HWDSB

Program Committee
Thursday May 18, 2017
Room 340-D

Hamilton-Wentworth District School Board
20 Education Court, P.O. Box 2558
Hamilton, ON L8N 3L1

AGENDA: 4:30 p.m.

1. Call to Order

2. Approval of the Agenda

3. Transforming Learning Everywhere Report

4. Adjournment

curiosity · creativity · possibility

HWDSB Program Committee

Topic: 21st Century Learning/Transforming Learning Everywhere Report – May 2017

Transforming Learning Everywhere (TLE) is a multi-year HWDSB initiative to weave effective instructional practices with 21st Century learning and teaching. The tenets of 21st Century teaching and learning is about preparing students to love learning, to teach them how to learn (The Organization for Economic Co-operation and Development (OECD), 2008), and to enable them to face and solve complex challenges now and in the future.

21st Century learning environments are infused with technology but the premise is to evoke a personalized learning experience that equitably gives each student a chance to find their own way with support from the teacher as facilitator (Ontario Ministry of Education, 2016). The changing work force is pushing rapid change in response to technology-driven globalized economies.   Education is now in the business of optimizing learning experiences while using technological innovation (Ontario Ministry of Education, 2016).

TLE is deeply rooted in the existing Strategic Directions and Annual Plan. The TLE goals are to:

a) Increase the use of evidence-based pedagogy,
b) Influence and increase staff engagement, student engagement and student outcomes such as achievement and well-being,
c) Accelerate the adoption of new technology/digital tools in the classroom, and
d) Support the system to change the conditions of teaching and learning in a 21st Century classroom through learning relationships, opportunities, and environments.

Student achievement and well-being are the foundation to guiding the HWDSB vision and strategy. We are in year three of a five-year tiered implementation framework. Major shifts in pedagogy and implementation takes time (National Implementation Research Network, 2008) hence, the long-term projections of the TLE. In terms of implementation progress, this report will provide clear evidence that our efforts are in alignment with the TLE implementation plan, and we are on track developmentally.

Our Theory of Action:

If evidence based pedagogy, accelerated by digital tools are utilized **then** there will be increases in teacher and student engagement, student achievement and well-being, which will result in positive changes in teacher practice and student outcomes.

Our Recommended Deployment Plan (new for 2017-18 in **bold**):

- Continue deploying 1:1 devices in grades 9-12 at Nora Henderson Secondary School.
- Deploy 1:1 devices in grades 9 **and 10** in all secondary schools
- Deploy 1:1 devices in grades 9, 10, **and 11** at Delta and Sir John A Macdonald Secondary Schools
- Continue deploying 1:1 devices in grades 4-8 at the 7 North* Elementary Schools and 6-8 at Glen Brae Elementary School
- Continue deploying 1:1 devices in self-contained special education classes
- Continue shared kits (6 devices) in Grade 4, 5 and 6 and deploy shared kits **in grade 7 and 8** across all elementary schools

* Adelaide Hoodless, A.M. Cunningham, Cathy Weaver, Dr. Davey, Memorial City, Prince of Wales, Queen Victoria

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HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

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EXECUTIVE REPORT TO PROGRAM COMMITTEE

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TO: **PROGRAM COMMITTEE**

FROM: **Manny Figueiredo, Director of Education**

DATE: **Thursday, May 18, 2017**

PREPARED BY: **Peter Joshua, Executive Superintendent of Leadership and Learning**
Brandy Doan, Manager of E-BEST

RE: **21st Century Learning/Transforming Learning Everywhere Report 2016-17**

Action X   **Monitoring**

Recommended Action:

That year 4 (2017-18) of the 5 Year Transforming Learning Everywhere (TLE) Implementation Plan and Financial Plan be approved.

Rationale/Benefits:

Transforming Learning Everywhere (TLE) is a multi-year HWDSB initiative to weave effective instructional practices with 21st Century learning and teaching. The tenets of 21st Century teaching and learning is about preparing students to love learning, to teach them how to learn (The Organization for Economic Co-operation and Development (OECD), 2008), and to enable them to face and solve complex challenges now and in the future.

21st Century learning environments are infused with technology but the premise is to evoke a personalized learning experience that equitably gives each student a chance to find their own way with support from the teacher as facilitator (Ontario Ministry of Education, 2016). The changing work force is pushing rapid change in response to technology-driven globalized economies. Education is now in the business of optimizing learning experiences while using technological innovation (Ontario Ministry of Education, 2016).

TLE is deeply rooted in the existing Strategic Directions and Annual Plan. The TLE goals are to:

a) Increase the use of evidence-based pedagogy,
b) Influence and increase staff engagement, student engagement and student outcomes such as achievement and well-being,
c) Accelerate the adoption of new technology/digital tools in the classroom, and
d) Support the system to change the conditions of teaching and learning in a 21st Century classroom through learning relationships, opportunities, and environments.

Background:

If evidence based pedagogy, accelerated by digital tools are utilized **then** there will be increases in teacher and student engagement, student achievement and well-being, which will result in positive changes in teacher practice and student outcomes.

Student achievement and well-being are the foundation to guiding the HWDSB vision and strategy. We are in year three of a five-year tiered implementation framework. Major shifts in pedagogy and implementation takes time (National Implementation Research Network, 2008) hence, the long-term projections of the TLE. In terms of implementation progress, this report will provide clear evidence that our efforts are in alignment with the TLE implementation plan, and we are on track developmentally. The TLE implementation plan is visualized in Table 1. Stage 3 represents where we are now, and of what this report will provide evidence.

Timeline	Levels of Implementation	Expectations Related to Instructional Goals
2014-2016	① **Exploration &** ② **Installation**	• Increase in awareness and understanding of the vision for senior administration
	③ **Initial Implementation**	• Increase in awareness of the vision for teachers and other staff
2016-2019	④ **Partial Implementation**	• Changes in educators behaviors and educator engagement • Changes in student engagement
	⑤ **Full Implementation**	• Changes in student achievement
2019 and beyond	⑥ **Sustainability**	• Ongoing increases in educator and student engagement and student achievement

Table 1. TLE Implementation Plan

In consultation with Dr. Carol Campbell, an expert in whole system reform and large-scale change strategies, we developed the following framework to describe changes we expect to see as we move from initial implementation of TLE to sustainability.

National Implementation Research Network Levels of Implementation	
Level	**Description**
① **Exploration**	Needs assessment, mapping of resources and current practices, review of practices in other jurisdictions, literature review, assessment of organizational/school capacity…**resulting in decisions about an evidence-informed course of action.**
② **Installation**	Ensuring infrastructure (organizational processes, funding streams, human resources, technology), policy development, consultation…**resulting in settings that are prepared for implementation.**
③**Initial Implementation**	Awareness-building, preparation for change, training, small scale piloting of strategies…**resulting in introductory use of the evidence-informed strategy.**
④ **Partial Implementation**	Introductory use of a strategy into school/district practices, staff are developing skills for implementing the strategy with fidelity. Different parts of the organization may be more advanced than other parts **...resulting in some use of evidence-informed strategy.**
⑤**Full Implementation**	Integration of strategy into school/district practices, alignment with policies and procedures, strategy carried out with proficiency, ongoing coaching to ensure implementation fidelity…**resulting in the strategy becoming a regular part of school/district life.**
⑥**Sustainability**	Skillful adaptations to new circumstances, succession planning and training to ensure continuity, maintenance of supportive infrastructure…**resulting in long-term survival and continued effectiveness of the evidence-informed strategy.**

Table 1. 2016-17 Work Plan

TLE Essential Component	Strategies (What we will do)	Evidence (What we found)
Learning Approach	• Focus on collaboration - changing the learning partner relationship between educators and students, students and students and students and the community. • Focus on effective teaching (e.g., inquiry, problem based, experiential learning) and assessment (for, as and of learning) guided by the voices of students and educators. • Focus on introducing New Pedagogies for Deep Learning (NPDL) in all Families of Schools, and engaging students by making material personally relevant.	• By examining Correlational data from our educator and student surveys, we can report there was an increase in collaboration, and a "co-learning" stance between educators and students. Students also reported that they used technology to connect with each other. • Survey data indicated there was an increase in use and value of inquiry based learning, and use of technology for assessment. • NPDL principles remain foundational to the TLE, however, we have learned that explicit connections of TLE to the NPDL Annual Learning Plan has not been communicated well enough for the spread to other families of schools.
Professional Development	For Administrators: • Increased understanding of how to support educators to use effective teaching strategies and nurture a culture of collaborative learning. Leadership and Learning: • Increase capacity to support and promote effective teaching strategies and blended learning. Educators: • Provide collaborative learning opportunities to think critically with colleagues and utilize the support of Instructional Coaches.	• Our focus groups revealed that educators are asking for ongoing professional development and support with the iPads and apps. Educators are also seeing the advantages of using technology in class through using applications like Google Classroom, and inquiry in their lessons. • Measurement of attendance of educators and admin in PD • Our parent survey revealed that parents are beginning to understand TLE in the schools, and are asking good questions around digital citizenship, privacy, and use of iPads in the classroom and for homework. • DATA re: Professional Development Sessions and number of attendees (see Appendix C)
Tools and infrastructures	• Shift from computer labs to pods in all classrooms; student mobile devices, and a projector and a teacher device where necessary. • Maintain current 1:1 in the 12 phase one schools. • Deploy 1:1 devices in Grade 7 at Glen Brae and in Grade 10 at SJAM and Delta. • Deploy 1:1 devices in all grade 9 and special classes. • Continue shared kits in all Grade 4 and 5 classrooms and deploy shared kits in Grade 6 classrooms across the system. • Install the standard stet of software on iPads by the Information and Instructional Technology Department.	• Increase the number of classrooms with mobile devices and projectors and reduce number of computer labs • The deployment of 1:1 devices and the shared kits will be completed by December 2016 (See Appendix D) • All iPads within the system will have the standard set of software and will be managed in our MDM environment.
Technical Supports	• Support the implementation of Student Technical Assistance Team (STAT) program across the system.	• The STAT teams will be implemented in 50% of our secondary and elementary schools to transform the relationships between educators and students.

TLE 2015-16 Q & A

Q: Where have we been to date?

A: Transforming Learning Everywhere (TLE) is a multi-year HWDSB initiative to connect deep pedagogical practices with 21st Century learning and teaching. The TLE initiative is designed to:

- Prepare students to love learning and to teach them how to learn.
- Prepare HWDSB students to meet the needs and challenges of a highly connected, technical world.
- Increase the use of evidence based teaching practices,
- Increase student achievement and well-being,
- Accelerate the use of technology in the classroom
- Support the conditions for learning in a 21st Century classroom.

Q: What did we learn in 2016-17?

A: We surveyed educators who were provided iPads in their classrooms, surveyed students, surveyed parents, analyzed professional development programs and listened to the voices of those who sat on several TLE advisory committees. Evidence collected has indicated that we:

- Witnessed increases in the use of technology in the classroom which has translated into positive changes in the quality of instruction for students.
- Students report that they are more engaged and are taking more ownership for their learning when they have access to technology.
- Students are using technology to collaborate with one another,
- Using technology provided more opportunities for critical thinking.
- Practices like inquiry-based learning increased educator engagement and a sense of well-being in the workplace.

Q: Where do we go from here in 2017-18?

A: We have strong perceptual information from our surveys and committees about the positive impacts on student and educator learning and engagement, however, the current plan does not adequately allow us to connect TLE directly to student learning outcomes such as changes in grades and learning skills. As we are three years into the TLE initiative, we now need to:

- Find direct connections between student success and achievement outcomes and the TLE educator learning.
- Use more rigorous research methods to uncover the impact of educator professional learning on student achievement.
- Test our assumptions about TLE in a stronger research design that can provide proof of a relationship between the TLE and student well-being and success.
- Zero in on pre-post data collection of student achievement
- Practices like Collaborative Inquiry (CI) have been shown by research to be the most highly impactful processes that can impact student performance. We will provide educators with focused support in CI in order to provide the opportunity for educators to translate their 21st century le*arning* into 21st Century *teaching.*

If we focus and monitor teacher practice through CI, **then** we will be able to see an impact on student outcomes.

We know that from our previous efforts with correlational research (i.e., surveys) that TLE is showing great promise. Based on this information, we are taking the next step to empirically connect TLE to student achievement. Table 2 provides a synopsis of the research plan for 2017-2018, and Table 3 provides an overall work plan for this coming year.

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Report on TLE - 2016-2017

TRANSFORMING LEARNING *Everywhere*

In 2014, Hamilton-Wentworth District School Board (HWDSB) developed an innovative, five-year vision for 21st-century learning – Transforming Learning Everywhere (TLE) – that is transforming the way our students learn. TLE's vision is to provide our students with the tools they need to achieve their full potential, regardless of their individual circumstances. TLE prepares our students for their chosen post-secondary pathway by supporting their achievement, their acquisition of valuable skills and their engagement as members of their community. The goals of TLE focus on instructional practices that increase educator engagement, which leads to increases in student engagement and student achievement.
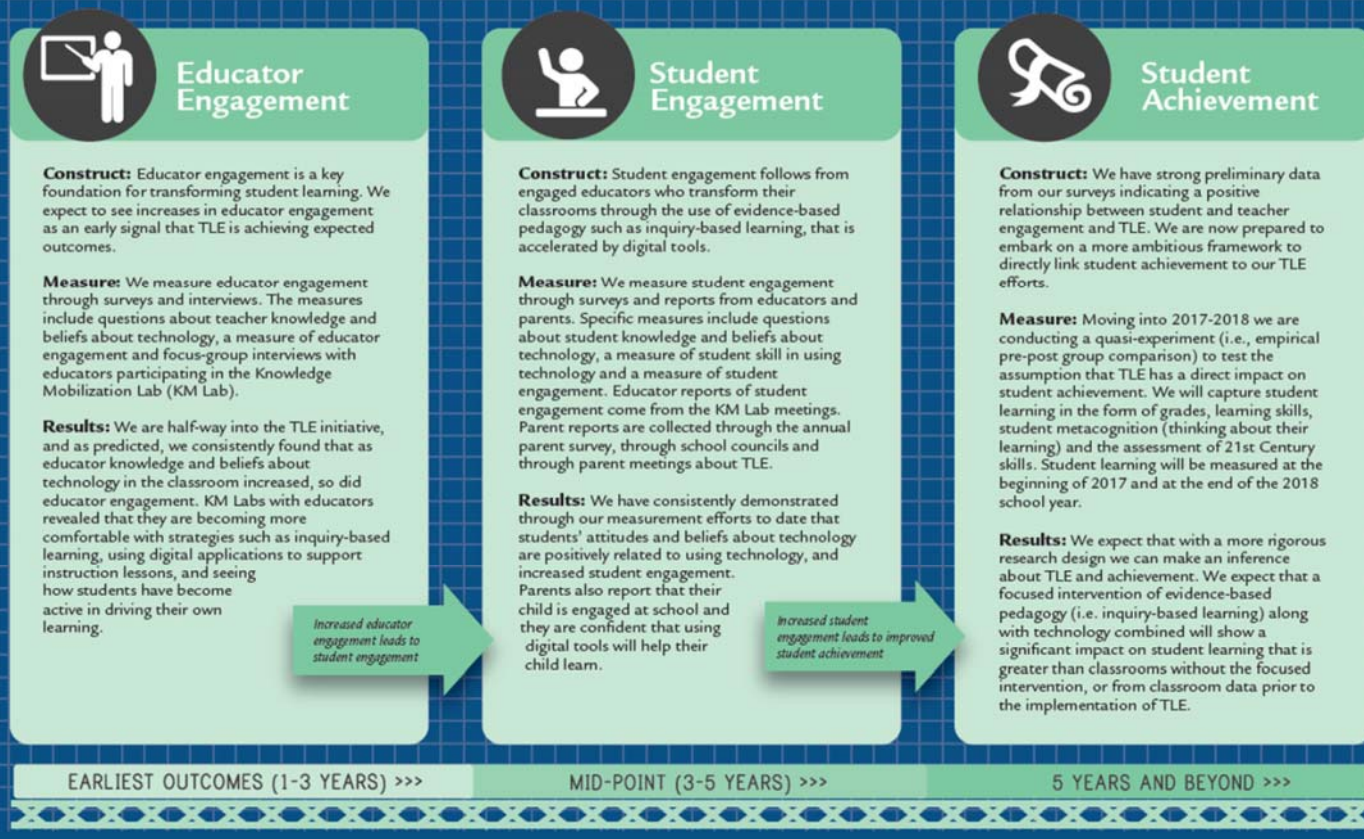
Educator Engagement

Construct: Educator engagement is a key foundation for transforming student learning. We expect to see increases in educator engagement as an early signal that TLE is achieving expected outcomes.

Measure: We measure educator engagement through surveys and interviews. The measures include questions about teacher knowledge and beliefs about technology, a measure of educator engagement and focus-group interviews with educators participating in the Knowledge Mobilization Lab (KM Lab).

Results: We are half-way into the TLE initiative, and as predicted, we consistently found that as educator knowledge and beliefs about technology in the classroom increased, so did educator engagement. KM Labs with educators revealed that they are becoming more comfortable with strategies such as inquiry-based learning, using digital applications to support instruction lessons, and seeing how students have become active in driving their own learning.

Increased educator engagement leads to student engagement

Student Engagement

Construct: Student engagement follows from engaged educators who transform their classrooms through the use of evidence-based pedagogy such as inquiry-based learning, that is accelerated by digital tools.

Measure: We measure student engagement through surveys and reports from educators and parents. Specific measures include questions about student knowledge and beliefs about technology, a measure of student skill in using technology and a measure of student engagement. Educator reports of student engagement come from the KM Lab meetings. Parent reports are collected through the annual parent survey, through school councils and through parent meetings about TLE.

Results: We have consistently demonstrated through our measurement efforts to date that students' attitudes and beliefs about technology are positively related to using technology, and increased student engagement. Parents also report that their child is engaged at school and they are confident that using digital tools will help their child learn.

Increased student engagement leads to improved student achievement

Student Achievement

Construct: We have strong preliminary data from our surveys indicating a positive relationship between student and teacher engagement and TLE. We are now prepared to embark on a more ambitious framework to directly link student achievement to our TLE efforts.

Measure: Moving into 2017-2018 we are conducting a quasi-experiment (i.e., empirical pre-post group comparison) to test the assumption that TLE has a direct impact on student achievement. We will capture student learning in the form of grades, learning skills, student metacognition (thinking about their learning) and the assessment of 21st Century skills. Student learning will be measured at the beginning of 2017 and at the end of the 2018 school year.

Results: We expect that with a more rigorous research design we can make an inference about TLE and achievement. We expect that a focused intervention of evidence-based pedagogy (i.e. inquiry-based learning) along with technology combined will show a significant impact on student learning that is greater than classrooms without the focused intervention, or from classroom data prior to the implementation of TLE.

| EARLIEST OUTCOMES (1-3 YEARS) >>> | MID-POINT (3-5 YEARS) >>> | 5 YEARS AND BEYOND >>> |

Table 2. 2017-18 Research Plan

Research Question	How can we directly link student achievement and explore wellbeing data to our TLE strategy?
Research Design	Quasi-experimental, repeated measures, mixed method (i.e., differences between groups, with pre and post data, in addition to focus groups)
Method	This study will compare three groups of students: **Group 1: (No interventions)** Pre/Post data of students randomly and anonymously selected from our database as a baseline comparison group for the other two groups. **Group 2: (iPads only)** Pre/Post data from students who have iPads in their classrooms. **Group 3 (CI + iPads):** Pre/Post data from students who have iPads in their classrooms and whose educators participated in 21st Century professional learning (i.e., Collaborative Inquiry = CI).
Measures	1. Pre/post Student grades (report cards). 2. Pre/Post Student learning skills (report cards). 3. Pre/Post Student self-assessed learning skills. 4. Pre/Post Student self-assessment of 21st Century skills and competencies (questionnaire data). 5. Pre/Post Student self-assessment of learning skills (questionnaire data). 6. Post only: Student Climate Survey Data with TLE questions regarding technology use and classroom well-being for all students (post only, Spring 2018).

	7. Educator TLE survey/focus groups.
Participants	Students in Grades 5, 6, 7, 8, 9 and 10 across the board. Minimum 450 students are required for this study (75 per grade x 6 grades = 450 students).
Expected Outcomes	Due to the more rigorous nature of this research design, we can make inferences about causality. By comparing the three groups, we can determine if educator professional learning does impact student outcomes. 1. It is expected that grades and learning skills of the CI + iPad group (Group 3) combined, will have increased the most from pre to post, compared to the control group (Group 1). 2. It is expected that the pre/post 21st Century skills self-assessment will be highest in the CI + iPad group. 3. Explore (not predict) wellbeing data from the climate survey to see if there are any differences in Group 3 are different than board averages. 4. Educator survey data and focus groups with those who participated in TLE and CI will report a deeper understanding of 21st Century learning and application in their classrooms.

Table 3. 2017-18 Work Plan

TLE Essential Component	Strategies (What we will do)	Evidence (Anticipated Outcomes)
Learning Approach	• Continued focus on collaboration and co-learning between educators and students. . • Focus on effective teaching (e.g., inquiry, problem based, experiential learning) and assessment (for, as and of learning) guided by the voices of students and educators. • Focus on introducing New Pedagogies for Deep Learning (NPDL) in all Families of Schools, and engaging students by making material personally relevant. • Communicate explicit connections of TLE and Annual Learning Plan	• Collaboration learning skills data will show a difference between the three groups. • Collaborative Inquiry groups will report • Educator Survey/Focus group data will reveal that 21st Century and TLE principles are basically good pedagogy that continues to impact student and educator engagement. • Through Survey and focus group data we will find evidence of explicit connections between the TLE to the Annual Learning Plan
Professional Development	• Increased understanding of how to support educators to use effective teaching strategies with technology, and nurture a culture of collaborative learning.	• Educators will report administrator support with digital device learning and collaborative inquiry • Inventory of PD delivered, attendance and reporting on collected exit tickets about PD.
Tools and infrastructures* ***This plan is based on allocation of board funds and the pending allocation of a Ministry Technology Learning Fund**	• Continue deploying 1:1 devices in grades 9-12 at Nora Henderson Secondary School. • Deploy 1:1 devices in all grade 9 and 10 in all secondary schools • Deploy 1:1 devices in all grade 9, 10, and 11 classrooms at Delta and Sir John A Macdonald Secondary Schools • Continue deploying 1:1 devices in grades 4-8 at the 7 North Elementary schools and 6-8 at Glen Brae Elementary School • Continue Deploying 1:1 devices in self-contained special education classes • Continue shared kits (6 devices) in all Grade 4, 5 and 6 classrooms and deploy shared kits in grade 7 and 8 classrooms across the system	
Technical Supports	• Support the Implementation of a Student Technical Assistance Team (STAT) program across the system.	• The STAT teams will be implemented in 50% of our secondary and elementary schools to transform the relationships between teachers and students.

Glossary of Terms:

Blended Learning[1]: Blended learning uses technology tools and resources to teach and support learning face-to-face.

Collaborative Inquiry[3]: The process teachers use to refining planning, instruction and assessment approaches in the continual pursuit of greater precision, personalization and innovation in their instructional practice to address student learning. Data generated from student actions and work compel teachers to ask new, engaging and relevant questions about how and what their students learn. These questions lead to informed actions within the classroom, which impact changes in teacher practice and student learning.

Continuous Learning and Improvement: A collaborative process that school communities engage in to support school improvement and student achievement by identifying student and staff needs.

Digital Citizenship[2]: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Foundational knowledge and skills: The essential knowledge and skills in reading, writing and mathematics.

Inquiry Based Learning[3]: An approach to teaching and learning that places students' questions, ideas, and observations at the centre of the learning experience.

Learning Resources[4]: Refers to any person(s) or any material that is acquired for instruction and/or evaluation.

Deep Learning[5]: This involves using new knowledge to solve real-life problems and incorporates a range of skills and attributes. These skills include citizenship, communication, critical thinking, collaboration, creativity, character.

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[1] From the HWDSB 21st Century Learning and Technology Policy (2013).
[2] From the HWDSB 21st Century Learning and Technology Policy (2013).
[3] Capacity Building Series
[4] From the HWDSB Selection of Learning Resources Directive (2013).
[5] Fullan, M., & Quinn, J. (2016). Coherence.

Appendix A:

Updated Five Year Implementation Plan – Pending Ministry TLF Funding

	Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 9	Grade 10	Grade 11	Grade 12
	7 North Pilot Schools	All other Elementary Schools	7 North Pilot Schools	All other Elementary Schools	7 North Pilot Schools & Glen Brae	All other Elementary Schools	7 North Pilot Schools & Glen Brae	All other Elementary Schools	7 North Pilot Schools & Glen Brae	All other Elementary Schools				
2014-15	Pilot Project – 1:1 at 7 North Elementary Schools										Pilot Projects – 1:1 at Nora Henderson Secondary School and Assistive Technology at Mountain and Delta			
2015-16 [SE]	1:1	Classroom Kits	1:1	Classroom Kits	1:1		1:1		1:1		Pilot Projects – 1:1 at Nora Henderson Secondary, Mountain, Assistive Technology, Grade 9 Classes at Delta and SJAM			
2016-17 [SE]	1:1	Classroom Kits	1:1	Classroom Kits	1:1	Classroom Kits	1:1		1:1		1:1	1:1 Delta, SJAM, Henderson	1:1 Henderson & Mountain	1:1 Henderson & Mountain
2017-18 [SE]	1:1	Classroom Kits	1:1	Classroom Kits	1:1	Classroom Kits	1:1	Classroom Kits	1:1	Classroom Kits	1:1	1:1	1:1 Delta, SJAM, Henderson	

2018-19 [SE]	1:1	Classroom Kits	1:1	Classroom Kits	1:1	Classroom Kits	1:1	Classroom Kits	1:1	Classroom Kits	1:1	1:1	1:1	1:1 Delta, SJAM, Henderson
September 2019 [SE]	1:1	Classroom Kits	1:1	Classroom Kits	1:1	Classroom Kits	1:1	Classroom Kits	1:1	Classroom Kits	1:1	1:1	1:1	1:1

X = all schools - includes combined grade classes (e.g., 4/5 classes, 5/6 classes, 6/7 classes. 7/8 classes)

[SE]= we are providing iPads to students in the following Special Education classrooms, both elementary and secondary across the system:

Autism, Character Networks, Comprehensive, Deaf and Hard of Hearing, Developmental, Graduated Support and Primary Speech and Language classrooms.

Appendix B: Updated Business Plan

This schedule has been updated to incorporate leasing the technology and to incorporate the increase in funding from the Ministry for technology.

Summary	Actual 2014-15		Actual 2015-16		2016-17		2017-18		2018-19		2019-20		2020-21 and beyond
Costs*													
Technology	$	636,000	$	783,000	$	1,260,000	$	1,900,000	$	2,150,000	$	2,400,000	$	2,400,000
Temporary Assistance	$	111,000	$	130,000	$	130,000	$	-	$	-	$	-	$	-
Additional Licencing			$	100,000	$	100,000	$	200,000	$	250,000	$	300,000	$	300,000
	$	747,000	$	1,013,000	$	1,490,000	$	2,100,000	$	2,400,000	$	2,700,000	$	2,700,000
Revenue Sources													
School Budgets	$	90,000	$	100,000	$	200,000	$	530,000	$	650,000	$	650,000	$	650,000
Ministry Technology EPO**	$	437,000	$	536,000	$	538,000	$	500,000	$	500,000	$	500,000	$	500,000
Operating Savings	$	220,000	$	377,000	$	752,000	$	1,070,000	$	1,250,000	$	1,550,000	$	1,550,000
	$	747,000	$	1,013,000	$	1,490,000	$	2,100,000	$	2,400,000	$	2,700,000	$	2,700,000
Surplus/Deficit	$	-	$	-	$	-	$	-	$	-	$	-	$	-

NOTE:
*   Does not include Professional Development. Professional Development related to TLE is incorporated into the Board's Professional Development Budget.

** Assumption that this grant will continue into the future.

Appendix C: Professional Learning Summary – 2016-17

<table>
<tr><td colspan="3">Our professional learning plan is designed to support your work with staff through Continuous Learning and Improvement to meet the learning needs of our students in each of our schools.

As with every professional learning opportunity, we will endeavour to meet the following:

Response to student needs identified in your School Continuous Learning and Improvement Plan
Alignment with Our Board Strategic Directions and Annual Plan
Focus on Learning Outcomes – Foundation Knowledge and Skills, Critical Literacy, Problem Solving, Higher Order Thinking
Strategies to address Student, Staff, Family and Community Voice and Engagement
Inclusion Strategies to meet the diverse needs of all learners
Accessibility needs
Communication Strategies</td></tr>
<tr><th>Target Audience</th><th>Format and Content</th><th>Approximate Numbers Attending</th></tr>
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All Secondary Schools

- grade 9 teachers with 1:1 devices</td><td>½ Day Release by subject specific groupings for secondary along with ongoing job-embedded PD/coaching at schools:

TLE review
– transforming relationships,
– transforming environment,
– transforming learning opportunities
Inquiry Overview
Deeper Focus using a lesson study approach:
Rich Tasks, Accelerated by Technology, in an Inquiry Based Learning Environment
What does Inquiry Look like in my Discipline?
Based on staff need and aligned with school's Continuous Learning and Improvement Action Plan</td><td>

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<tr><td>**All Elementary Schools**

- Grade 6 teachers with

deployment of shared classroom

kits</td><td>½ Day Release by FOS along with ongoing job-embedded PD/coaching at schools:

TLE review
– transforming relationships,
– transforming environment,
– transforming learning opportunities
Documenting Student Learning
Differentiated break-out sessions lead by cluster Instructional Coaches
Networking with representatives from the 7 North</td><td>

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	Focus on Blended Learning and Documentation of Learning in Math Instruction (Grade 6)
	• Deeper Focus using a lesson study approach:
	  – Rich Tasks, Accelerated by Technology, in an Inquiry Based Learning Environment
	  – What does Inquiry Look like in my Discipline?
	• Based on staff need and aligned with school's Continuous Learning and Improvement Action Plan	

Jr./Int./Sr. Autism Classes and Elementary and Secondary Social Communication Classes
 	
1:1 Technology based on student need
 	
The focus will be on communication development enhanced by technology. Other individual student learning needs and executive functioning skills will also be supported through the use of assistive devices.
 	
Deaf and Hard Of Hearing Primary Speech and Language Classes
 	
Emphasis will be placed on language comprehension, expression and literacy development.
	½ Day Release along with ongoing job-embedded PD/coaching at schools:
	
	• TLE review
	  – transforming relationships,
	  – transforming environment,
	  – transforming learning opportunities
	
	• IEP Development, IEPs information Apps, Rich Learning Tasks
	
	• Job-embedded support
	  – SEA-EA for TLE, System Staff
	  – Trouble shooting clinics
	
	• Rich Tasks, Accelerated by technology in an inquiry based learning environment
	• What does inquiry look like with my students?
	• What does inquiry look like through a strength based approach?
	• Evidence of an IEP - Technology Connection
		Intensive Student Support Team - **15**
		
		CN/CPS Team - **25**
		
		Secondary Special Class Teachers/EAs - **113**
		
		LRTs - **90**
		
		Elementary Special Class Teachers/EAs - **170**
		
		DHOH, Speech Teachers and SLPs - **10**
		
		Communication Services - **15**
		
		Psychological Services - **10**
		
		January 27 2017 - EA PD Day - **31**
		
		February 2 2017 - EA PD Day - **25**
		
		ESL Itinerant Teachers - **15**

After School Sessions, Summer Institutes, Re-Wired Conference – Open to All Administrators and Educators	• TLE review
	  – transforming relationships,
	  – transforming environment,
	  – transforming learning opportunities
	• Classroom Norms and Digital Citizenship
	• Establishing a Digital Wing of your Classroom - blended learning in a physical and digital space
	• Assessment for Learning –Observations, Student-Teacher Conversations, and Student Products
	• Documenting Student Learning
	• Deeper Focus using a lesson study approach:
	• Rich Tasks, Accelerated by Technology, in an Inquiry Based Learning Environment
		After School Sessions – **35-40**
		
		Participants
		
		per session
		
		Summer Institutes – **75-80**

		Participants

	• What does Inquiry Look like in my Discipline?
	• What does Inquiry Look like in a cross-curricular approach?
	
	• iPad 101 - How to enhance great pedagogy using digital
	    – Assessment for/as/of Learning using Explain Everything
	    – The iPad Kit Classroom - now what?
	    – Google Drive and suite
	    – Assistive Technology: Learning for All
	    – The Largest Textbook in the World (Virtual Library, CK12, Open Educational Resources)
	    – Teacher as Connector (VROC, Skype in the Classroom)
	    – Thinking about Thinking Series
		ReWired Conference – **200**
		
		Participants