



November 24-25, 2016 • Les 24-25 novembre 2016

Project Descriptions/ Description des projets

Hilton Mississauga/Meadowvale • 6750, route Mississauga Road • Mississauga

2016 TLLP Sharing the Learning Summit – Project Summaries

First Name Leader(s) Last Name	Work Email	School Board	Project Title	Project Synopsis
David Afelskie	dafelskie@rccdsb.edu.on.ca	Renfrew County Catholic District School Board	Navigating Through The 21st-Century Classroom/World Using Technology; Notably Through Google For Education	The goal of our TLLP was how technology could enhance and engage student learning. Our TLLP developed student/teacher organization tools (electronic portfolios, tutorials, artifacts), amongst grade divisions, allowing teachers a snapshot of everything students are doing within and outside of the classroom environment.
Jennifer Allen	jennifer.allen@dsbn.org	District School Board of Niagara	Secondary Numeracy and Literacy Strategies for Teaching English Learners	Our overarching question was: What are the best strategies to support English Language Learners in literacy and numeracy? Our inquiry questions were: 1. How do we gather information that identifies the specific areas English Language Learners struggle with? 2. Where will we find the tools and strategies to support ELLs in those areas of need and what are they? 3. How do we determine which of these strategies work the best?
Virginia Andersen	vandersen@kidsability.ca	KidsAbility School Authority	Accessible and Meaningful Physical Education for All	We explored adapted physical activity for students with complex learning needs. In offering students a wide variety of accessible experiences and activities, we determined appropriate expectations and programming for the future, both at school and in the community.
Wanda Backus- Kelly	wanda.backus-kelly@granderie.ca	Grand Erie District School Board	Engaging Our Brightest Minds	According to Mitch Resnick, the inventor of Scratch, “people have a lot of experience, lots of familiarity with new technologies but a lot less so of creating with new technologies, and expressing themselves with new technologies.” This project investigated how students can move from “learning to code to coding to learn”, and move from “consumers of technology” to digitally responsible “creators with technology”.
Rachelle Baker	rachelle.baker@cscdgr.education	Conseil scolaire catholique de District des Grandes Rivières	Le portfolio au service de l'élève	Un portfolio numérique qui contient des entrées faites par les enseignants/enseignantes ET par l'élève. Centralisé sur l'aspect éducationnel de nos élèves, mais aussi sur la personne de l'élève et son cheminement dans l'habileté de l'autorégulation.

2016 TLLP Sharing the Learning Summit – Project Summaries

First Name Leader(s) Last Name	Work Email	School Board	Project Title	Project Synopsis
Sharon Beecham (Original Leader Hendrik Jansen)	hendrik.jansen@yrdsb.ca	York Region District School Board	3Dimensional Thinking Through Design Learning	This project integrated the use of 3D printing throughout the curriculum, across a variety of subject areas. Whether creating models to prove geometric or measurement concepts, creating topographical maps, designing sculptures, or developing technological problem solving skills, we felt that by integrating 3D printing technology we provided students with design challenges that are engaging and personally relevant. Then, students would develop their ability to solve problems by thinking critically and creatively while fostering a culture of innovation.
Michael Bell	mike.bell@ucdsb.on.ca	Upper Canada District School Board	Math: A Multi- Dimensional Approach	Mathematics - taught as a linear, and singular subject - is well overdue. Our action research was designed and targeted to promote mathematical and financial literacy to the Intermediate learner. After analyzing EQAO data over time for our Grade 9 learners, it was apparent that there is a disconnect in critical thinking and problem solving skills for our kinesthetic and applied math students. Our action research attempted to engage this population from grade 7 - 9. We created mathematical activities that are engaging, relevant and have rigor, allowing students differing entry and / or exit points. PDCI is a new 7-12 school, which allowed collaboration between same grade and cross panelled staff to collaborate, develop, monitor progress, reassess, and track student achievement quickly and over time.
Leslie (Galbraith) Boerkamp	leslie_boerkamp@bgcdsb.org	Bruce-Grey Catholic District School Board	Learning in 3D!	No classroom, no problem! Our 3D Printing Club brought opportunity, creativity, and technology to students at our elementary school where students grew and flourished in the world of 3D design and printing. Snippets of our learning are shared here: http://sites.google.com/site/learningin3Dtlp
Jessica Bonhomme	jbomme@necdsb.ca	Northeastern Catholic District School Board	Using Technology to Foster Improved Communication in Math Thinking	This project was designed to help students increase their communication skills in mathematics. Teachers explored a variety of strategies to help students to reason and prove their mathematical thinking. Students used technology to show their thinking using various apps, videos and voice recordings. In this way, technology helped students to show their thinking in a variety of ways for a variety of purposes. Through a co-planning, co-teaching model, teachers worked

2016 TLLP Sharing the Learning Summit – Project Summaries

First Name Leader(s) Last Name	Work Email	School Board	Project Title	Project Synopsis
				to improve students' ability 'to reflect upon and clarify their ideas, their understanding of mathematical relationship and {strengthen} their mathematical arguments.' (The Ontario Curriculum Mathematics p. 17). Teachers worked together to make observations about students learning, provide feedback and determine next steps for learning. Finally, students and teachers used technology to archive students work, show thinking and show growth over the length of the project.
Claudia Bouchard	claudia.bouchard@cepeo.on.ca	Conseil des écoles publiques de l'Est de l'Ontario	La classe inversée en numératie : favoriser la collaboration et la communication du raisonnement mathématique à l'aide d'appareils numériques	Ce projet a ciblé les élèves de 5e et de 6e année, plus particulièrement en numératie. Afin d'adopter une approche centrée sur l'élève, où ce dernier est actif et engagé dans son apprentissage, nous avons fait l'expérience de la classe inversée en numératie. La classe inversée est une stratégie d'enseignement comportant deux phases. La première, qui se réalise à l'extérieur de la classe, consiste à se préparer à participer aux activités de la classe. La plupart du temps, les élèves ont à regarder une capsule vidéo préparée par l'enseignante qui sert d'introduction aux concepts à l'étude. La seconde phase, qui se réalise dans la classe, consiste à proposer des activités permettant aux élèves de mettre en pratique leurs nouvelles connaissances, tout en étant engagés et actifs dans leur apprentissage. Pour ce faire, nous souhaitons mettre à profit les habiletés technologiques de nos élèves en se servant d'outils et d'applications numériques en salle de classe. Nous croyons que le modèle pédagogique de la classe inversée nous permettra de maximiser le temps de classe afin de répondre plus efficacement aux besoins particuliers de tous nos élèves. De plus, nous voulons miser sur la collaboration entre les élèves et le partage des connaissances entre eux. Par le fait même, les élèves développeront également des compétences essentielles afin de répondre et de s'adapter aux réalités de l'ère numérique. Finalement, nous souhaitons responsabiliser nos élèves face à leur apprentissage afin d'augmenter leurs capacités d'autorégulation et d'autonomie.

2016 TLLP Sharing the Learning Summit – Project Summaries

First Name Leader(s) Last Name	Work Email	School Board	Project Title	Project Synopsis
Lisa Bowers	lisa.bowers@ncdsb.com	Niagara Catholic District School Board	Called To Serve	Teachers were empowered through building community with local service agencies and elementary schools, creating leadership opportunities for themselves and students. The student-led activities involved modeling, interaction and support of youth, the vulnerable and disenfranchised in the immediate school community.
Nathan Brighty	nathan.brighty@tdsb.on.ca	Toronto District School Board	Taking the Drama out of Mental Health	‘Taking the Drama Out of Mental Health’ is a 10-14 lesson plan resource designed for teachers in Grades 1 through 8 that supports the mental health and well-being of students. It integrates the new health curriculum, visual arts and drama by exploring three main themes: identity, healthy relationships, and life skills. http://tllp-mentalhealth.blogspot.ca
Cheryl Brisson	cheryl.brisson@nearnorthschools.ca	Near North District School Board	Inquiry-based Unit of Study: Successful Transition to Adulthood for Secondary Special Education Students	The Towards Transitions project was a graduation activity for NNDSB Special Education students, with the purpose of having students think critically about potential challenges that they may face after transitioning from secondary school. The TT-CERT Evaluation is a diagnostic tool developed to inform both the student and teacher of areas for concern/consideration.
Jennifer Broad (Original Leader Melissa Burns)	mharris@hpedsb.on.ca	Hastings Prince Edward District School Board	Building the Capacity for Rapid Retrieval: Phonological Awareness and Reading Fluency	This project aimed to intentionally build phonological awareness in students from K-2 by identifying the phonological awareness categories students require for reading fluency and providing classroom based intervention through a well-developed kit with activities and games. Students were provided with explicit demonstrations, scaffolded practice, and reinforcement in phonological activities while using a continuous assessment model to gauge the effectiveness of the intervention.
Tara Bruckmann	tbruckmann@pvnccdsb.on.ca	Peterborough Victoria Northumberland Clarington Catholic District School Board	Technology and Assessment in the Classroom	Our project involved teachers learning and using student applications on the iPad to increase student engagement, creativity, and communication. Google Classroom - pmeln92

2016 TLLP Sharing the Learning Summit – Project Summaries

First Name Leader(s) Last Name	Work Email	School Board	Project Title	Project Synopsis
Kathryn Brundage	kathryn.brundage@yrdsb.ca	York Region District School Board	Game Design: Cross-Curricular Inquiry-Based Learning	We developed a framework for introducing coding and gamification into secondary classrooms as a fun and engaging way to assess student learning. Coding is a skill that should be developed in modern classrooms, to effectively prepare students for a changing workplace and to help them better understand the technologies on which they depend.
Christina Buffone	Christina.Buffone@hscdsb.on.ca	Huron Superior Catholic District School Board	Pedagogy Through the Lens of the Young Literate Learner: Teachers Tapping the Power of Early Literacy	We worked collaboratively to investigate the literate learner in the primary grades through specific practices and continuum to reflect development stages in literacy.
Sharon Buschbeck	sharon.buschbeck@ddsb.ca	Durham District School Board	Mathematics and First Nations: A Culturally Responsive Approach to Teaching Math	An inquiry based learning project focussing on infusing First Nations cultural beliefs with Intermediate mathematics. Project includes connections to outdoors, art, storytelling, and cultural beliefs of the Anishinaabe culture. Twitter: @SACawkerFNM Math Ning: http://mentoringmoments.ning.com/group/first-nations Ning: http://mentoringmoments.ning.com/profile/SharonBuschbeck
Sarah Caldwell-Bennett	sarah.bennett@kpdsb.on.ca	Keewatin Patricia District School Board	Outdoor Experiential Learning to Improve Student Engagement	Our project focused on re-connecting students with nature to help increase student engagement in all areas of learning. Educators and students will benefit from working outdoors in many ways, including tapping into natural curiosity, improving engagement and helping with mental health.
Kerri-Lynn Case Schepers	kerrilynn.schepers@ed.amdsb.ca	Avon Maitland District School Board	New Pedagogies and Deep Learning in K-6: A Focus on Numeracy and Assessment	New pedagogies focus on students as leaders in their own learning. Our first goal was to be activators of student learning by focusing on teacher-student relationships, reciprocal teaching, feedback, and meta-cognition, using a triangulation of assessment data (observations, conversations, products) for, as and of learning in Numeracy in Grades K-6.

2016 TLLP Sharing the Learning Summit – Project Summaries

First Name Leader(s) Last Name	Work Email	School Board	Project Title	Project Synopsis
				<p>Deep learning focuses on preparing students to be reflective, creative, connected and collaborative life-long learners and problem solvers who are meaningful contributors and creators of good in society. With a focus on inquiry, creativity, and purpose, our second goal was to help students master the process of learning so they are able to create and redefine new knowledge, and connect it with the world using digital tools like iPads, and blogging as a platform for learning.</p> <p>Therefore, by establishing new learning partnerships with our students, focused on student inquiry, and the meaningful application of assessment for, as and of learning, our project aimed to improve student learning in K-6 Numeracy, while at the same time leveraging the power of digital tools like the use of iPads and blogging to improve student outcomes in the areas of 6C's and P (creativity, communication, collaboration, critical thinking, citizenship, character, and problem solving).</p>
Sarah Cassidy	cassisar@alcdsb.on.ca	Algonquin Lakeshore Catholic District School Board	Professional Collaborative Inquiry: Spatial Reasoning	Spatial Reasoning - What is it and why is it so important in Grades K-6? We gathered data and were surprised to find similar trends in early years and junior learners.
Roberta Chabbert	rhabbert@tncdsb.on.ca	The Northwest Catholic District School Board	The Journey of Pedagogical Documentation	<p>This was an amazing learning journey which looked into developing stronger reflective practices, building a supportive and trusting collaborative team while working through the five stages of pedagogical documentation. The project exceeded the team's initial proposal and ended up including highlights such as working alongside Susan Stacey (Pedagogical Documentation in Early Childhood), hosting Natural Curiosity at our school and using technology to streamline our documenting and data collection.</p> <p>http://suestacey.ca/blog/journey-pedagogical-documentation</p>
Najwa Chalabi	najwa.chalabi@tcdsb.org	Toronto Catholic	Hearing the Silence in the Math classroom:	Educators scramble to define learning goals within a lesson to answer their question of: "What do I teach?" On the other hand, students search for the answer to the question: "How

2016 TLLP Sharing the Learning Summit – Project Summaries

First Name Leader(s) Last Name	Work Email	School Board	Project Title	Project Synopsis
		District School Board	Is LG + SC = LC + SG? Prove it using DF" The Switch: Is it more correct to say "Learning Criteria" instead of "Learning Goals" and "Success Goals" instead of "Success Criteria"? Where are the pit stops of Descriptive Feedback DF?	do I learn?" In response to this, the "Learning Goals" and "Success Criteria" strategy has been created. This project initiated and identified an inquiry process which indicates that "Learning Criteria" evolve out of "Learning Goals" and that "Success Criteria" evolve out of "Success Goals." Each of these components is key to making the existing strategy completely successful. Hence, the intended flowchart would now read as LG --> LC --> SG --> SC that will utilize the application of Descriptive Feedback for Assessment. This process complemented the present drive to advance the practice of the three/ four parts Math Lesson, which can be mapped into the Before --> During--> After--> Consolidation and Assessment parts of a lesson plan.
Rolland Chidiac	Rolland.Chidiac@wcdsb.ca	Waterloo Catholic District School Board	Evolutionizing the Classroom: Bringing 21st Century Learning to life with the use of 3Dimensional Technology	Our project combined 21st Century skills with the opportunity to bring student thinking/learning to life. We used 3Dimensional technology to help students establish a design mindset, transforming their thinking and ideas from an abstract place to a tangible artifact; moving ideas to action or product.
Jessica Clement	jclement@hwdsb.on.ca	Hamilton Wentworth District School Board	What's Next? A Multidisciplinary Collaborative Inquiry of Best Instructional Strategies to Support Grade 2 and 3 Students "Well Below" Grade-level Benchmarks in Reading	Grade 2 and 3 teachers learned about the importance of embedding phonological awareness and alphabetic principle skills into their core programs and how to support the development of these early literacy skills with their struggling readers. By leveraging and encouraging the use of IPAD technology and specific applications such as Explain Everything, Google Drive, and Raz Kids, teachers were able to focus on teaching these skills in a manner which not only increased student achievement, but also dramatically increased student engagement in literacy.

2016 TLLP Sharing the Learning Summit – Project Summaries

First Name Leader(s) Last Name	Work Email	School Board	Project Title	Project Synopsis
Lesley Coo	lcoo@smcdsb.on.ca	Simcoe Muskoka Catholic District School Board	Authentic Cultural Experiences Through Arts and Technology	The purpose of this project was to develop the students' understanding of the cultural contexts of Music, Dance and Drama. To support and motivate student involvement, community artists were accessed to bring their expertise to the inquiries, to act as mentors and bring in a multicultural dimension and/or First Nations Metis Inuit perspective. A variety of technological tools were used to further support the many learning styles and abilities within our classrooms. Each of the three schools involved in this project, working collaboratively, worked to build an understanding of: artistic literacy (developing our knowledge of the academic discipline, and practical techniques); impactful use of technology in the Arts (using technology to connect with artists from around the world and for students and teachers to co-investigate, co-create, record and analyse their work in Dance, Drama and Music); and effective student collaboration (have students collaborate in creating art and self/peer moderate their artistic works; all of which are necessary skills for 21st century Catholic learners. We intend to share the work from this inquiry with Arts teachers across Simcoe Muskoka Catholic at a Professional learning day and through Google Apps for Education on an ongoing basis. We will also share with the province through TeachOntario and the TLLP Ning.
Christie Currie (Original Leader Charlie Cooke)	cookec@adsb.on.ca	Algoma District School Board	Essential Skills that Lead to Success in E- Learning	For students to be successful in e-learning courses, they first need to be comfortable in the digital environment as well as being adept at time management, organization, project management and communication through technology. Our TLLP attempted to increase student and teacher competencies in these areas.
Alicia Dart Shaw	adartshaw@scdsb.on.ca	Simcoe County District School Board	Leveraging Digital Resources to Support Inquiry With Second Language Learners	A significant problem of practice that we have encountered in teaching EFSL has been trying to honour the inquiry process with our students when they are at a very early stage in their second language learning and struggle to read, write and communicate. This project allowed us to research ways to give students the tools to be able to successfully engage with the inquiry process in their second language by

2016 TLLP Sharing the Learning Summit – Project Summaries

First Name Leader(s) Last Name	Work Email	School Board	Project Title	Project Synopsis
				leveraging technology to explore possible digital applications and by applying proven language acquisition strategies.
Linda Dela Paz	delapazli@hdsb.ca	Halton District School Board	HIP2B ² (Hip to be Square)	Intermediate students participated in a variety of experiences, assisted by technology, to improve student engagement in math. These experiences included mentoring through 'Math Buddies' and sharing math problems and solutions with an International 'Math Buddy' (Bangkok).
Sharon Devries	s.broersmadevries@tvdsb.on.ca	Thames Valley District School Board	ASPIRE: Skills for Success after Secondary School	Using the D2L (Desire to Learn) eLearning platform, we created a course specifically for students in the ASPIRE program at East Elgin Secondary School. The majority of students in ASPIRE are from the Low German Mennonite community. This course is both culturally sensitive and culturally celebratory. It aligns with the learning expectations for the fourth year General Learning Strategies course at an open level (GLS4O) and acts as an exit course for ASPIRE students.
Jean-François Dion	jean-francois.dion@csdceo.org	Conseil scolaire de district catholique de l'Est ontarien	Silence on tourne en FRANÇAIS	Le projet a vu le jour afin de créer une plateforme artistique nouveau genre où les jeunes par le biais d'une web série originale peuvent laisser place à leur imagination et développer un rapport positif envers la langue française. Pour visionner le projet : http://esce-webserie.weebly.com/
Shannon Duguay	shannon.duguay@sudburycatholicchools.ca	Sudbury Catholic DSB	Faith Focused Inquiry Learning	We embarked upon an exploration of the inquiry model in our religious curriculum and beyond. Pursuing inquiry from What is Church? to How Does a Scab Heal?
Jennifer Edwards	jedwards@tbcschools.ca	Thunder Bay Catholic District School Board	Self-Regulation For the 21st Century Learner	Self-regulation, the ability to deal with and recover from stress, lays a foundation for long-term physical, psychological, behavioral and educational well-being (Ontario Ministry of Education, 2014). Our project explored teacher understanding and implementation of self-regulation strategies and their impact on student engagement and achievement. Through the use of restorative practices, sensory tools and technology, we created a more self-regulating environment, including options for differentiated needs, for all who use the classroom space.
Rhonda Emond D'Agostino	dagostir@npssc.ca	Nipissing Parry Sound Catholic	Making Math Matter!	Using iPad-mini's Apple Math Applications, Teacher Facilitated Number Talks, EQAO Sample Questions with the 3-Part Problem Solving Process, Student Collaborated Success

2016 TLLP Sharing the Learning Summit – Project Summaries

First Name Leader(s) Last Name	Work Email	School Board	Project Title	Project Synopsis
		District School Board		Criteria and Learning Goals, we hoped that students in grades 1 through 5 would improve math scores and become motivated learners. Teachers would gain math confidence and students would be motivated to learn and apply their new found math skills to the world around them. When teachers are confident with teaching math and students are motivated to learn math there will be an increase in student learning and development. We used assessment for learning, as learning and of learning, throughout our math lessons and response activities like, manipulatives, workbooks, Smart-Board lessons, e-learning (OERB), and EQAO sample questions along with iPad mini's and applications, and daily number talks.
Vicky Fauteux	fauteuxv@csvgamonde.ca	Conseil scolaire Viamonde	En route vers l'excellence en numératie : Amener nos élèves à devenir de jeunes mathématiciens au quotidien en développant leur vocabulaire mathématique afin d'améliorer le processus de résolution de problèmes, en mettant l'emphasis sur la phase d'explication, par	À l'aide des ordinateurs portables, les élèves de la 3e année ont acquis des habiletés en littératie numérique et ont amélioré leur vocabulaire mathématique. En créant un lexique mathématique multimédia, les élèves peuvent consulter leur travail lorsqu'ils en ont besoin, que ce soit à la maison ou à l'école.

2016 TLLP Sharing the Learning Summit – Project Summaries

First Name Leader(s) Last Name	Work Email	School Board	Project Title	Project Synopsis
			l'utilisation de la plateforme d'apprentissage numérique.	
Emile Ferlisi	emile.ferlisi@dpcdsb.org	Dufferin Peel Catholic District School Board	Effective Teaching and Learning in the Digital Age	Team members were provided with resources and support as they chose and implemented digital learning tools that fit the needs of their learners. After five months of development, team members each mentored two of their peers in technology integration. We've documented our work on TeachOntario: https://www.teachontario.ca/groups/effective-teaching-and-learning-in-the-digital-age We've also shared our work on twitter: https://twitter.com/hctlip
Patricia Fiorino Rola Tibshirani	patricia.fiorino@ocsb.ca rola.tibshirani@ocsb.ca	Ottawa Catholic School Board	Makers: A New Generation of Learning	We used a student thinking centered approach through the design process of creative pedagogy of problem-solving from imagination, risk taking, collaboration and iteration. The six competencies from the New Pedagogies For Deep Learning were the foci used during reflective practices.
Eric Frampton	eric_frampton@bgcdsb.org	Bruce-Grey Catholic District School Board	Innovation an Educational Makerspace	Students were provided an environment where they used 21st century skills to inspire their creativity and allow themselves to create, invent and modify projects. Through specially designed challenges students developed 21st century learning skills such as critical thinking, creativity, collaboration and communication.
Caroline Freibauer	cfreibauer@bhncdsb.ca	Brant-Haldimand Norfolk Catholic District School Board	Going Deeper	Our group worked with the Rotman School of Management's I-Think program to learn more about integrative thinking strategies. We used what we learned to experiment in the classroom and were able to share our learning with teachers and administrators at the Brant Haldimand Norfolk Catholic District School Board.

2016 TLLP Sharing the Learning Summit – Project Summaries

First Name Leader(s) Last Name	Work Email	School Board	Project Title	Project Synopsis
Julie Furfaro	jfurfaro@wellingtoncdsb.ca	Wellington Catholic District School Board	Smart Technology in the Classroom: Enhancing Literacy and Numeracy Instruction	Through this project we were able to install interactive white boards in three classrooms and our resource room. We used SMART Notebook software to enhance the delivery of the Mathematics and Language curriculum.
Eric Gervais Nick Guzzo	eric.gervais@hscdsb.on.ca nicki.guzzo@hscdsb.on.ca	Huron- Superior Catholic District School Board	Igniting Mathematical Thinking by Exploring Key Principles of Proportional Reasoning	The key to stimulating mathematical thinking is to provide students with the opportunity to explore differing strategies for the same outcome and to learn from student talk. By developing proportional reasoning skills, students and teachers were better able to work through problems and demonstrate abstract mathematical thinking and understanding.
Jonathan Gilchrist	jonathan.gilchrist@cdsbeo.on.ca	Catholic District School Board of Eastern Ontario	Board Away Boredom	Board Away Boredom is a cross-curricular project designed to increase student success and engagement, by connecting their learning in high-interest authentic learning activities to low interest curriculum expectations. Specifically, students at St. Matthew C.S.S. were given opportunities to connect learning from the design and manufacturing of Longboards, to curriculum expectations from the numeracy and literacy skills.
Gordon Gillespie	gordon.gillespie@ed.amdsb.ca	Avon Maitland District School Board	Using iPads and Data Logging to Encourage Deep Learning in the Science Classroom	We focused on using a wide variety of technological tools (iPads, sensors) to enhance inquiry in grade 9 to 12 science, concentrating on using Pasco sensors connected to iPads in an iPad 1:1 environment.
Jane Godbold	Jane.Godbold@ugdsb.on.ca	Upper Grand District School Board	Reach Them to Teach Them	Connection is key! As teachers, we can have all the instructional strategies, integrated technology and gadgets in our teacher toolbox but if we are not building connections and strong relationships in our classrooms –are we reaching them to teach them? Our learning journey led us to examine and learn about social and emotional learning (SEL) and what it can look like in a secondary school. Through literature

2016 TLLP Sharing the Learning Summit – Project Summaries

First Name Leader(s) Last Name	Work Email	School Board	Project Title	Project Synopsis
				review, conversation with experts and practitioners in the field of SEL, we have learned and collected a number of resources and ideas that we are now implementing to make SEL part of our everyday practice in our classrooms and school.
Laryssa Gorecki	laryssa.gorecki@tcdsb.org	Toronto Catholic District School Board	Unearthing Their Voices: Engaging and Motivating Students Through Aboriginal Texts and 21st Century Technologies	This project provided opportunities for teachers to engage with and teach FNMI content. Through the infusion of Indigenous ways of knowing, as well as the integration of 21st century technologies (e.g. Google Apps), teachers could become more comfortable with the material in the NBE3C curriculum and engage students to write by connecting them to the content. We developed a comprehensive course module for NBE3C as part of TCDSB's Summer Innovation Writing initiative, and created and presented a Google Slides workshop: bit.ly/295c6Rk
Bill Gowsell	bill.gowsell@cdsbeo.on.ca	Catholic District School Board of Eastern Ontario	Collaborating Through Technology	Our project was based on using online platforms to enhance student learning opportunities. Such tools as Office 365, Skype for Business and One Note helped us support student collaboration, critical thinking and communication while promoting digital citizenship to our students while working at schools across our board.
Marcie Greatrex	mgreatrex@scdsb.on.ca	Simcoe County District Board	i-Portfolios: Establishing a Process for Creating and Managing Electronic 'All About Me' Portfolio K to 6	Our project involved creating and maintaining digital 'All About Me' portfolios K to 6 using SeeSaw and Google Drive, leveraging apps for education in order for students to demonstrate and document their learning, goals and strengths.

2016 TLLP Sharing the Learning Summit – Project Summaries

First Name Leader(s) Last Name	Work Email	School Board	Project Title	Project Synopsis
William Gross	william_gross@lakeheadschoos.ca	Lakehead Public Schools	A Thousand Words	The focus of the project was to use Photography as a vehicle for students to express academic learning as well as emotional expression and inquiry based exploration of emotion. Students may have anxieties, and/or challenges in expressing learning, ideas, and emotion via conventional writing or oral methods. Challenges in expression of student voice may be supported through knowledge and practice of effective photographic techniques. Effective technical and creative photographic techniques supported students' critical literacy skills as well as emotional and social student reflection. Students may have a range of challenges in communicating academic learning and ideas, within a classroom context. Written and oral communication of students' ideas and evidence of learning may result from social anxieties resulting from experiences in their personal lives, peer relationships and/or mental health issues. The use of student created photographs may be an alternate strength based opportunity for students with depression, trauma, OCD, Autism Spectrum Disorders, and Selective Mutism. Photography supports children in creating and expressing learning in a personal authentic context. Creating colourful, real life, in context images empowers students to be active participants in learning and not just passive consumers of information. Photography is also an alternative method for expression of emotions and feelings for students particularly children with mental health concerns. Photography is both a window and a mirror; therefore, it may be a powerful tool for exploration and expression of emotion.
Krista Grosskleg Tracey Sloan	grossklegk@rcdsb.on.ca & sloant@rcdsb.on.ca	Renfrew County District School Board	Student Voice Through Digital Storytelling	Our project goal was to use digital storytelling as a means to enhance student voice, by leveraging technology in an inquiry-based classroom. Our main focus was to have students be the "knowledge creators" of the Grade 3 and 6 Social Studies curricula and the Grade 7 History curriculum.
Angélique Guillemette- Poitras	poitrasa@franco-nord.ca	Conseil scolaire catholique Franco-Nord	La lecture sans murs	Notre projet a permis aux élèves de l'école de participer à des sessions de lecture guidée, de lecture en dyades, de cercles de lecture et d'enseignement réciproque dans le but d'améliorer leur rendement en lecture. Les élèves étaient

2016 TLLP Sharing the Learning Summit – Project Summaries

First Name Leader(s) Last Name	Work Email	School Board	Project Title	Project Synopsis
				regroupés selon leur besoins, méprises et intérêts, sans nécessairement tenir compte de leur niveau scolaire ou de leur classe, ou de la personne qui intervenait habituellement avec eux (enseignante titulaire).
Mary Heffernan	mary.heffernan@grtc.ca	Campbell Children's School Authority	Bringing Core Language to life!	Our aim was to visually represent everything we say, to give students' with speech delays EVERY opportunity to develop language and communicate. Core vocabulary is a relatively small number of words that make up 80% of what preschoolers, school-age children, and adults use across settings and throughout their lives. We learned how to represent language visually using core vocabulary to provide ALL children with powerful and natural language learning opportunities.
Chris Hiltz	christopher.hiltz@ocdsb.ca	Ottawa- Carleton District School Board	Genius Hour: An Exploration of Passion Based Education	Inspired by Genius Hour, an opportunity which allows students to explore their own passions and creativity during a set time within the classroom, our Project saw the creation of a Professional Learning Network (PLN) of OCDSB teachers who worked together to run Genius Hour projects in several schools and with various grade levels in the Ottawa area. The opportunity for critical thinking, independent learning, problem-solving and creativity made this project an incredibly rewarding, positive and successful experience for teachers, parents, and all types of learners.
Cindy Hughes	cindy.hughes@wcdsb.ca	Waterloo Catholic District School Board	The Intermediate Classroom in the 21st Century	This project focused on inquiry based learning in the Intermediate classroom for the 21st Century. It addressed both the History and Geography strands of the Grade 7 and 8 curriculum, as well as Science, and some Math and Arts.

2016 TLLP Sharing the Learning Summit – Project Summaries

First Name Leader(s) Last Name	Work Email	School Board	Project Title	Project Synopsis
Kim Kearns	kim_kearns@bwdsb.on.ca	Bluewater District School Board	Owning the Learning: The Effect of Student Reflection on Engagement, Self-Confidence, and Learning in a Balanced Math Program	This project had two components: First, to learn and work together, as teacher professionals, to develop an effective and balanced math program that focused on the important development of our students' skills and understanding of mathematical concepts, but also on their application and communication of that understanding through the process of solving challenging and thought-provoking problems. Our second goal was to teach our students to effectively and accurately assess, reflect upon, and goal set to improve their learning. Through this project, our aim was for the students and teachers to co-develop meaningful and useful success criteria to specifically outline learning goals and determine the criteria for assessment on an ongoing and routine basis. It was hoped that through more meaningful and accurate reflection and a thorough, multi-layered math program, a greater level of engagement, self-confidence, and learning could be achieved for all.
Kara Lefebvre	kara.lefebvre@cscdgr.education	Conseil scolaire catholique de district des Grandes Rivières	L'élève engagé du XXI ^e siècle	En se concentrant sur la différenciation et les compétences du XXI ^e siècle, les élèves ont vécu des activités enrichissantes et engageantes en utilisant des iPads et des codes QR. Les centres de littératie et numératie créés en visant les différents styles d'apprentissage des élèves les aident à devenir des apprenants engagés et motivés à apprendre.
Nicole Leger	nicole.leger@sccdsb.net	St. Clair Catholic District School Board	Individual Curriculum Builder - A Comprehensive Planning and Evaluation Systems for Students with Developmental Disabilities	This project investigated the use of an electronic curriculum planning and evaluation system for students currently not accessing the Ontario curriculum. The Individual Curriculum Builder (ICB) is a comprehensive, evidence based system for creating, implementing and evaluating special education programs for students with developmental disabilities. Based on the Hawaii Early Learning Profile (HELP), the ICB has three components to it. The first component is a software program that allows teachers to design the students' educational programs based on the goals outlined in the student's IEP. By using the software, the teacher can create the student's daily schedule, and align his/her IEP goals to each subject

2016 TLLP Sharing the Learning Summit – Project Summaries

First Name Leader(s) Last Name	Work Email	School Board	Project Title	Project Synopsis
				activity in the schedule. The ICB then provides a pre-written (individualizable) lesson plan of how the skill will be taught, using evidence based teaching practices (eg. Structured Learning and Applied Behaviour Analysis), and describes how the skill will be assessed (eg., trial by trial data collection). All of the information inputted into the software program is then transmitted to an iPad Mini application called the Mobile Individual Curriculum (MIC), which is the second component of this system. The MIC's prewritten lesson plans specify how the skills will be taught, how to correct errors, what type of reinforcement to use and when to deliver it, what type of data will be collected and the mastery criteria for the skill. When a teacher or EA is teaching a skill, the MIC displays key notes from the lesson plan, providing immediate, readily available, on the job coaching for educators to assist them in learning to use evidence-based teaching methods, specifically, Applied Behaviour Analysis and Structured Learning. In addition, because the MIC is tied directly to the student's daily plan, built-in clock and timer functions are available so any educator always knows exactly what to teach, and when.
Mary Lou Ling	marylou.ling@peelsb.com	Peel District School Board	Bridging Growth Mindset, Self-Regulation and Perseverance in Mathematics	We embarked on a journey of discovery to find out how to develop growth mindset in your classroom. We learned to apply these principles in fun and engaging ways to foster in our students the qualities of perseverance and grit. addresses: Twitter: @peelsbtllp, @MayGrade1, @thaskalos, @MaryLouLing1, @shelterbay6 Flipboard: @BillLagoudisSB Bridging Growth Mindset, Self-Regulation and Perseverance in Mathematics https://goo.gl/Sx1Jfs Shelter Bay Team Mindset http://billlagoudis.wix.com/mindsetsb
Heather Loree	heather.loree@publicboard.ca	Greater Essex County District School Board	iPads in the Science Classroom: Developing Tomorrow's Leaders and Problem Solvers	This project focused on the implementation of iPads in the grade 9 and 10 science classroom to promote 21st century skills such as innovation, collaboration, critical thinking, communication and creativity. By equipping students with this technology and using an asynchronous, mastery based framework, the way tasks were assigned, completed and assessed was redefined so that students played a larger role

2016 TLLP Sharing the Learning Summit – Project Summaries

First Name Leader(s) Last Name	Work Email	School Board	Project Title	Project Synopsis
				in the learning process, resulting in increased student directed learning.
Mary Mahler	mahlerm@hcdsb.org	Halton Catholic District School Board	Bringing the Outside to Life: Pedagogical Documentation of the Outdoor Classroom Experience	Utilizing the outdoor classroom as our ‘third teacher’ along with pedagogical documentation we hoped to make the student’s thinking visible. We also hoped that by making student thinking visible we can extend and consolidate learning through a collaborative inquiry cycle. As we observe, guide and investigate alongside our students we have the opportunity to document their learning paths which help in our assessment and evaluation of each child. By breaking down the ‘fourth wall’ and creating a flow between indoor and outdoor learning spaces we hoped to provide ongoing assessment and documentation of purposeful play.
Myria Mallette	myria.mallette@lkdsb.net	Lambton-Kent District School Board	Enhancing Teaching Practices in the Core French Classroom Through the Use of Technology	This project focused on how technology can be integrated into a Core French classroom in order to reinforce the revised FSL curriculum. We focused on communicative strategies and activities that can be used to enhance teaching and support student learning.
Bonnie Marlow	marlow@nearnorthschools.ca	Near North District School Board	Moving From Enhancement to Transformation	Our project supported the innovative use of technology in the classroom by developing learning communities both at the elementary and secondary panels. These communities promoted the use of technology by sharing and collaborating on inventive practices. Our end goal was to get teachers to help teachers to move forward by adopting new or extending existing technological concepts. By using a carousel approach and a team of experienced lead technologically advanced teachers, we brought together teachers from across the board to share and learn together.
Mariette Martineau	mmartineau@kcdsb.on.ca	Kenora Catholic District School Board	Faith Alive: Religious Education Through an Inquiry Stance	This project aimed to intimately integrate current pedagogical practices of inquiry and documentation of learning and the church’s challenge of new evangelization in religious education. Religious education makes sense through an inquiry stance for the heart of faith is making meaning of

2016 TLLP Sharing the Learning Summit – Project Summaries

First Name Leader(s) Last Name	Work Email	School Board	Project Title	Project Synopsis
				our lived experiences of God and the holy, and connecting that to doctrine and curriculum.
Vicki McConnell	mcconnellv@limestone.on.ca	Limestone District School Board	F.U.E.L	<p>The FUEL program was designed to strengthen both the mind and body of the student by combining personal fitness and weight training with a concentrated focus on developing literacy skills and achievement in reading and writing. Learning through the lens of a growth mindset, students had the opportunity to learn through movement - experiencing how daily physical fitness and making healthy lifestyle choices (nutrition; body image; substance use; healthy relationships) can have a positive impact on their ability to learn and focus in the classroom.</p> <p>https://twitter.com/fuel_4life_LDSB https://www.youtube.com/watch?v=iTM_pCQKwb0&feature=youtu.be</p>
Jon McGoey	jmcgoey@ldcsb.ca	London District Catholic School Board	Old Wine into New Bottles	We created a cooperatively owned and operated test bank of 1800 questions for senior Science. We refined and documented the process by which some of our Science teachers converted their existing practice, assessment and test questions from legacy formats (e.g. DOC files) into formats amenable to digital learning management systems such as D2L. This model can be used across and within boards to generate a test and review bank cooperative.
Maureen McGrath	mcgrathm@alcdsb.on.ca	Algonquin and Lakeshore Catholic District School Board	Leading in the Learning Commons	Teacher Librarians are in the unique position to support 21st Century learning strategies for both teachers and our students. Our project was broken down into 3 components: create an innovative learning environment to facilitate knowledge learning, engage, inspire and drive pedagogical change with our colleagues and cultivate and facilitate collaboration.
Ghiliane Médor	marie-ghiliane.medor@cepeo.on.ca	Conseil des écoles publiques de l'Est de l'Ontario	Réussir autrement! De l'attachement et de l'enseignabilité au secondaire	L'objectif du projet a été l'implantation d'un village et d'une culture d'attachement, fondés sur l'approche développementale du Dr Gordon Neufeld. Les lunettes développementales, prennent l'apprenant à son stade de maturité actuel, comblent ses besoins d'attachement

2016 TLLP Sharing the Learning Summit – Project Summaries

First Name Leader(s) Last Name	Work Email	School Board	Project Title	Project Synopsis
				fondamentaux, et facilitent par ricochet l'enseignabilité et l'apprentissage.
Courtney Mellow	courtney.mellow@sccdsb.net	St Clair Catholic District School Board	Deepening Our Sense of Proportional Reasoning	Knowledge is power. Deepening teacher content knowledge resulted in improved student learning. The more teachers know, the more students learn because responsive teaching is not a mystery.
Adam Mills	adam_mills@wecdsb.on.ca	Windsor-Essex Catholic District School Board	Sensors and Simulations: An Inquiry Based Flipped Classroom Using Collaborative Groups to Improve Understanding in Physics	We utilized a flipped classroom approach, whereby the students undergo the knowledge transfer process at home, which allows class time to be used for a variety of active learning and inquiry based activities. By providing the students with digital sensors and simulation software they were able to investigate a multitude of physical phenomenon while working within a cooperative group.
Daniele Montanaro	daniele.montanaro@tcdsb.org	Toronto Catholic District School Board	#ICANyet: Promoting Growth Mindset and Self-Regulation through Digital Portfolios	"The only person you should try to be better than, is the person you were yesterday". As part of our TLLP journey, we explored student-led conferences and digital portfolios with a focus on promoting growth mindset and self-regulation. Please consider collaborating with us with the hashtag #ICANyet https://twitter.com/hashtag/icanyet and on our blog www.icanyet.blogspot.ca
Derek Morgan	dmorgan@hwdsb.on.ca	Hamilton-Wentworth District School Board (HWDSB)	A Holistic Approach for Improving Health & Fitness Outcomes for Special Class Students in the HWDSB	Through the use of wearable technology and research into best practices for Health & Physical Education programming for students identified with a Mild Intellectual Disability, this project aimed to develop ideas and strategies to increase the activity levels of Special Class students.
Mandy Myers	Amanda.myers@grandviewkids.ca	Campbell Children's School Authority	All About Me Too: An Accessible Portfolio	Students with severe disabilities are often not at the centre of their own learning, due to the nature of their disability. We have created a program that employs a variety of adapted materials and communication strategies, to aide students with severe or complex needs to be able to express

2016 TLLP Sharing the Learning Summit – Project Summaries

First Name Leader(s) Last Name	Work Email	School Board	Project Title	Project Synopsis
				themselves and document their learning in a way that they may not have been able to in the past. This resource is designed to enable these children to express their personal interests, strengths, needs, and aspirations which encourage their learning and develop their confidence. Having the ability to keep track of what they discover about themselves, their interests, their passions and opportunities over time, empowers students and gives them control over their learning and future endeavours – the exact concept of the province's All About Me portfolio. We have created accessible tools for students with complex needs, to support their All About me portfolio.
Erin Naylor	enaylor@pvnccdsb.on.ca	Peterborough Victoria Northumberland and Clarington Catholic District School Board	Bringing Francophone Culture Alive with Technology in Elementary Core French	Mini units were created to incorporate culture expectations from all four language strands for Grade 5 Core French. Technology (iPads and apps) was integrated to enhance the cultural component of the Core French curriculum.
Sandra Oliver	sandra.oliver@ddsb.ca	Durham District School Board	Flipped Learning Through Technology to Improve Both Parent Engagement and Student Success	Knowing that our students have minimal opportunity during class time for inquiry-based learning, we wondered if by presenting our lessons on video for students to watch at home (i.e., a flipped classroom approach), then there would be more time in class for student practice, interacting one-on-one with students and open-ended inquiry. By flipping the classroom and incorporating technology into inquiry activity-based learning, we questioned whether parents would have increased access to the curriculum and their child's classroom, and thus, can participate and support their child's learning. The team has been working on a blog: http://teachersflipping.blogspot.ca/ See our classroom

2016 TLLP Sharing the Learning Summit – Project Summaries

First Name Leader(s) Last Name	Work Email	School Board	Project Title	Project Synopsis
				websites to access our homework videos: https://portal.ddsb.ca/class/qc4fgwd/Pages/default.aspx https://portal.ddsb.ca/class/s88d9lg/Pages/default.aspx
Dianne Paquette-Legault	dianne.paquette- legault@cepeo.on.ca	Conseil des écoles publiques de l'Est de l'Ontario	DLRC en action... Les nouvelles d'ici — Le téléjournal étudiant	Notre projet a consisté à amener des élèves du cycle moyen à préparer, produire et diffuser les annonces de l'école dans une émission audiovisuelle bimensuelle. La «voix de l'élève» et les compétences du 21e siècle sont au coeur-même de ce projet. Les élèves développent des compétences en français oral et écrit ainsi qu'avec diverses technologies de l'information et des communications (TIC). Ils sont engagés dans toutes les étapes menant à la diffusion de l'émission : réunions de production pour les choix des sujets et l'affectation des tâches telles que l'écriture de textes, l'édition de textes, préparation et la réalisation d'entrevues, le tournage vidéo, la prise de photos numériques, l'enregistrement, édition et le montage. DLRC en action... Les nouvelles d'ici permet aux élèves de travailler en équipe, de vivre des expériences d'apprentissage authentiques, d'améliorer leur motivation et leur rendement, et ce, tout en développant leur autonomie. Des élèves peu engagés dans la vie scolaire, dont plusieurs garçons, ont choisi de se joindre au projet pour y accomplir diverses tâches, y compris celles reliées à la technique. Baptisée DLRC en action... Les nouvelles d'ici, cette émission peut être visionnée d'abord par les élèves en salle de classe sur un tableau blanc interactif, puis par les internautes sur le site Web de l'école, sur la page Facebook de l'école et sur Internet via YouTube. Pour produire DLRC en action... Les nouvelles d'ici, nous avons utilisé différentes technologies à mesure que le projet a évolué (Google Hangout, MoveNote et maintenant, Moviemaker). Un de nos objectifs consistait à partager ce qui se passe à l'école avec toute la communauté scolaire et même au-delà. En rendant les annonces scolaires accessibles au grand public, l'école bénéficie d'un rayonnement sans fin.

2016 TLLP Sharing the Learning Summit – Project Summaries

First Name Leader(s) Last Name	Work Email	School Board	Project Title	Project Synopsis
Colin Pattison	colin.pattison@lkdsb.com	Lambton-Kent District School Board	Healthy Bodies = Healthy Minds	Our vision for this program was to address the issue of a widespread sedentary lifestyle by using technology to change the way our students think about healthy active living. We explored wearable technology in the form of personal activity trackers that allowed our students to see measurable data, visualize progress, and be accountable for lifestyle changes - motivating others through in-person and online support.
Collette Pellerin	cpellerin@kcdsb.on.ca	Kenora Catholic District School Board	Le Centre d'acquisition de langue française du 21 ^e siècle/French Language Acquisition Center for the 21st Century - Newly named "La ZAF" La Zone d'acquisition du français!	French as a Second Language teachers discovered and implemented FSL teaching strategies in a technology based, authentic, interactive learning environment made for the 21st Century learner. Interprovincial collaboration ignited professional development where the importance of leadership, both administrative and teacher, as well as the relevance of a uniquely French learning environment with a "BIG" focus on oral communication in French by all, are crucial elements for student success in FSL.
Shelley Penner	shelley.penner@kpdsb.on.ca	Keewatin-Patricia District School Board	Early Learning Kindergarten-Grade 1 Students Acquiring Mental Health and Wellness Strategies To Support Academic Engagement and Success	Our project involved the development of a sensory/student success classroom as well as completely redesigning primary classrooms (environment, teacher talk, student opportunity) to change elements of the classrooms in order to promote and support mental awareness and well-being. Primary students were given the environment and tools to work towards recognizing and freeing the mind of stress and achieving relaxation (deep breathing, yoga, going for a walk, using sensory objects, meditation, hammock swinging, spinning, bouncing, quiet areas, etc.) in order to increase engagement across all learning domains.
Jennifer Perry	jennifer.perry@ucdsb.on.ca	Upper Canada District School Board	Growing with Math in Mind	Through collaborative inquiry with students, Math leaders in our board/Ministry, elementary teachers and parents, we have developed practices that promoted a growth mindset in the teaching and learning of Math. Our project created and fostered a growth mindset that provided students and teachers with tools to approach all learning confidently.

2016 TLLP Sharing the Learning Summit – Project Summaries

First Name Leader(s) Last Name	Work Email	School Board	Project Title	Project Synopsis
Stephanie Plazek	stephanie.plazek@ocsb.ca	Ottawa Catholic School Board	Embedding Literacy in Applied Math Classrooms	With the recent attention focused on Ontario secondary school students' math and literacy skills, it is becoming increasingly evident that there is a need to reach out across the curriculum lines and make literacy a focus in all subject areas. This project focused on creating and implementing dynamic literacy based lessons in the grade 10 applied math course in order to target writing skills, communication of math knowledge, grammar, and writing mechanics.
Leah Power	leahm.power@dcdsb.ca	Durham Catholic District School Board	D2L: A Platform for Student Engagement and Literacy Success	We used the learning platform D2L (BrightSpaces) and O365 to differentiate instruction, increase effective feedback and to promote student and teacher collaboration.
Linda Primier	linda.primier@dpcdsb.org	Dufferin-Peel Catholic District School Board	TLLP@POCOCK – Using iPad applications/technology to support learning strategies, self regulation and well being for students in the ASD OSSD program	The TLLP@POCOCK project implemented the use of iPad technology tools to assist students with their communication, time management and organizational skills. Students used various applications to self-regulate and self monitor their activities and developed better coping skills to deal with the demands of learning. Our TLLP team hosted learning and sharing days; opportunities for ASD resource teachers, subject teachers, consultants and support staff to work together to improve the learning environments through profile presentations, explorations of UDL applications, (Universal Design for Learning) study groups and digital in-services. TLLP@POCOCK's information is shared on Mentoring Moments, Teach Ontario, Dufferin-Peel CDSB's Yammer.
Stephane Przsucha (Original Leader Grant Lilley)	glilley@tbcdsb.on.ca	Thunder Bay Catholic District School Board	Creating Sustainable Change: Educating Teachers to Act as Facilitators when Students are Learning to Use Problem Solving and Critical Thinking	Creating constructive change in mathematical thinking, using student voice and technology. Student centred learning that assists with assessment for, as and of individual learning. http://mentoringmoments.ning.com/profile/GrantLilley

2016 TLLP Sharing the Learning Summit – Project Summaries

First Name Leader(s) Last Name	Work Email	School Board	Project Title	Project Synopsis
			Skills in Math. A Cross Grade Approach using 21st Century Skills and Technology	
Angelle Rickard	arickard@snedsb.on.ca	Superior North Catholic District School Board	Student Inclusivity as 21st Century Learners	<p>Our TLLP focused on enhancing learning opportunities for all students (more specifically, students with learning exceptionalities) by allowing them to differentiate their own learning needs through the use of technology.</p> <p>With an extension, we hope to develop a Google Folder that will include resources on differentiating instructions using technology. We hope to share this folder with the teachers in our school and parents (selected files).</p> <p>We also hope to provide parents with additional information at the beginning of the year to help support their child with their learning journey. This would be presented in the form of parent engagement through an open house tech day.</p>
Lynsie Royer	lynsie.royer@sudburycatholicsschools.ca	Sudbury Catholic District School Board	To Err Is Human: How Developing a Growth Mindset in a Blended Learning Classroom Makes Math Meaningful.	<p>Our TLLP project purpose was two-fold: increase growth mindsets in our students as per Carol Dweck's research and support their learning using a blended learning classroom. As educators, we have the most powerful impact on student attitudes and achievement, and yet there is open admission at times of fearing mathematics (Math & Mindsets, Principal Connections Fall 2014). Developing a growth mindset is key in a student's math education, but believing in themselves is a life skill that can transfer to many future opportunities. Students who do not have basic numeracy skills in an intermediate math class will have a fixed mindset, especially in our identified, non-identified and self-identified First Nations, Metis and Inuit students. (Dweck 2014). Blended learning is essential in our 21st century world. St. David Catholic School is located in the Donovan area of Sudbury and is the fifth largest urban community for Aboriginal</p>

2016 TLLP Sharing the Learning Summit – Project Summaries

First Name Leader(s) Last Name	Work Email	School Board	Project Title	Project Synopsis
				people in the province of Ontario. Census materials shows high degrees of illiteracy, single- parent families and over 39% of St. David students are living below the poverty line. Access to technology for our students is very limited. Blended learning not only will increase engagement in students, but we will help develop these 21st century technology skills so they can compete in an increasingly technological job market. With 2:1 iPads in our classrooms, we will be able to engage these learners, differentiate our instruction, and be able to provide immediate descriptive feedback.
Jessica Scott (original leader Amy Buchan)	abuchan@sgdsb.on.ca	Superior Greenstone District School Board	Leveling the Playing Field	Our project's primary focus was about providing various learning opportunities to our students who are living in a small rural north-western Ontario town and by doing so helping scaffold their learning into the 21st century, through the access to current technology (e.g. iPads). As well, we built our professional knowledge on how to incorporate technology into our classrooms for students' use and for our pedagogical practice.
Johanne Séguin	seguijohe@ecolecatholique.ca	Conseil des écoles catholiques du Centre-Est	Sciences et pensée critique!	Sciences et pensée critique! est un projet qui vise à développer la pensée critique et créative du jeune par l'entremise du cours de sciences. Nous planifions remettre aux enseignants plusieurs courtes démonstrations accompagnées des matériaux requis pour chacune de celles-ci pour permettre à l'enseignant de débiter ses cours de sciences avec de courtes expériences qui susciteront la discussion et l'intérêt des élèves.
Maria Simone (Original Leader Cathy Bazinet)	cbazinet@wellingtondsb.ca	Wellington Catholic District School Board	We All Teach Literacy: A Collaborative Inquiry to Improve Literacy Strategies Through Grade 9 Core Courses	Our school focus was on instructing teachers how to build literacy strategies into the core subjects in the grade 9 year. The project provided 8 teachers and 6 teacher leaders in different subjects the opportunity to participate in a deep collaborative inquiry into using literacy strategies in their subject matter.

2016 TLLP Sharing the Learning Summit – Project Summaries

First Name Leader(s) Last Name	Work Email	School Board	Project Title	Project Synopsis
Leanne Singfield	leanne.singfield@ddsb.ca	Durham District School Board	Increasing Student Achievement in Mathematical Thinking and Communication by Engagement Through Technology	Through the use of technology (iPads and LiveScribe Pens), students have become more engaged in their math learning; as a result of their increased engagement, students have become more inept at using critical and creative thinking skills when collaborating with others, have increased their understanding of the process expectations of the mathematics curriculum and are better able to articulate their mathematical communication. By having greater access (through recordings and electronic representations) to student thinking, teachers have become better able to understand student thinking and math processes and then to differentiate and fine tune instruction for individual students.
Michael Sloan	michael.sloan@dsb1.ca	District School Board Ontario North East	Using 3 Act Math to Increase Student Engagement and Promote Positive Math Attitudes	Using a 3 Act Math approach, teachers and students were challenged to consider how questioning can lead deeper thinking. Students and teachers enhanced their 21st century skill set while developing problem solving skills that mostly applied to real life.
Meghan Smelow	msmelow@lakeheadschoools.ca	Lakehead District School Board	Portfolios for Learning	This project involved the testing of three different digital portfolio tools (Seesaw, e-portfolio, One Note) across a range of subjects (French, Geography, History, English) to enhance the assessment and evaluation process by gathering evidence of student learning and providing multiple opportunities for giving and accessing descriptive feedback. The project revealed strong evidence of the effectiveness of using portfolios as a tool for both assessment and evaluation purposes as well as for promoting student ownership of their learning.
Shelley Smith	smiths@rcdsb.on.ca	Renfrew County District School Board	New Tools, New Opportunities: Learning Through the Use of Assistive Technology	The goal of this project was to better equip both teachers and students with the skills necessary to fully integrate the use of assistive technology into mainstream classrooms, better allowing for differentiated instruction, and for LD and MID students to become more autonomous learners. If we provide students with the tools necessary for them to be successful, then students will become more confident and competent in communicating and sharing their learning.

2016 TLLP Sharing the Learning Summit – Project Summaries

First Name Leader(s) Last Name	Work Email	School Board	Project Title	Project Synopsis
Kendra Spira	Kendra.Spira@ugdsb.on.ca	Upper Grand District School Board	Using Technology to Deepen Student Learning in Applied Classes	Students in Applied Classes were experiencing more difficulty in achieving success than their academic counterparts. We have been investigating how we can use technology to assist students to demonstrate their understanding to a deeper level, improve their literacy and develop increased confidence. If student confidence increases then students will be more successful. We have been able to provide a variety of opportunities in which students can express their ideas and present their learning. This empowered students to be responsible for their learning.
Erin Stoness	stonesse@hdsb.ca	Halton District School Board	Igniting Student Passions Through Inquiry	Our project focused on increasing student engagement through Genius Hour, enabling students the choice to personalize their learning through independent passion projects. We developed continuums and activities targeting key skills for the four stages of inquiry for each division (primary, junior, and intermediate). http://stonesse.wix.com/ignitinginquiry
Marie-Pier Tapp	tappma@ecolecatholique.ca	Conseil des écoles Catholiques du Centre-Est	La Bougeotte en salle de classe	Notre projet a consisté à jouer un rôle crucial à l'égard de la santé mentale et du bien-être de nos élèves. En aménageant une salle Bougeotte au sein de l'école, ainsi que des coins calmes (sensoriels) et énergétiques dans chacune des classes, le personnel enseignant peut mieux répondre aux besoins des élèves.
Heather Theijsmeijer	theijsh@rainbowschools.ca	Rainbow District School Board	Flipped Learning: Converting Traditional Teaching Methods to Student-Directed and Student-Driven Learning Environments Through the Use of Technology	It was our goal to each convert two of our 2015-2016 courses from a traditional, lecture-style class to a proficiency based, mastery-learning environment. These courses were structured so that: <ul style="list-style-type: none"> - content was built on the 21st Century resources provided through eLearning Ontario; - students dictated the pace of their learning, moving forward as they mastered the material; - students chose how they learned, selecting strategies that worked best for them; - students demonstrated and shared knowledge through technological media, aligned to 21st Century learning; - students relied primarily - but not entirely - on their

2016 TLLP Sharing the Learning Summit – Project Summaries

First Name Leader(s) Last Name	Work Email	School Board	Project Title	Project Synopsis
				personal electronic devices ("BYOD") to navigate course material; - teachers became facilitators rather than lecturers, effecting more individualized help and targeted skill-building. By doing so, our team created a model of self-sufficient courses that were used and shared by a multitude of teachers in a variety of environments across the province.
Shelley Tigges	stigges@rccdsb.edu.on.ca	Renfrew County Catholic District School Board	Using Technology to Improve Student Communication in Math	This TLLP explored students' transition from the concrete to the abstract phase of math learning using virtual and tangible manipulatives. The visual representation of manipulatives led to more efficient and accurate communication supported by technology and/or traditional methods.
David Tran	david.tran@peelsb.com	Peel District School Board	Growth Mindset and Mathematics	This action research examined growth mindset and math in a balanced calendar schooling system by exploring a framework that emphasized developing rich three-part lessons, using math games to reinforce skills, developing reasoning skills, etc. We also looked at the latest strategies to enhance and change student attitudes towards mathematics and their ability to learn math.
Catherine Veteri	cveteri@ldcsb.ca	London District Catholic School Board	Flipped Math Instruction	Limited face-to-face instructional time is best spent working together and not sitting quietly watching and listening for hours. This project extended some initial experimentation regarding the, "flipped classroom" as it applies to grade 11 mathematics instruction in a semi-rural secondary school setting. Via this project we deepened our technical and conceptual delivery of flipped classroom pedagogy. By documenting for teachers how to build those resources, and by monitoring student responses and traditional test scores, we hoped to make any successes scalable, shareable and collaborative literally across the Board. Consistent with the flipped classroom concept, we foresee a situation of, "flipped professional development" – the case where professional learning can be demonstrated and explained to teachers via online searchable content, thus freeing up face-to-face professional development time for effective learning practices – specifically colleague-to-colleague collaborative dialogue and teacher-to -facilitator dialogue as well.

2016 TLLP Sharing the Learning Summit – Project Summaries

First Name Leader(s) Last Name	Work Email	School Board	Project Title	Project Synopsis
Tracey Lee Warner	traceylee.warner@cspne.ca	Conseil scolaire public du Nord-Est de l'Ontario	La classe universelle avec les 5 au quotidien et la technologie d'aide	Nous avons intégré la technologie d'aide et le programme les 5 au quotidien dans une classe universelle afin d'aider tous les élèves à atteindre leur plein potentiel. Nous avons motivé les élèves en littératie en les amenant à se fixer des objectifs personnels et en s'autoévaluant à l'aide de la rétroaction descriptive. Ce programme permet aux élèves de développer leur autonomie afin que l'enseignante peut travailler en petit groupe, conférence individuelle ou faire de l'observation. Nous avons partagé de l'information à l'aide de Facebook (compte de l'école; École publique Lionel-Gauthier, groupe de discussion les 5 au quotidien, groupe de discussion 5 au quotidien franco-ontarien, groupe de discussion les 5 au quotidien/La méthode café) et Teach Ontario (La classe universelle). J'ai tenté de créer un site web, mais je suis en mesure de le travailler davantage cet été afin de partager plus de mes expériences, photos, activités et toutes informations reliées au 5 au quotidien.