects is now well underway in school authorities across the province. In order to determine the way forward into the next three-year cycle, school authorities are actively seeking a broad range of input from their school communities and from education research. This issue of *The Scoop* highlights some of the ways this is being done and provides some supportive suggestions and resources.

In *Family Nights Build Parent Engagement,* the Student Success project team at Calgary Catholic Schools provides a practical description of how events can build community engagement. This article is based on a *pecha kucha* presented at the AISI Conference 2012.

In *Singing a New Song: Community Engagement*, the Foothills team reflects on how the involvement of the community has been a key factor in the movement from isolated AISI experiences to a district wide plan that involves everyone.

In *Where the Work Lives*, Tamara Gordon of Golden Hills provides us with an insightful reflection on twelve years of AISI, vividly reminding us of why we do what we do!

*Preparing for Teacher Research* is a new publication by Jim Parsons, Kurtis Hewson, Lorna Adrian and Nicole Day designed to help teachers and project teams use research to ask and answer powerful questions. Copies of this very helpful guide to research were introduced at the AISI workshops this winter and are being distributed to every school in the province.

In the *Research Centre*, Paul Wozny takes a break from annotating current education research to provide a very useful guide to accessing and using education research in the development of AISI projects. The search strategies suggested and examples provided will be of great interest to those developing literature reviews for new projects.

## Family Nights Build Parent Engagement

The key to the Calgary Catholic School District's *Student Success* AISI project is teachers and parents collaborating in planning, networking and mentorship to help improve students' engagement and learning. Included in this project are fifteen schools, each of which has a full-time teacher dedicated to supporting the staff and students. Each school has a specific focus, but they all share common project goals, including improving students' math skills, comprehensive school health, and parental engagement.

The project built in parent engagement from the beginning, aware of the research that shows the strong connection it has with student achievement. Parents have been partners in this project in various ways, all ultimately aimed at helping them to help their children as learners at home.

One of the key strategies for developing parent-school partnerships has been the family night. Hosting a family night at a school is a great way to connect with parents. When we foster successful relationships with parents, the students are the ultimate beneficiaries.

We began by simply inviting parents to the schools often and ensuring that they knew they were welcome. From there, we moved toward engaging parents and encouraging them not only to connect to their children's academic endeavours, but also to become decision-makers and to assist in creating goals for their children, and for the school as a whole.

### Kinds of family nights

What kind of family night should you host? A family night can range from an information session for parents to a celebratory event; from a performing arts show to a math or science fair. Here are some examples that have been successfully pursued in the *Student Success* project:

*Showcase performing arts talent*—Concerts and fine arts productions are an entertaining way to bring many people into the building. One of our schools recently combined their Christmas musical concert with a drama production. When parents arrived, they received a ticket to one event or the other and, at intermission, they switched. This way, all guests could watch both presentations and the theatre and music room were not overfilled.

*Parent information evenings*—These are great evenings to host when building the connection with parents to their children's academics. These sessions can go beyond simply relaying the tasks that will be performed by students and

be a time to share with parents the pedagogy that is used to inform curricular choices.



*Non-competitive curricular fairs*—Fairs are inclusive, informative, and educational events. Consider hosting a problem-solving math fair. Each class comes up with a problem to be displayed and students invite their families in to solve these problems. Families roam from room to room or congregate in the school gym for a large fair. Parents get a sense of what is being taught in each class and students benefit from the opportunity to share problem-solving skills with their parents.

*Family wellness nights*—These nights are an opportunity to not only showcase what is happening in the school, but also serve to inform parents of ways to support their children in making good nutritional choices. Share with parents ways they can be active at home with their children and how to make healthy nutritional choices and prepare wholesome meals together.

*Student led conferences*—This format not only increases parental engagement, but also benefits the students. Research shows that when students are involved in the assessment process, achievement improves. Our cohort schools recently held these conferences and one of our schools had 100% attendance by parents.

*Celebrations*—Celebrations should not be reserved only for end-of-year achievements because we have numerous events taking place in our schools every day that can be showcased to

reassure parents we are making a positive difference in their children's lives. We have many reasons to celebrate in our schools and this should be done as a family and school community. Think of all the reasons you have to celebrate your students. Offering a meal to families is a great way to celebrate together. Our schools have served turkey dinner to students and parents at Christmastime.



*Multicultural nights*—We have held multicultural nights at many of our schools that allow parents to not only create a stronger connection with the school, but also to share their rich heritage with our staffs and school communities.

## Planning the event

Preparation and organization are vital to a successful and effective event. Here are some suggestions for how to plan.

*Involve everyone*—Whatever the event, when you use the talents of all the staff and students in your building, it simplifies the process. There are many ways to involve students in your family night: they can greet guests, serve refreshments, host, present, perform, display, give lessons, and provide tours. One of our schools recently linked curricular outcomes to their parent evening by having tech students film and edit their Christmas concert for class.

*Advertise*—Increase attendance at your family night by advertising. Use the school or district website or ask local community associations for space on their website. Place an ad in the school newsletter or send home flyers. Display posters around the school and community. Translate event information for ELL populations. Keep everyone informed of the evening's events so they can answer questions from possible attendees.

*Greeters*—People greeting attendees as they enter the building gives visitors an important first impression. When parents arrive, they appreciate a warm, enthusiastic greeting and directions for what to do first. Greeting can be a role filled by staff members or students. It is a great way to involve the school's student leadership team. Be creative in greeting guests—why not involve the music department and have students playing music at the entrance or throughout the hallways?

*Child care*—Offering child care will increase attendance and help parents give their full attention to the event. One of our schools recently held an information evening and had a local girl guides group entertain students and younger siblings in the library. This allowed parents to focus on the information they were receiving, and the guides earned a badge for their participation.

*Refreshments*—Of course, refreshments are a nice touch. Rather than having the event catered by an outside company, involve the Food Studies department. They can create the menu, prepare the food, and act as servers on the night of the event. Schools that do not have the facilities to prepare large quantities of food can offer one or two choices supplemented with outside food and have their leadership team act as servers or run refreshment stations.

*Fundraising*—An event can be an opportunity to raise funds. When you have this many people in your building, for any type of family night, it is a great time to offer a product or have a fundraising activity. Parents will enjoy participating and the school programs will benefit.

**Evaluate the event**

Allow parents the opportunity to provide feedback after an event. This will let them know that their opinions are valued and the feedback is key to understanding the community's needs. Review all comments and use them to plan your next open house or family night. In order to gain as much feedback as possible, ask guests to complete a short survey. This can be done with paper and pencil or consider setting up a few computers so parents can answer a few short questions during the night or on their way out.

Hosting a family night can be rewarding for many reasons. It will connect the students and parents to the school and build a stronger sense of community. Parents will become more engaged in their children's education and, in celebrating their achievements, students will take ownership for their learning. By increasing the number of family nights we have hosted as a cohort of schools, we have enjoyed these benefits. We wish you the best in your future celebrations.

*by Julia McMillan, Consultant, AISI Student Success, Calgary Catholic School District*

## *Voices of Students and Community Build the AISI Song*

> "I'll keep evolving and put that in my songs."
> *Alanis Morisette*

AISI was a different song in Foothills School Division when the initiative began in 1999. In those early days it meant small, multiple site-based projects. Some schools participated, and some schools didn't; some teachers participated, and some teachers didn't; some students benefitted, and some students didn't. AISI was simply a new venture that took place outside our day-to-day efforts to improve teaching and learning, extraneous to any systemic change. As we learned more about what would make AISI sustainable,

however, and what would cause the funding to have greater impact, we began to compose a different tune.

We realized that AISI needed to be woven inextricably into every refrain of our daily work with all teachers, all administrators and all students. Indeed, we became more deliberate and more intentional about embedding a focus on improving student learning into every professional learning session, every meeting, and every communication. Eventually, AISI evolved into the powerful catalyst for the revised Foothills *Vision for Leading and Supporting Learning,* a document that now guides and frames all our system level work.

In Foothills, then, AISI is no longer about an isolated pedagogical event that occurs over three years at a few schools, where they collect the requisite feedback, after which we engage in re-visioning for a new cycle. Rather, AISI is about a strong partnership within the school district—among educators, students and the community—it is a song sung together. Stakeholders work beside and with one another to explore, develop and celebrate new approaches in teaching in order to ensure that ours is a learning culture that is innovative, creative and engaging. As a result, we collectively advance continuous processes for collecting data, reflecting on our work, and deepening our evolving educational vision.

To that end, last year the Superintendent and her team met with every school staff and every school council to gather their honest feedback around our progress towards the *Vision for Teaching and Learning in Foothills*, not because it was time for answerability, but because it was the best thing—the right thing—to do in order to monitor and improve student learning in our division.

Thus, we are committed to listening to the voice of our broader community to inform our next steps for teaching and learning in AISI Cycle 5. As we collect feedback on our bigger vision, it will continue to inform this educational work. Our most recent feedback sessions have provided a useful overview of our past and current successes

in school improvement, what we have learned as a province and as a school division, as well as what current research is telling us. With this information in hand, our students, teachers and parents responded to open-ended questions designed to inform the next AISI cycle. Our *Students Matter Committee* (Grades 8–12) tweeted responses to questions including the following: Why do you feel that we experience a drop off in students' interest in school after Grade 6? What could schools and school divisions do to improve student intellectual engagement? Students were also given the opportunity to respond to the feedback already provided from our parent group: What areas do you agree with? What areas do you disagree with? What's missing?

As anticipated, from ongoing conversations with students, the overwhelming answer to those queries was a call by students for feedback. Students not only want it, but they realize that they need it:

"*We want more than a grade and a smiley face…we need feedback on how to improve.*"

"*Give us feedback before we have to hand in our work so we know how you did before the mark is permanent.*"

"*Feedback is really important. We need to know where we went wrong and how we can do better.*"

We heard a secondary, yet equally dominant theme: students want more hands-on work, more projects, more time for discussions, as well as a combination of individual and collaborative group work. Many feel that some teachers rely too heavily on textbooks. At the same time, however, students also recognize and applaud the positive changes that are occurring in their classrooms and they hope that this innovation will continue.

Thirteen years after its inception, all our schools now participate in AISI; all teachers now take part; all stakeholders have a say; and all learners now benefit. Our students' comments, along with the input of parents and teachers, and the findings of current educational research have shaped the lyrics for Cycle 5. Accordingly, improving feedback for students, designing intellectually engaging

learning, and responding to student voice will be key focus areas. Thus, in Foothills School Division we'll keep evolving and put that in our song.

*by Lisa Blackstock and Janice Ottewell*
*Foothills School Division*

## Where the Work Lives

In the world of AISI, I am a dinosaur. I am one of the original AISI Coordinators that came on board from the moment AISI was first hatched. I have attended 12 AISI conferences, written 33 APAR's, gathered data for more than 400 measures, and have had countless AISI related interactions with students, parents, teachers and administrators. I have lived and breathed AISI for 12 years.

When I look back over the last 12 years, I have seen various aspects of AISI projects come and go. Some have ignited like a match and still burn brightly today and others have died out just as quickly. I have seen amazing things happen for our division as a whole, within individual schools, and for individual students – all as a result of AISI. I have also seen my fair share of reluctance, misunderstanding, lack of a clear vision, and fear of change. All of this is an inherent part of our collective AISI work.

One of the questions I have constantly asked myself since the very beginning of AISI has been, "Where does this work live?" Where do I see the impact, results, and evidence of this project? Is it only in the APFR? I hope not! I look at school walls, newsletters and websites. I talk to teachers, students, parents and administrators. I look at student work and teacher planning. Is there any evidence that AISI lives in these places? There certainly wasn't the year after AISI began and I walked down the hall of one of our schools. I stopped to ask five teachers about the AISI project – none of them even knew what our project was! Sigh.

But many years have passed since then. We have learned a lot about how to do this work well. Today I can confidently say AISI lives in Golden Hills. It lives everywhere. In fact, I couldn't avoid it if I wanted to. Our current AISI project is on Assessment for Learning and it has become deeply embedded in our Three-Year Education Plans, our Teacher Growth Plans, our monthly administrator meetings, our PD work with teachers, and, most importantly, in our classrooms. It has become "the way we do things".

Best of all, is the evidence I see from students. I've seen the work living in one of our Hutterite Colonies where a grade 3 boy recently showed me the rubric he and his teacher developed to help him stay on task, complete his work, and build positive relationships. He grinned as he showed me how he has been meeting the goals HE has set for HIMSELF. I've seen the work in a kindergarten class where students compared the spacing of their printing to exemplars that were posted in the room. I've seen the work in a grade 7 social studies class, where students worked together to generate the criteria of a good map and then worked with their peers to assess their own work and the work of others. I've seen high school students examining exemplars in art classes and asking themselves how their work compares and what it would take to move it to the next level. I've seen the work in our elementary schools where grade books are arranged by outcomes and "I can" statements are reviewed and discussed daily.

The evidence of our work is vast. It has taken a while, and the road has been bumpy, but I feel like "we got it". Not that we have all the answers or that we've done all that needs to be done, but we've figured out that AISI is not a project; it's a vehicle for change. It's all about supporting EVERYONE moving forward, no matter where they started. It's about continual reflection and celebrating what works and ditching what doesn't. It's about aligning resources, building leadership capacity, and creating a shared vision. It's about being relentless and staying the course despite the challenges that arise. Mostly, it's about the students. It's about ensuring that students are provided with exceptional learning opportunities

each and every day. Easy to do? Nope. Worth it? More than anything.

*Tamara Gordon, AISI Coordinator*
*Golden Hills School Division*

## Preparing for Teacher Research

*Preparing for Teacher Research* is a practical guide to site-based applied research that presents step-by-step procedures for conducting a research project. It equips teachers to do research that will add to the body of educational knowledge, contribute to their own professional development, and help them make lasting changes.

The four authors—Jim Parsons, Kurtis Hewson, Lorna Adrian and Nicole Day—all have extensive experience with AISI. They have written this guide with AISI projects in mind, making it a uniquely relevant and useful resource during this time of visioning and planning for Cycle 5.

The text is the first part of a two-part series. It introduces the topic of education research, and then lays out the initial steps of a project: planning a research project, writing a literature review, and designing a research methodology. And it does all this concisely and effectively in just forty-three pages. Part Two is already being written and will include chapters on building the research project, collecting and analyzing data, and reporting findings.

The text supports an eclectic or mixed-methods approach to research methodology that allows for effective triangulation of data. It gives a clear description of qualitative and quantitative research, noting the particular strengths that the former has to capture the complexity, diversity and subtlety of human experience.

*Preparing for Teacher Research* identifies the place of applied research in the larger field of research, and describes its critical features: contextualized, practical, and with specific applications. The authors describe the important

role played by the relationship between the researcher and his/her subjects and the responsibility the researcher must take for a process that will involve and affect real people. They stress that research design is always determined by the research objectives, rather than the other way around, noting that the work of a researcher "will not be useful unless it matches existing organization values".

There is an optimistic and encouraging tone in *Preparing for Teacher Research*. It presents the research role as doable and with practical importance in the work of improving students' engagement and learning.

Copies of this new publication have been sent to all school authorities in Alberta. Additional copies may be obtained by contacting Dr. Jim Parsons at jim.parsons@ualberta.ca

Parsons, J., Hewson, K., Adrian, L., and Day, N. (2012). *Preparing for Teacher Research*. School Improvement Press, University of Alberta.

## Research Centre

### Searching for Research

A powerful transformation in practice and governance in education is underway, both nationally and internationally. This transformation involves the active use of research and evidence to inform decision-making, policy and practice. Research is no longer the exclusive domain of researchers and the research community, but now has a global reach, especially for those with Internet access. Ease of access to educational research via the Internet has truly transformed and empowered practitioners and all educational stakeholders.

Whether one is a teacher, trustee, administrator, parent, student, or any education stakeholder, research can be an invaluable resource to inform our professional practice and optimize our role in

the ongoing evidence-based improvement of our teaching and learning systems in Alberta.

The Alberta Initiative for School Improvement (AISI) includes an expectation to perform a literature review to assist and inform each particular initiative. The *Handbook for AISI Cycle 5 Projects 2012-2015* includes Principle 6: "AISI project plans will reflect insights from research, literature and related AISI projects." This article will share a number of user-friendly online search tools for scholarly research along with tips to assist in searching on a particular research theme.

I regularly use a number of online search tools and processes that provide powerful and efficient access to educational research and publications, from local to global, that can inform decision-making, policy and practice. Upon recollection of my youthful experiences as an undergraduate student in university, back in the late 1970's, I remember a particular instance where I spent considerable time searching through education research journals, one by one. I was completing a literature review on the theme "performance assessments" to inform my development of a set of criterion-referenced performance assessments for a Physics 30 class. Fortunately, the university I was attending had a large physical repository of educational research journals and publications. I was fortunate to have access to this large body of research and knowledge, but I couldn't help feel a sense of concern for those educators in areas where a large library of educational research was not close by for their use. Today, by contrast, the Internet has changed that reality and truly empowered a professional and cultural shift where research and a myriad of scholarly articles and publications are within anyone's online reach.

The following online sites provide user-friendly scholarly literature search protocols along with access to evidence in multiple domains with potential relevance to virtually any educational research inquiry.

**Google Scholar**™ http://scholar.google.ca/
Google Scholar is an efficient and user-friendly way to search scholarly literature and research

across many disciplines and sources, including scholarly articles, books, research abstracts, theses, dissertations, and court opinions from multiple sources including universities, academic publishers, professional repositories, and scholarly journals. Google Scholar includes advanced search capabilities: key research words/themes, author(s), and publication date(s). It provides powerful and quick access to research with a number of user-friendly advanced search options.

*Example*: I searched the theme "evidence based policy and practice in education" and came up with over 1,400,000 articles. I then refined the search timeframe to include articles published over the last 2 years, 2011/2012, with a resulting 40,000 articles. I further refined the search theme to "evidence based policy and practice for improvement of student learning and engagement in middle schools" resulting in 1,930 articles published during 2012.


**AISI** http://education.alberta.ca/admin/aisi.aspx
Since AISI's start 11 years ago, over 2000 different projects have been developed throughout Alberta's education system. Information on each AISI project, from Cycle 1 to Cycle 4 is accessible on the AISI website at http://education.alberta.ca/admin/aisi/researchers/projects.aspx

*Example*: Using the online AISI Clearinghouse Search function, I selected the theme "numeracy" with a resulting 23 projects identified. Each project descriptor includes: Project Details, Authority/Schools, Project Scope, Project Description (Abstract), and AISI Annual Reports.

The "AISI Research & Lessons Learned" online database includes a compilation of research and promising practices throughout Alberta: http://www.education.alberta.ca/apps/aisi/prom/

*Example*: A search of the theme "assessment for learning" yielded 82 AISI projects, each with a brief project description, key features, evidence of effectiveness, link(s) to related AISI project(s), and school authority contact information.

**Education Resources Information Center™ (ERIC)** http://www.eric.ed.gov/
ERIC is a digital library of educational research and publications to inform and improve learning, teaching, decision-making and research, sponsored by the Institute of Education Sciences of the U.S. Department of Education. It houses over 1.4 million bibliographic records of education-related materials and resources including: scholarly journal articles, research syntheses, conference papers, books, policy papers, and multiple education resources. ERIC also includes advanced search capabilities to refine search parameters.

*Example*: I searched for evidence and research on the theme "high school completion" and found over 2,700 articles. I refined to search within the time frame of 2010 to 2012 with a resulting 229 articles.


**Canadian Education Association (CEA)** http://www.cea-ace.ca/research-publications
CEA is a cross-Canada network committed to education through teaching and learning that inspires every student. CEA conducts and disseminates research. The Research and Publication section allows for searches of CEA's database of educational research, policy papers, reports, and articles.

*Example*: A search of the theme (tag) "21st century learning" yielded 4 Canadian studies.


**The Canadian Society for the Study of Education** (CSSE/SCÉÉ) http://www.csse-scee.ca/csse/
CSSE/SCÉÉ is a bilingual (English/French) organization of professors, students, researchers and practitioners throughout Canada. The "Links" section of the website includes hyperlinks to Academic Faculties, Associations, Conferences, Databases, Journals, Research Centres and Monographs, and Provincial Ministries of Education. This site is a powerful tool to engage in a wide periphery of Canadian education research connections. CSSE/SCÉÉ publishes the Canadian Journal of Education (CJE) accessible online at http://www.csse-scee.ca/csse/cje/

*Example*: A search of the CJE online archive http://www.csse-scee.ca/CJE/Articles/Articles.htm on the theme (tag) of "literacy" yielded 258 articles/studies.

**iSEEK**™ http://education.iseek.com/iseek/home.page iSEEK is an online search engine for students, teachers, administrators and caregivers. It includes educational research and resources from universities, government and established non-commercial sites.

*Example*: A search of the theme "student competencies" yielded 141 articles/studies.

We are very fortunate, in this digitally connected 21$^{st}$ century context, as educators, administrators, researchers, and education stakeholders, to have quick and user-friendly access to multiple sources of educational research and evidence to assist and inform our professional decision-making, policy and practice. The online search tools presented in this article are only the *tip of the digital iceberg* on what is available and emerging. Please try-out these sites and the many associated links, and enjoy the scholarly efforts and accomplishments of our peers to inform and inspire our own professional practice.

*by Dr. Paul Wozny*
*School Research and Improvement Branch*

## AISI Conference 2012 Report

 AISI Conference 2012 stood on the threshold between Cycle 4 and Cycle 5. It was an ideal forum for delegates to reflect on what has been learned about teaching and learning and on how to help build the vision for moving forward. Across the province, AISI coordinators are reporting a groundswell of ideas in their school communities as they develop Cycle 5 projects. Many of these hopes and visions were brought to the conference to share and to build. The official review of AISI Conference 2012 may be found on the AISI website at http://education.alberta.ca/media/6683449/conference_report_2012.pdf  or by clicking here.

**Senator Gershaw Numeracy Strategy**
Prairie Rose School Division #8

*Nintendo DS Systems in the Classroom*

Beginning in the 2009/2010 school year, Senator Gershaw School has been involved in a Numeracy Project where students are using Nintendo DS systems in the classroom. This project began using three programs: Brain Age 1, Brain Age 2, and Personal Math Trainer. In 2010/2011, we added programs to include Big Brain Academy as well as problem solving programs such as the Professor Layton series and Logic Machines. Approximately 100 students were involved in the project from grades 4 to 9, with the goal of increasing students' mental math proficiency. Our findings from the 2009/2010 and 2010/2011 school years were that students agreed that the project:

- increased confidence in mathematics (85%)
- increased mental math proficiency (87%)
- increased class enjoyment (89%).

Overall 92% of students agreed that the project was a good use of class time, and 92% of students agreed that using the Nintendo DS was a worthwhile project.

*By Brian Andjelic, Superintendent*
*Prairie Rose School Division*

The third publication in the *Spotlight on...* series looks at what we have learned from AISI about assessment.

The *Spotlight on...* series of articles sheds light on how prevalent themes of AISI have been successfully pursued in projects across the province. Each article in the series is the result of a close analysis of numerous project reports, provincial reports and research studies. Links take the reader directly to further information about each of the projects highlighted in the article, as well as to other reading related to the theme.

The *Spotlight on…* series is a useful resource for the whole school community, providing people with the benefit of both a broad and a detailed analysis of lessons learned from AISI. The series could be helpful in planning processes for Cycle 5, as well as for professional development and general communication with the school community.

### Spotlight on...Assessment

#### What we've learned from AISI

We went from the textbook ... to the Program of Studies
from assessment as an afterthought ... to backward design
from a fear of results ... to the analysis of data to plan instruction
from individual effort ... to collective success

#### What we have learned from AISI about assessment

Analysis of AISI Cycle 3 projects has shown that effective classroom assessment practices are most effectively implemented through school-wide and district-wide assessment plans.

Project showed that the following effective assessment practices engage students, make them partners in the assessment process, and improve their learning:

1. Teachers have a thorough understanding of the Program of Studies and detailed knowledge of the learner outcomes
2. Learner outcomes are communicated to students and parents using appropriate language and terminology
3. Teachers and students use rubrics, exemplars and criteria
4. Teachers and students use ongoing informal feedback
5. Teachers and students develop questioning skills that focus on learning
6. Portfolios showcase student growth and support conversations about their learning
7. Students develop self-assessment skills

Already published in the *Spotlight on…* series:
- *Spotlight on...Professional Development*
- *Spotlight on...Parent Engagement*

Upcoming in the *Spotlight on...* series:
- *Spotlight on...Instructional Strategies*
- *Spotlight on...Technology*
- *Spotlight on...Integration and Sustainability*

**Click here for**
*Spotlight on…Assessment*
or go to
http://education.alberta.ca/admin/aisi/leaders/lessonslearned.aspx

## VOLUME 1, Number 2

# The AISI Journal

*An online venue for the
publication and dissemination of
AISI-inspired research and scholarship*
Edited by the AISI University Partners

**Final Reminder
Deadline for Volume 1, Spring 2012 Submissions
May 31, 2012**

*Suggested Themes:*
- *History of AISI*
- *AISI and Student Learning*
- *AISI and the Application of Technology*
- *AISI and Professional Learning*
- *Action Research through AISI*
- *AISI and School Improvement*

*Submissions (approximately 3,000 words in APA style) can be sent to
any of the following University-based AISI coordinators:*

**Jim Parsons**, *University of Alberta*
**Jeffrey Kuntz**, *University of Alberta*
**Joanne Steinmann**, *University of Calgary*
**David Townsend**, *University of Lethbridge*

AISI
Alberta Initiative
For School Improvement

University Partners

*The School Research and Improvement Scoop* is the official newsletter of the Alberta Initiative for School Improvement and is produced by the School Research and Improvement Branch of Alberta Education.

Share your AISI stories!  *The Scoop* is an excellent forum for sharing your AISI project experiences, discoveries and achievements.

Please contact David Harvey at any time with your ideas for future articles.  The next issue of *The Scoop* is September 2012.

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share
your
story

Alberta