



...conversations about AISI and School Research and Improvement

# The School Research and Improvement *Scoop*

## Planning for Cycle 5, Building on Cycle 4

### About this Issue

The interest, excitement and collaboration growing around the province for AISI Cycle 5 presented a dilemma as this issue of *The Scoop* started to form. As promised in the last issue, the focus would be on the three priorities for Cycle 5 identified by the Education Partners Steering Committee that guides the AISI program. At the same time, Cycle 4 is where we are now, working together each day to make a difference for students through innovation and evidence-based practice. How could this issue of *The Scoop* be shaped so that we could look forward, but with our feet firmly planted in the present?

Happily, the solution was simple! Articles submitted by AISI colleagues around the province shared a common attribute. They presented successes in current projects while also being strongly related to the three Cycle 5 priorities: research capacity, cross-school authority collaboration, and community engagement. Two articles were selected for this issue speak strongly to these three priorities.

Lorna Adrian at Livingstone Range School Division describes the assurance framework the division has developed that supports systematic planning and effective communication of progress. In the article, she also describes the school researchers who help ensure the quality of data collected in AISI projects. The district's framework and research capacity will provide strong support for Cycle 5 planning.

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Jill Aman at Horizon School Division describes the experiences of forging a cross-school authority partnership—the learning and successes of this endeavor among seven school authorities have had a significant influence on the design for Cycle 5. Jill wrote the article several months ago for an earlier issue of *The Scoop*. When the priority for cross-school authority projects in Cycle 5 became apparent, she kindly allowed it to be held over until now.

Development of a *School Community Engagement Rubric* is underway. A first draft was presented for discussion and feedback at the fall coordinators' workshop and to the Education Partners Steering Committee. A revised draft will be brought for further feedback to the January workshops. The introduction to the rubric is presented in this issue to invite further discussion about community engagement and the rubric's design. Readers are invited to submit their ideas regarding the introduction as well as reflections on past experiences with community engagement. Please send input to the editor at [david.harvey@gov.ab.ca](mailto:david.harvey@gov.ab.ca).

Other content in this edition of *The Scoop* has a knowledge mobilization focus—helping us to put into practice what we are learning about school improvement and using it as a foundation for our planning. The second publication in the *Spotlight on...* series has been released: *Spotlight on...Professional Development*. This series shines a light on some of the key learning from AISI cycles 3 and 4. In our regular *Research Centre* section, Paul Wozny brings to our attention a recently published synthesis by Ben Levin of what is currently known about knowledge mobilization, providing us with some powerful thoughts about how to put new knowledge into practice.

Finally, this publication has undergone a name change. While we will continue to affectionately refer to it as *The Scoop*, its full name has now grown from *The School Improvement Scoop* to *The School Research and Improvement Scoop*. This change reflects the growing awareness that decision-making, planning, practice and policy all need to be more firmly based on evidence. As well, the tagline—the small print in the masthead—has changed a little too, with the phrase “information on” being replaced by “conversations about”. This better conveys the evolving purpose of *The Scoop*: to provide a vehicle for the sharing of ideas and information and to precipitate ongoing connections among people.

The staff of School Research and Improvement Branch wishes all our readers a very happy new year. We look forward to working with you in 2012.



## **Planning to Make a Difference to the Experience and Success of Students**

A vacation that meets the goal of a successful holiday for every family member relies on a process of collaboration to design suitable plans. This process involves collecting and analyzing information from each member and then determining what destination, hotel, flights and activities will best meet everyone’s needs. Similarly, school improvement relies on a process of collaboration that is guided by a well-articulated planning model. An effective planning process provides schools with the focus and supports to guide sustainable change that meets the needs of individual students.

Livingstone Range School Division has had the privilege of working collaboratively with the Alberta Teachers’ Association and Stephen Murgatroyd in developing a planning process that addresses measures of accountability and provides a framework for schools to evaluate performance that provides assurance to the public. The framework as described in Murgatroyd (2011) encompasses divisional goals, school goals and teachers’ goals while remaining focused on student learning. Our initial work began in 2007, with a focus on two primary goals:

1. To enhance school accountability and performance assessment using a process that explores alternatives to the existing requirements of Alberta Education.
2. To design, develop and deploy an assurance framework in the division that includes the voices of those who are associated with schooling—teachers, parents, learners, community members and others.

The final product was a framework that provides assurance to stakeholders on the current demographics of student and school success as well as the focus and future plans for further development and improvement.

The central vision of the framework is “Planning to Make a Difference to the Experience and Success of Students.” The intention is to celebrate and honour the work of individual schools while using a divisionally shared framework that guides and focuses their improvement goals, using a variety of assessments and strategies.

The framework consists of six phases identified by Livingstone Range that focus on systematically improving the performance of schools, using



processes and terms articulated by schools within their own context (see Figure 1).

Figure 1: Jurisdictional Assurance Framework

### School Self Assessment

Schools analyze their current reality through the examination of their goals, values, resources, strengths, weaknesses and opportunities. Varied forms of data are used to determine a school’s focus and current state of affairs. A data walk provides an excellent strategy for examining the evidence. In a data walk, tri-fold boards are set up to provide a visual of existing data. Participants provide reflections through the use of sticky notes

of different colours to designate celebrations, concerns and questions.

### Systemic Review by Stakeholders

Schools receive feedback from outside sources to obtain a sense of the perception of schools by the community. Stakeholders, such as parents, students, school board members, community leaders, and FNMI community members, are invited to participate through surveys, interviews, focus groups and data walks.

### Peer Review/Exchange

Schools review each others’ data and provide additional input, as well as establish community ties and/or collaborative partners for future endeavours. This phase provides a second set of eyes on the data from a common perspective.

### School Development Plan for Improvement

This phase ensures that examining the data and determining priorities leads to an action plan for improvement. Livingstone Range has developed a template that compiles all the planning documents, three-year planning and AISI planning into one document focusing on overall school improvement. From the data, schools determine up to three goals, articulate targets and strategies, and determine the data they will collect to track improvement. These plans are accessible on-line through the divisional websites and are reviewed and updated regularly.

### Personal Improvement Plans/Professional Development

Articulating personal improvement plans and professional development goals within the overall planning process allows staff to recognize the priorities of the school and the division and provides the opportunity for individual staff members to coordinate their growth plans, taking into consideration these priorities. Professional growth plans can be independent of the school or divisional plans. The LRSD Professional Development committee has developed a process to collect information on all professional growth plans to coordinate common themes and provide supports for those plans.

### *Evidence Based Assessment*

This final phase provides the ongoing data to ensure the planning process continues the development toward improvement. The data identified in the school improvement plans are regularly examined and provide direction to the future of the project, as well as the next steps that should be taken to move toward success. Varying types of data are used that link directly to the improvement goals of the projects.

In recognition of the value of the assurance framework and its dependence on collaboration, the Livingstone Range School Board developed a policy to reflect its role and commitment to the implementation of this framework. In the policy, principles of accountability are articulated as well as timeframes identified for ensuring the process occurs within a three-year planning cycle.

One additional and related innovation that Livingstone Range implemented in the last AISI cycle was to identify a school researcher in each school to assume the responsibilities of managing and sustaining the school's AISI project. The researchers were provided release time to ensure the data collection, analysis and focus on the project remained intact. Researchers are brought together three or four times a year to provide opportunities to collaborate with each other and reflect on the progress of their school initiatives as well as to provide connections to the divisional initiatives and board initiatives. As well, researchers are deeply involved in the collaboration and implementation of the cycles of the assurance framework to ensure accountability to the division, the school, students and the community.

As Livingstone Range School Division articulates a well-defined process for planning, our students will benefit from the focus and support provided through those plans. We will be able to continue to ensure that every effort is made to move schools and students toward locally developed improvement goals.

As our vacation plans provide assurance and peace of mind for a successful holiday, our plans for school improvement also provide assurance and

peace of mind that schools and students will be led to new heights of success.

### **References**

Murgatroyd, S. (2011). *Rethinking education: Learning and the new renaissance*. Edmonton, Canada: Future Think Press.

by Lorna Adrian, School Improvement Facilitator,  
Livingstone Range School Division

## ***The Power of a Cross-School Authority Project***

What do you get when seven highly motivated and effective educational leaders—one from each of seven districts—join in a collaborative team effort with a common goal and focus their attention on Alberta's new Math curriculum?

Seven jurisdictions in southern Alberta embarked upon such an effort over the past two years, coming together to establish an inter-jurisdictional team to create Math lessons and units for Grades K to 10, using SMART Notebook. The project became known as *IMAP: Inter-jurisdictional Math AISI Project*.

### **Inter-jurisdictional Project Team**

Holy Spirit Roman Catholic Separate Regional Division  
Horizon School Division  
Medicine Hat Catholic Separate Regional Division  
Medicine Hat School District  
Palliser Regional Schools  
Prairie Rose School Division  
Westwind School Division

The team had to find creative methods of communicating across the many miles that separated them—almost from British Columbia to Saskatchewan. Technology was the main mode: Skype, video conference, Dropbox and Bridgit were commonly used to work together and to share materials being developed. As well, the group tried to meet face-to-face at least once a month to review and to provide feedback and suggestions for lessons and units nearing completion prior to “rolling them out” to teachers.



During their first week working together in the fall of 2009, team members took some time to get to know each other, having never met prior to the project. Through this process, members came to realize that the team had many strengths and areas of expertise—including instructional intelligence strategies, Understanding by Design, assessment for learning, technology, and knowledge of resources and literature links—that would be brought to the project and could be used in classrooms to effectively implement the new Math curriculum. As well, between them, the seven educators had experience teaching Mathematics from Kindergarten to Grade 10.

The team worked as a whole group to create the first unit together—a Grade 6 unit—that would become the standard around which the rest of the units would be built. Then, for efficiency, members split into teams of two to develop resources at each grade. Of course, seven does not divide equally, so it was unanimously decided that one member would create the Mental Math for each lesson, Grades K to 6.

The team refined a template that had been developed earlier to meet the needs of the project. Starting with the curriculum, they chose outcomes that would work well together in a performance-based unit. A performance task and rubric were then created and lessons were developed to build and reinforce student skills leading toward their end task. Instructional intelligence strategies were imbedded throughout lessons and units and educational situations were created that could lead or guide students toward maximum understanding of concepts.

“...an inspiring and innovative way to help students gain a deeper understanding of what math really means. It’s fun and easy to implement for both students and teachers.”

Carlene, Medicine Hat Public

The IMAP team not only planned lessons for teachers across the jurisdictions, but also created an entire learning and working network opportunity for many to benefit from. Teachers from a common grade level across the jurisdictions

were provided opportunities for PD and to work together to build dynamic lessons, either by coming together in one location or by video conferencing. The template was explained to teachers, they were taught the process to create each unit, and then they began to develop further lessons and units. These sessions were not only very productive in terms of development, but also allowed for rich professional discussions as teachers engaged in the building process. IMAP team member Rob Cowie, of Palliser Regional Schools, speaks for the whole team when he says, “I truly believe that AISI makes a difference and has impacted the teaching and learning occurring today in schools and I look forward to IMAP being another part of that impact as we continue to develop top notch and first rate quality learning materials for mathematics students in Alberta.”

“I have enjoyed...the interactive nature of the units and having the materials already collected and in one place. The students like the interactiveness and have enjoyed working with the units. It was a great resource for me as I started my first time teaching the new math curriculum at a new school this year.”

Lora, from Prairie Rose

So, what do you get when highly motivated and effective educational leaders join across jurisdictions in a collaborative team effort with a common goal? As a result of the value added that arises from combining resources and diverse expertise and experience, you get teachers and students across a huge geographic area with enhanced teaching and learning resources. As well, and perhaps even more significantly, you get a network of relationships and communication channels that is likely to leave a lasting legacy.

by Jill Aman, Horizon School Division

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## School Community Engagement Rubric

The involvement of the school community has been a principle of AISI since its inception.

### Principle 2:

Collaboration, shared leadership, support of those who will implement the projects, and meaningful involvement of the school community are essential elements for school improvement.

With this principle in mind, a *School Community Engagement Rubric* is being developed by School Research and Improvement Branch to assist school authorities determine a profile of their school community's engagement in an AISI project. This profile is established by determining the level of community engagement in key activities as the project cycles through planning, implementing and evaluating:

#### Planning

- Visioning
- Decision-making
- Consulting and Communicating

#### Implementing

- Understanding and Supporting
- Steering
- Advocating and Communicating

#### Evaluating

- Evaluating
- Celebrating and Communicating

School authorities will be able to use the rubric to help reflect on current levels of community engagement, to communicate findings with community members, and to plan for action. They will be able to modify the rubric so that it is as sensitive as possible to the local context.

The rubric is based on the understanding that community engagement in an AISI project thrives when the project has

- a *clear purpose* of improving student learning
- an *inclusive culture* that values diverse membership

- *supportive structures and processes* that enable engagement

### Cycle 5 Priority: Community Engagement

Collaboration, shared leadership, support of those who implement the projects, and meaningful involvement of the school community are essential elements for school improvement. Effective school improvement results when principals, teachers, other school staff, students, school councils, parents and other school community members work as a team to establish priorities, set goals for improvement, implement strategies to achieve those goals, and evaluate progress.

In the previous cycles of AISI, there was greater success in an AISI project where formal and informal leaders, teachers, students, parents and the broader community contributed to the project through shared responsibilities. These strong partnerships and the trust established in the previous cycles of AISI will form the foundation to strengthen school community engagement.

AISI Cycle 5 will require greater engagement of teachers, students, parents, school community, businesses, universities and other partners during the planning and implementation of research and improvement projects.

#### *New Requirement for Community Engagement:*

- All projects will be required to demonstrate active and meaningful engagement of key stakeholders (administrators, teachers, students, parents, elected officials, businesses, organizations and institutions).

#### *Supports for Community Engagement:*

- A rubric has been developed for schools and school authorities to assess the level of community engagement in AISI and to communicate this to stakeholders.
- A virtual learning community will be established to support sharing of best practices for community engagement.

*Handbook for AISI Cycle 5 Projects 2012–2015 (pp.3-4)*

The rubric is designed with the recognition that an engaged community consists of diverse people and organizations who are involved in different ways, to different degrees and at different times. In an engaged community, some members may be involved by staying informed or by informing

others, while others may be participating in activities at a school. Some members may be part of a steering committee, while others are indirectly involved via their representation on that committee. Some members may seldom come to a school, but actively support student learning in other ways. Some members who were not involved in the planning stage of the project may be heavily involved during the implementation. Thus, a project is most effectively supported not only by the diversity of people and organizations that are involved, but also by the diverse ways in which they are involved, in terms of how, when, where and why.

Although different people are involved in different ways, it is essential to an AISI project's success that the people who are at the core of the project—students, staff and parents—are actively involved in all aspects of the project throughout its cycle.

As a school community becomes more engaged in an AISI project, members see growth in the following aspects of their shared experience:

- *diversity* of community members involved in the project
- *opportunities* community members have to be involved in the project
- breadth and depth of community members' *understanding* of the project
- *support* community members provide for those implementing the project and for students' learning in school and in the community
- *ownership* and responsibility of community members for the project's progress
- *celebration* of the project's successes

For ease of use, the rubric divides the continuum of growth in community engagement into three levels: Limited, Established and Thriving:

*Limited* School community engagement may be emerging, but the expectations of the priority for Cycle 5 are not yet being met.

*Established* The school community is engaged in the project; the expectations of the

priority for Cycle 5 are being adequately met.

*Thriving* The school community is engaged in the project; the expectations of the priority for Cycle 5 are being fully met.

The names of the levels are not critical and may be changed by school authorities.

The process for determining levels of school community engagement in an AISI project is one of informed and collaborative judgement. The rubric provides a framework for school authorities to make this judgement, but is not itself a measurement instrument. The evidence on which the judgements are made must be assembled from various measures, such as surveys, focus group notes, meeting minutes, and anecdotal notes.

A useful determination of the levels of engagement embraces a fine balance of measures that does not overly emphasize one aspect of engagement. For example, dwelling on diversity of people and organizations involved in the project to the exclusion of other aspects of engagement, such as how community members support students and those implementing the project, would result in an incomplete description of school community engagement.

Readers are invited to submit their thoughts related to this introduction to the *School Community Engagement Rubric* as well as other reflections on community engagement and references that could be considered in the development of the rubric. Contributions may be sent to David Harvey at [david.harvey@gov.ab.ca](mailto:david.harvey@gov.ab.ca).

The latest publication in the recently launched *Spotlight on...* series looks at what we have learned from AISI about professional development.

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 will be 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.

### To be released in 2012

- *Spotlight on...Teaching and Assessment*
- *Spotlight on...Instructional Strategies*
- *Spotlight on...Technology*
- *Spotlight on...Integration and Sustainability*

## Spotlight on...

### Professional Development



*What we've learned from  
AIS I*

*A professional teacher must also be a professional learner*

#### What we have learned about professional development

Many AISI projects have clearly demonstrated that teachers' professional development enhances students' learning: as teachers learn more about teaching and learning, student achievement improves.

- ✓ There is a significant movement away from drawing on external experts toward collaborative collegial sharing of knowledge and expertise.
- ✓ Professional learning communities provide teachers with opportunities to plan together and share teaching strategies to effect real change.
- ✓ Collaboration and sharing of ideas and materials is an important component in building professional relationships and encouraging reflective practice.
- ✓ Professional learning events, such as conferences and workshops, can help teachers build commitment and support them as they make shifts in their practice.
- ✓ Coaching, training and mentoring work.

Click [here](#) for  
*Spotlight on...Professional  
Development!*

or go to

[http://education.alberta.ca/admin/aisi/leaders/  
lessonslearned.aspx](http://education.alberta.ca/admin/aisi/leaders/lessonslearned.aspx)



### **Mobilizing Research Knowledge in Education**

In the *London Review of Education*, Dr. Ben Levin, at the Ontario Institute for Studies in Education (OISE) of the University of Toronto, provides an overview and analysis of knowledge mobilization (KM) research in education. These findings are based upon a multi-year investigation by the *Knowledge Mobilization Research Team* at OISE, addressing empirical, conceptual and practical activity associated with KM.

Levin defines the field of KM as focused in “multiple ways in which stronger connections can be made between research, policy and practice” (p. 15). The process of connecting formal research to policy and practice takes place in the professional context of educators and stakeholders. Research may inform policy and practice, but it does not simply direct the decisions without input and professional interpretation from those working in the field. Research should not be “blindly applied to schools” (p. 16). The effective use of research depends on the interpretation and prudent application of empowered, skilled professionals.

Professional knowledge and skills in combination are viewed as crucial ingredients in the optimal use of research and evidence to inform practice and nurture professional authority and autonomy. Research exists in a fluid and interpretive realm within the social and political context of public education.

Levin describes a previously developed model of research KM (Levin, 2004) that includes three interconnected processes:

- Production—the context and processes whereby research is produced
- Mediation—mediating processes between research producers and users
- Use—practitioners and policymakers (p.17)

A key process in this model is the reciprocal interaction between the researchers and practitioners or policymakers. The interpretive

dynamics in which professionals use research and evidence are shaped by their preexisting beliefs, practices and experiences. This process is enhanced by informal and formal dialogue between researchers, policymakers and practitioners.

Access to educational research is growing considerably via the internet. Numerous scholarly journals in addition to research mediators and think-tanks continue to grow at an exponential rate. For example, *Google Scholar™* provided 2.3 million hits on a search of “research practice schools” (p. 19). This explosive growth in online access to educational research presents a powerful opportunity to optimize practitioner and policymaker interplay with research and evidence.

Levin concludes with four key points on the KM of research in educational policy and practice:

- The capacity for KM has improved significantly of late and it is not surprising that activity is progressing at a fevered rate.
- The focus of KM (both research and practice) should be on organizations and their practices as opposed to individual policymakers or practitioners. This process will require a greater role for research mediators along with additional efforts in the most efficient and effective means to bridge research, policy and practice.
- More research and dissemination in KM strategies and methods are needed both locally and internationally. Further efforts to expand interdisciplinary research and work are needed.
- Education systems require greater capacity to access, share and apply research in sound and disciplined approaches (pp. 23-24).

Levin, B. (2011) Mobilising Research Knowledge in Education. *London Review of Education*, Vol. 9, No. 1, pp. 15-26.

Information about OISE's efforts in KM may be accessed from their *Research Supporting Practice in Education* webpage at [www.oise.utoronto.ca/rspe](http://www.oise.utoronto.ca/rspe).

Contact: [paul.wozny@gov.ab.ca](mailto:paul.wozny@gov.ab.ca)

Paul Wozny is continually reviewing research literature and provides us with these timely and salient annotations in each issue of *The Scoop*.

## AISI Conference 2012

The eleventh annual AISI Conference, February



13-14, is promising to be an inspiring event, with 67 presentations from 38 public, private, Francophone and charter school authorities. A number of innovations and improvements have been built into this year's conference:

- Back-to-back Pecha Kucha sessions in the mornings of both days, with a reduced time for questions, allowing more learning to be shared.
- Full afternoon workshops designed to allow delegates and presenters to go into more depth.

Regular 55 minute showcase sessions will also be held during the afternoons.

- An 80-minute presentation at the end of the conference by the keynote speaker, Dr. Yong Zhao, in which he will capture the learning that has taken place over the two days.

Registration for the conference is open at <http://education.alberta.ca/apps/aisi/registration/>.

Hotel information is also available on the AISI website at <http://education.alberta.ca/admin/aisi/leaders/conferences-and-events/conferences.aspx>

Registrants who find that they cannot attend the conference are requested to contact Maria Crudo at 780-427-3160 or [maria.crudo@gov.ab.ca](mailto:maria.crudo@gov.ab.ca) so that their spot may be given to someone else.

## AISI Coordinator Workshops

The AISI team at the School Research and Improvement Branch, in collaboration with the University Partners and the AISI PD Working Group, are starting the new year by offering two workshops to assist school authorities in preparing for Cycle 5. The workshops will build upon the October workshops and take a more focused look at the three priorities for Cycle 5: research capacity, community engagement, and collaborative cross-school authority AISI projects and networks.

The agenda will engage participants in considering the key elements of project design and school community engagement. Throughout the day, participants will have time to make meaningful connections to their school authority's project plan. In the afternoon, participants will be invited to choose from a variety of "deep dive" sessions that will include more detailed discussion on specific topics. In addition, participants will have an opportunity to consider "what if" scenarios and explore some possible connections with colleagues. The workshops are designed to

be productive, sleeves-rolled-up sessions. Participants will be encouraged to share ideas, questions, concerns and potential strategies with others.

Please register online at <http://education.alberta.ca/admin/aisi/leaders/conferences-and-events/workshops.aspx>) for either the January 19 workshop in Calgary at the Alma Hotel, University of Calgary, or the January 23 workshop in Edmonton at the Chateau Louis Hotel. Both workshops will begin with refreshments at 8:15 a.m. and conclude by 4:00 p.m.

Watch for information about the next workshop in March. In these workshops, we will re-visit the three priorities and delve more deeply into specific components of project design (e.g., measures, data analysis and interpretation). Research leadership capacity, specifically relative to the creation and growth of the Research Network, will also be discussed.

We look forward to exciting days of learning together as we get set to launch Cycle 5!

Contact Charmaine Brooks for more information, at [Charmaine.brooks@gov.ab.ca](mailto:Charmaine.brooks@gov.ab.ca).

### *AISI Journal Call for Submissions*

**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

**Deadline for Volume 1, Spring 2012 submissions:  
February 28, 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

**AISI**  
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.

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