

PROFESSIONAL DEVELOPMENT PORTFOLIO

Developed, Curated, & Implemented Provincial and District Level Professional Development

CAPACITY BUILDING SESSIONS FOR SYSTEM SUPPORT STAFF

- Tiered Approach to Assessment, Instruction and Intervention K-2
- Early Literacy Fundamentals
- Components of Comprehensive Literacy
- Dibels Literacy Mentor Training - Multi session
- Dibels Math Mentor Training – Multi session

ETFO - SUMMER ACADEMY COURSE CREATOR & PRESENTER 2021

- Building your Literacy Toolbox: Connecting literature to intentional literacy instruction.

MATH STRATEGY SUPPORT

- Process for Knowing Students - PA Day Pd
- EQAO - Optimal Conditions in School Support - Multi Session
- Proportional Reasoning Grades 2 – 5
- Math Champions – Collaborative Inquiry
- Fractions- Part/Part Whole Grades 1 & 7
- K – Gr.1 Early Number Sense Pilot Project

SUMMER INSTITUTES & AFTER-SCHOOL PD

- Connecting the Instructional Framework: Build Independence and Transfer Learning in Literacy
- Emergent and Early Readers in comprehensive Literacy
- Critical Literacy, Guided Reading & LLI
- Reading, Writing Connection

CREATING PATHWAYS TO SUCCESS

- Education & Career/life planning program All About Me 3 part series on Mandated Policy

POLICY DEVELOPMENT & RESEARCH PROJECTS

- HWDSB Early Reading Strategy (Facilitator & Co-creator)
- What does a B look like.
- Research Presentation: Reading Development and Grade 1
- Literate Learner Resource Document
- Early Literacy Support Response System for Multi-Disciplinary Team

NTIP: NEW TEACHERS INDUCTION PROGRAM

- What does it mean to be a Mentor?
- Comprehensive Literacy in Primary/Junior
- Early Literacy
- Guided Reading in Primary/Junior/Intermediate

EARLY LITERACY INQUIRY CONFERENCE

- Fundamentals of Progress Monitoring
- RTI Process in K-2
- When does direct instruction fit in FDK
- Finding a Balance FDK & Early Literacy Skill Development
- What's Next: supporting and analyzing benchmark data

TLE- TRANSFORMING LEARNING EVERYWHERE

- Supporting the digital wing of your classroom with one to one devices. Ongoing Collaborative Inquiries in One to One schools
- Platform and App Specific PD Sessions - Explain Everything & Google Docs

CODE CONSORTIUM, LEADING FROM THE MIDDLE

- Reflection Presentation on Journey Through Leading from the Middle work with Andy Hargreaves and Dennis Shirley

CO-TEACHING SUPPORT & COLLABORATIVE INQUIRIES

Co-Teaching opportunities were intentionally planned to follow Professional Development sessions in order to encourage ongoing support and transfer of skills to shift practice. Below is a collection of just a few co-taught lessons.

- Anticipating Student Response
 - Math Champions Grade 2 & 5, Proportional Reasoning
 - Building a Math Community
 - Inquiry
 - Inquiry & Assessment
 - K-1 Early Literacy Implementation Team
 - Importance of Reflect & Connect in Math
 - The 3 Part Math Lesson
 - Guided Reading
 - Working through Rich Task
 - New To EQAO
 - Optimal Conditions for EQAO
 - Developing Math Norms
 - A Blended Learning Classroom
 - Aligning Problem Solving with Mathematical Process
 - What is a B in Reading
 - Conceptual Understanding of Fractions
 - Comprehensive Literacy
 - Literacy in FDK
 - Accountable Talk in the Math Classroom
-

SYSTEM LEVEL LEADERSHIP

PROGRAM CONSULTANT - FAMILY OF SCHOOLS & LITERACY PORTFOLIO 2018

FOCUS: Utilized the continuous learning and improvement process to collaborate with administrators and Grade 3 & 6 educators within FOS2 to develop and deliver a 6 week PD co-teaching roadmap. The PD was designed to enhance the instructional practice supporting the optimal conditions for EQAO. I utilized a co-teaching model to demonstrate effective instructional practices within a math community. **IMPACT:** Teachers developed a broader repertoire of instructional practices to enhance their math community, specifically supporting the conditions for independent learners. Teachers have a deeper understanding of how to identify students learning needs by analyzing and moderating rich authentic tasks and comparing them to EQAO levels of achievement.

FOCUS: Supported the Reading Specialist Team by collaboratively curating learning sessions based on researched & evidence based best practice and their identified learning needs. Facilitated learning sessions that were anchored in the development of knowledge mobilization. **IMPACT:** Built Capacity amongst the reading specialist team in order to support the strategic priority of all students reading by the end of grade 1. Increase the percentage of students reading by the end of grade 1 by providing relevant and needs based support to the system educators and the reading Specialist Team.

FOCUS: Through ongoing facilitation and collaboration, co-constructed the 2018 Reading Strategy for HWDSB with guidance from the Ministry and admin. **IMPACT:** Produced a reference document for educator that communicates the 5 essential components of a comprehensive literacy program and provide clarity to the help educators understand the elements that should be present within their program in order to help meet the strategic priority of all students reading by the end of grade 1.

PROGRAM CONSULTANT - EARLY LITERACY LEAD 2015 - 2016

FOCUS: Developed a cohesive inter departmental delivery model which supported the process for professional development delivery, targeted for Kindergarten to second grade educators, system wide. Through this role I led and facilitated learning for administration, speech and language, instructional coach and psychological services to provide relevant and Practical PD to help educators deepen their content knowledge around the developmental continuum of reading acquisition. **IMPACT:** Deepen educators content knowledge around supporting early literacy acquisition within language programs. Support educators in meeting school and board targets of all students reading by the end of grade 1.

SYSTEM LEVEL LEADERSHIP

NORTH EARLY LITERACY INQUIRY IMPLEMENTATION TEAM LEAD

FOCUS: Collaborated with an interdisciplinary team to structure Professional Development around utilizing Dibels as a screening tool to inform instruction with a focus on early literacy skill acquisition such as Phonological Awareness. Trained instructional coaches, Psych consultants, speech pathologists, LRTs and champion teachers connected with pilot schools on Fundamentals of Dibels Screening Tool, RTI, A Tired approach to intervention, and the importance of Progress Monitoring. Provided ongoing support with schools and coaches as they continue to build capacity through their learning of Dibels screening tool and phonological awareness. **IMPACT:** built capacity within individual schools and educators which are utilizing data to provide differentiated instruction within comprehensive literacy programs.

WRITING TEAM - EACH STUDENT READING BY THE END OF GRADE 1

FOCUS: Collaborated with an interdisciplinary team to develop and produce appendixes. The Appendixes are intended to provide learning opportunities for the classroom teacher or educator teams to review the core knowledge and skills and reflect upon current components of their core instruction as they plan, reflect and assess in order to meet students' strengths and needs. Each Appendix focused on Gradual Release of responsibility, Triangulation of assessment, importance of pedagogical documentation, and connecting the educators to additional resources to support the core instruction. **IMPACT:** Provide a resource that is streamlined with a focus on researched based best practices for educators to develop an in-depth understanding of the core knowledge and skills, which will allow for responsive differentiated instruction that whenever possible occurs in context of authentic learning experiences.

MATH STRATEGY

FOCUS: Facilitated and implemented a lesson study approach to anchor educators content knowledge into a Board supported recourse "Van De Walle Elementary and Middle School Mathematics Teaching Developmentally". Used student work to plan, Co-teach and reflect on lessons in which we focused on anticipating student response and understanding the models and strategies students would utilize.

IMPACT: Teachers acquired new content knowledge about the developmental progression of math learning. Teachers begin to utilize the anticipated student response planning model when planning rich tasks.

FOCUS: Bridged system professional development to school level instructional implementation through collaboration with Grade 2 & 5 Teachers. Co-taught lessons to provide instructional support around 3 part math lesson, rich task, and scaffolding the consolidation. **IMPACT:** Teachers feel more confident and have a deeper knowledge to develop rich tasks that encourage proportional reasoning thinking and emphasize the importance of learning through the consolidation/reflect & connect.

NORTH DIGITAL PROJECT

FOCUS: Supported Teachers with the One to One North digital project. Bridged system level Pd to in school support through co-teaching and lesson study. Utilized resources and digital platforms to help support the roll out of one to one devices. Assisted educators in developing their digital wing of their classrooms. Collaborated with 21st century consultants to provide additional support in grade level release. **IMPACT:** Educators and students are utilizing a blended learning approach in the classroom. Digital platforms are being used to enhance learning opportunities when appropriate.

"EDUCATION IS ABOUT EMPOWERMENT, ABOUT CULTIVATING A HUMAN BEING TO THE HIGHEST POSSIBLE POTENTIAL - A TOOL FOR FULFILLING THE IMMENSITY OF BEING"