

2017-2018 Teacher Leadership and Learning (TLLP) Projects - English

Name/Email	School Board	Project Title	Project Description
Sandra Agostino sagostino@tbcschools.ca	Thunder Bay Catholic District School Board	Focus on Change: Adapting Our Grade 3 Classrooms to Better Engage Our Learners with Attention Difficulties	Our project will include a re-design of existing classroom space to provide areas for collaborative learning, independent work space and alternative forms of seating to assist children that require greater sensory stimulation. We also want to learn how to integrate mindfulness activities into the daily classroom in order to help children focus, manage stress, regulate emotion and help produce a positive outlook. By attending the annual Canadian conference on ADHD (CADDAC), we will learn more about attention disorders and the recommended teaching strategies that best help children cope in the classroom, especially those that find it difficult to learn in traditional ways. Living in Northern Ontario means that we have little access to professional conferences and it would greatly enhance our effectiveness as educators to gain as much knowledge in this area as possible.
Jennifer Allen jennifer.allen@dsbn.org	District School Board of Niagara	Culturally Competent Instructional Practices in the Secondary Classroom	The project plan would be to first use the Collaborative Inquiry Model and determine areas of need and research who the learners are in our classrooms (cultural backgrounds). By co-teaching and co-creating lessons, along with observing classrooms, and conducting research, we will work as a team to provide a framework to support classroom teachers in understanding the unique needs of all learners. A checklist for schools and teachers will be created along with workshops to be presented at schools across the board highlighting ways in which educators and administrators can work to become more culturally aware and competent in their practices. This work will also aim to assist teachers and administrators communicate with parents and guardians.
Matt Anderton Matthew.Anderton@wcdsb.ca	Waterloo Catholic District School Board	Defronting the Mathematics Classroom	<ul style="list-style-type: none"> - Put iPads (and styluses), enabled for projection with our existing projectors with the AppleTV, in the hands of every math teacher in our department to defront the room, and remove the need for student note taking. Teachers facilitate the lesson from around the room, using the camera, and Notability and Explain Everything apps to capture, analyze, and annotate student work, and consolidate learning, then share with students electronically. - A paperless classroom is a side, but socially important, by-product of this venture. - Use the recommendations of research done on vertical, non-permanent surfaces in math classrooms by Peter Liljedahl to outfit all mathematics classrooms in our school with whiteboards on all wall space, and purchase markers for student use to create a student-centred learning environment through a 360-degree learning environment. - Develop capacity around creating rich tasks, and using the whiteboards for exploration and assessment through professional development opportunities

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Samantha Andrusiek andrusis@npsc.ca	Nipissing-Parry Sound Catholic District School Board	Using Technology to Improve Student Engagement and Achievement in Mathematics	Through our teacher learning in Mathematics and changing our growth mindset, we hope to foster student growth in mathematics and increase their ability to communicate effectively. If we use Touch screen Chromebooks, an Apple T.V. to project student work, professional development through the use of teacher resource books, sample EQAO problem solving questions, success criteria and learning goals, teacher modelling and the co-construction of feedback frameworks, then students will achieve greater success on their report cards and in EQAO results. We will use assessment for, as, and of learning in our daily lessons, observations, conversations, and student products, to monitor student growth and achievement. Students will use Sphero to reinforce concepts involving measurement, data management and probability, and will also explore computer science concepts such as variables and conditionals (if statements) and loops. Students will acquire and improve skills through the development of computational thinking practices such as: creativity, collaboration, communication, persistence, problem solving.
Jennifer Arsenault jarsenault@sncdsb.on.ca	Superior North Catholic District School Board	Transforming School Culture to Foster a Trauma Informed Approach to Student Achievement and Well Being	We plan to follow the process set out by the Trauma and Learning Policy Initiative as a guide, which aligns with the professional learning cycle (Plan, Act, Observe, Reflect). 1. Plan - our team needs to first engage in a high degree of professional reading and research around trauma, its impact on the brain, how it manifests itself in children, and how it impacts learning and the school environment. From there, we will work together, with outside support from Dr. Ross Greene's 'Lives in the Balance' consulting and Juli Alvarado's 'Alvarado Consulting Group', to research strategies and develop a trauma-sensitive action plan to address the question, 'What specific issues provide us the urgency to become a trauma-aware school, and what actions can we take to address specific needs identified in the school and community? How can we work with community agencies to support our work? 2. Action - Implementation of our plan/strategies 3. Observe - Use observation, product, conversation to compare our starting point around the identified target issues to where we are at various points in implementation phase and to assess progress toward becoming trauma-informed at all levels of the school. 4. Reflect - What does the evidence tell us about our successes, what are our next steps, plan steps to sustain the progress beyond the project, develop training materials for new staff and casual staff as they enter the school to ensure consistency.

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Megan Baker mbaker@kcdsb.on.ca	Kenora Catholic District School Board	Reaching the Fullest Potential of 21st Century Learning Skills and Their Balance With Technology	Research, select and pilot different technological tools that nurture student collaboration and problem-solving while scaffolding students with the skills they need to succeed in those areas. We envision exploring tools such coding, 3D printing, Arduinos, raspberry pi as well as avenues that make it necessary for students to employ 21st century skills. We hope to obtain strong data to validate our beliefs that technology can be used in a balanced way for student success in the strengthening and development of 21st century skills.
Amy Bartlett Gibson amy.bartlettgibson@nearnorthschools.ca	Near North District School Board	More Than Words: Using Student Learning to Develop Teacher Learning	May/June 2017 1.) Team meeting setting direction for September, conduct self-assessment 2.) Professional learning about inner school variability- Superintendent Tim Graves NNDsB 3.) Capacity building session with Mary Lou McKinley Student Achievement Officer, Ministry of Education, to speak to a larger literary continuum, school wide July 2017 4.) Visit to Bishop Strachan- Investigations and Expressions August 2017 5.) Attending The Writing Institute in New York City 6.) Meet and debrief summer experiences- conduct a self-assessment, set learning goals as a professional team October/November 2017 7.) Release time for collaborative professional meeting opportunities to share ideas weekly, discuss student learning and documentation and observe student learning, in class, alongside each other. January- June 2018 8.) Ongoing professional learning, project sharing via classroom visits, staff meetings, regional visits. May 2018 9.) 3 days collective report writing and preparing of presentations 10.) release days for sharing presentations
Susan Basiren susan.basiren@ucdsb.on.ca	Upper Canada District School Board	Rich Math for All at TISS	Our cross panel team will Co-plan and Design rich math tasks, Co-teach and debrief lessons to increase pedagogical fluency -by bringing student work to our meetings and having a special Education teacher on our team we will learn and implement strategies to differentiate mathematics instruction for our students with special Education needs -we plan to learn about, purchase and utilize technology (student white boards, student devices linked to smart boards that are in place) to aid in pedagogical documentation and Making student thinking visible to support assessment as and for learning -we plan to share our learning with our fellow TISS teachers through staff meeting sharing, and math focus Professional development days. We will also share our learning on our school 'one drive'. -we plan to share our learning with fellow teachers in our school district and across the province through a learning Blog where we will post resources.

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Robert Bell rbell@hwdsb.on.ca	Hamilton-Wentworth District School Board	Engaging Children's Scientific Mindset	Our project is a self-conscious coalescence of a developing, though previously informal, partnership between professors at McMaster University and teachers at Dundas Central Public School. For three years, junior classes at our school have participated in 'open house' activities in several labs at McMaster University. Anecdotal observations and parent feedback have highlighted students' increased engagement with and interest in science after these activities, indeed sometimes years after the fact. These observations have led us to extend and formalize the partnership between our school and scientists at McMaster, as well as to undertake a formal study of the impact these experiences have on students' attitudes toward science. Our project will provide opportunities for crucial learning and sharing of new knowledge in a field in which, as one study maintains, there can 'hardly be a more urgent agenda for research' (Osborne, J., Simon, S. & Collins, S. (2003)).
Jonathan Berlingeri jberlingeri@pvnccdsb.on.ca	Peterborough Victoria Northumberland and Clarington Catholic District School Board	Digital Tools to Enhance Student Communication in Mathematics	This project will be carried out through hands on-activities. Teachers will have opportunities to learn about how digital tools can support mathematics and then be given opportunities to practice using them in their own classrooms with other educators in the room to support their practice and learn from their experiences. It will be in doing the work that the learning happens. With a number of different teachers involved, practices and tools can be evaluated with different grade levels and different groups of students helping to identify what are best practices for all and what solutions are best fit for particular groups.
Tracey Blanchette tblanche@hwdsb.on.ca	Hamilton-Wentworth District School Board	Mathematical Mindset: Every Teacher Has a Math Brain	Many teachers are familiar with teaching Math, but are their methods effective? Do they have a positive growth mindset about Mathematics? Some may feel uncomfortable with conceptualizing Math, or with developing positive norms in the Math classroom. With the support of HWDSB Instructional coaches, Phase one of our plan is to explore, and evaluate resources to grow our own mindsets, to collaborate with a variety of people, and to develop a network of knowledge. Phase two will be to share our findings with peers through 'guest teaching'. Each lead will mentor two teachers (one within, and one outside, their own school). The mentees will be chosen with the advice of our Instructional Coaches. The mentees will also commit to sharing their learnings with educators at their school. To measure the growth of the team, and mentees, we will develop and use surveys/checklists, and conduct interviews. Ultimately, the growth in a teacher's Math mindset, should lead to improved student learning and success.

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Fadi Boutanos fadi.boutanos@yrdsb.ca	York Region District School Board	Robotics, Emergent Technologies and Transitions	Our project involves teachers from 7 secondary schools across the board. These individuals have demonstrated leadership within their schools and the system around robotics and experiential learning. Our project is structured around a collaborative inquiry to engage teachers in developing their own understanding of technologies like Arduino's and Raspberry Pi's and how to implement them into their classrooms and build capacity within their departments and school for their programs. This team will also be developing a framework of support for elementary schools featuring opportunities for co-teach of robotics focused lessons within the elementary classrooms. Additional support for the teachers will come from Grade 9 and 10 students who have been involved with robotics and would benefit from the leadership opportunity. Once the initial phase of this project is completed the intent is then to share this model of collaboration and support with other secondary to further their robotics initiatives.
Kimberley Boyer-Miller kim.boyer-miller@dcdsb.ca	Durham Catholic District School Board	There's an App for That! Teaching teachers to make their own digital applications	Our team will learn to use digital software (e.g. articulate storyline, captivate, office 365, swift, html5, etc....) to create custom tools for their online classrooms. We will then train teachers and students in our schools to create their own tools and applications. Our focus will be to create digital activities for a French carousel for our French Immersion and Core students.
Robert Brandstetter robert.brandstetter@dpcdsb.org	Dufferin-Peel Catholic District School Board	Self-Regulation: Tools for Learning	Complete research in contemporary pedagogical theory and practice in the area of promoting self-regulation in high schools / provide specific training in self-regulation for youth to all teachers in our group / create and implement self-reg strategies in our individual classrooms / create whole school activities to promote positive skills for youth in the area of self-regulation / share our training and experience of implementing and learning about self-regulation for youth with other teachers in our school / develop a culture of positive awareness and action on mental health for high school students / communicate with parents about self-regulation and how they can apply self-regulation strategies at home / extend this knowledge of practice at the board level as well creating dialogues within the programming department around this material to explore system wide best practices for training teachers and implementing these positive strategies in the schools / dialogue with other schools across the province to explore other best practices and grow this discussion / use the Ning and other online tools to keep a strong record of our learnings throughout the process

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Liz Brioux lbrioux@pvnccdsb.on.ca	Peterborough, Victoria, Northumberland and Clarington Catholic District School Board	Improving Student Achievement in Math with Confident Knowledgeable Teachers and Engaging Technology	We will: -work with board and school staff to improve teacher confidence and skills in mathematics. -work with board and school staff to improve confidence and skills in the use of technology as a learning, assessment, feedback and communication tool. -Explore and implement apps and programs that enhance the mathematics program and Engage students -Co-plan and Co-teach math lessons -learn and implement a problem-solving continuum with explicit teaching of all steps
Peter Cantin pcantin@openschoolontario.ca	Trillium Lakelands District School Board	Collaboration Amongst Teachers in the Development of Online Science Experiments to Enhance Student Learning	The goal of this project is to teach educators how to create live videos that demonstrate proper laboratory techniques to ultimately improve student understanding for an online course. In addition, a database of videos will be created and shared with colleagues for use in both online classrooms and in physical classrooms. This project will foster a professional learning community amongst classroom and online science teachers. Twenty-seven students who have previously completed chemistry at a virtual high school were surveyed to determine the most effective resource for learning proper laboratory techniques. The results indicated that 59.3% preferred videos, 37.0% preferred online simulations and 3.7% preferred readings. Video demonstrations are much easier for teachers to create, which means less training time versus the programming knowledge that is required to produce online simulations. In addition, educators will produce resources to coincide with the Ontario curriculum targets.
Barb Caunter barbara.caunter@ugdsb.on.ca	Upper Grand District School Board	STEAM-ing Ahead: Developing 21st Century competencies in a School-wide Environmental Inquiry	1) Develop the knowledge to increase 21st century competencies with our students and staff. 2) Learn how to incorporate effective STEAM (science, tech, engineering, arts and mathematics) and Makerspace into our school-wide Renewable Energy Inquiry. 3) To lead and inspire our staff to develop an inquiry stance, the ability to use Making Thinking Strategies and STEAM challenges. 4) Provide various opportunities for our students to design, invent and get messy with Makerspace. We want to develop our students' abilities to invent to learn. Throughout the year, they need to develop problem solving skills and have experience with design challenges to answer the Environmental Inquiry Question... 'How might you make Fergus a fossil free community?' 5) To provide the students with opportunities to 'tinker' and explore a variety of tools and apps that allow them to communicate and share their learning to their community, provincially and globally.

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Clare Caza ccaza@tbcshools.ca	Thunder Bay Catholic District School Board	Integrating Indigenous Learning into the Classroom	We have selected topics, in consultation with our Indigenous Resource teacher, to research and compile information sheets about each subject in a user-friendly format. Our potential topics are Indigenous Worldview, Pre-Contact, Impact of Contact, Treaties, Indian Act, Residential Schools, Resistance, Indigenous Role Models, Sovereignty/Governance, 60s Scoop, Murdered and Missing Indigenous Women, and Protocol for connecting with members of the Indigenous Community. We want to connect each topic with an engaging introductory activity as well as develop subject specific lessons for each of these topics.
Joe Chalmers joseph.chalmers@ucdsb.on.ca	Upper Canada District School Board	Making Connections Through Themes of Social Justice	We have already developed a long-range unit based around Gord Downie's 'Secret Path' and the issue of residential schools. The subject matter is relevant and the amount of material available has allowed our students to make strong, meaningful connections. Based on this model we would like to continue to carefully select resources and plan related activities aimed at providing an environment where all levels of learners can access the material and succeed within the Language and French programs. We want to promote collaborative planning and evaluation, and we would also develop a digital archive to store our units to be accessed by all staff. We feel that high interest materials and creative planning will lead to a stronger connection to the content and create an environment that nurtures and promotes deeper inquiry and discovery based learning. When students connect, they can take ownership and this makes them more confident in their abilities as learners. Our collaborative approach will ensure that all staff are reinforcing the same strategies through these integrated units.
Jennifer Charnish-Currie jcharnish@bhncdsb.ca	Brant Haldimand-Norfolk Catholic District School Board	Promoting Inquiry Skills to Engage Learners	In this project, our goal is to integrate authentic scientific inquiry into our classrooms. Authentic inquiry opportunities provide students opportunities to develop planning, processing and critical thinking skills that are valuable not only in science, but across curricula. Using the work of our 2016-2017 TLLP project as a 'jumping off point', we will continue to develop inquiry based activities that extend beyond the classical 'wet lab', creating case studying and small inquiry based sub-units for the secondary science courses we teach.

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Michael Clarke michael.clarke@ddsb.ca	Durham District School Board	Engaging High-Risk Learners Using iPad Technology	As advocates for new and innovative math strategies, we are searching for new tools to: - improve student achievement in EQAO to align with our School Improvement Plan, DDSB 21st Math Instruction and Ministry Renewed Math Strategy - increase student learning and engagement in math at a high-risk school and work towards closing the gaps - provide differentiated instruction using iPads and their various apps (i.e. Netmath, PASCO) as a new resource to support specific student needs based on Prime data and Leaps and Bounds - collaborate to construct knowledge about useful apps and apply that knowledge to develop and deliver differentiated instruction and invite students into inquiry learning - increase productivity, maximize instructional minutes and provide scaffolding as required - stay current with the latest technology and advancements in order to provide our students with an engaging and inquiry-based learning environment
Erin Comeau ecomeau@smcgsb.on.ca	Simcoe Muskoka Catholic District School Board	Spiral Mathematics and Technology	We will: • Begin by examining the typical gaps in students' mathematical understanding and try to determine reasons that students struggle • Investigate what spiralling math curriculum looks like within a grade • Conduct research in current trends in mathematics teaching, technology integration and student learning by attending Bring it Together November 2017 • Integrate/spiral concepts from across all five strands in the mathematics curriculum, with a focus on concepts that students typically struggle to grasp/retain (fractions, etc.). • Review and identify math applications using technology that will engage students and help them investigate math problems and share their thinking with their classmates • Create tasks/problems and corresponding assessment tools that will provide students with real life applications and opportunities to make connections between concepts in different strands and deepen their understanding over a longer period of time • Provide opportunities for students to share their thinking with others • Share our learning with other teachers via online resources and through face to face professional learning
Rose Cotic rose.cotic@dpcdsb.org	Dufferin-Peel Catholic District School Board	Balanced Math: Supporting Differentiated Instruction With a Focus on Guided Math	This project will center around the Balanced Math Workshop model with a focus on Guided Math as a means to provide Differentiated Instruction in the classroom. The project will include new research from leading educational math authors such as Lee Sparling and Laney Sammons. As well, we will explore and evaluate Pearson's Mathology (Comprehensive Math Program) for the purpose of supporting teachers in running a Balanced Math program. We will be meeting with classroom teachers from Grades 1-8 to unpack the research and explore the Balanced Math Workshop in the classroom. Teacher selection will be representative of different families in our school board as well as different divisions. We will reflect on successes and challenges in terms of curriculum connections, ability to meet individual students' needs, and how the Balanced Math program aligns with the Renewed Math Strategy.

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Matthew Cull mcull@necdsb.ca	Northeastern Catholic District School Board	Focus on Mindset - How to Teach Perseverance and Resilience	Title: Establishing a Growth Mindset Culture: How Can We Teach Our Students Perseverance and Resilience? - learn more about mindset with respect to mathematics; establish monthly math challenges in each grade so students begin to understand that mistakes are okay, that math is fun, that stamina and perseverance in math are also important -intentionally introduce the themes of Perseverance and Resilience by using the Critical Pathway/Read aloud strategy and create a bank of open response questions to accompany each read aloud - work collaboratively to co-construct success criteria across all grades to establish samples of quality in reading, writing and mathematics in order to maintain high expectations for all of our learners and to share these expectations with parents - create a bank of growth mindset feedback comments to use with students
Kristine Denomme kristine.denomme@sudburycatholicschools.ca	Sudbury Catholic District School Board	STEM: Robotics and Coding in the Classroom and Beyond	Our TLLP project is two-fold: increase innovative mindsets in our students as per John Sweeney & Elena Imareska's research and support their learning of mathematics and science through coding and robotics. As educators, we have the most powerful impact on student attitudes and achievement, and yet there is open admission at times of fearing Mathematics, Science and Technology. Developing a Growth Mindset and Innovative Mindset is key in a student's STEM education, but believing in themselves is a life skill that can transfer to many future opportunities. Coding and robotics is essential in our 21st century world. Learning about coding and robotics will not only 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 and 3:1 robots in our classrooms, we will be able to engage these learners, differentiate our instruction, and be able to provide immediate descriptive feedback. In order to provide this learning for our students, we will need to focus on developing our competence in coding, robotics and integrating STEM. Our plan is to take advantage of learning opportunities by attending workshops, conferences, having one-to-one training with coding and robotics experts, reading professional learning books and participating in web-based training. We will make local contacts to assist us in developing a robotics and coding competition within our schools, board and city.

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Sharon Devries s.broersmadevries@tvdsb.on.ca	Thames Valley District School Board	Curiosity and Questions: Experiential Learning and Reflection about new Experiential Learning Assessment and Recognition (ELAR) Course	Looking ahead to the new Community-Connected Experiential Learning framework that is currently being developed by the Ministry of Education, our project plan is to learn, in an experiential way, what other innovative schools are doing using independent and self-directed methods. We will visit and learn from four schools. We will read and reflect on related resources. A student focus group will be established so we can regularly hear student voices and perspectives on practices connected to independent, self-directed, and experiential learning. We will share a creative and positive message of possibilities for the new ELAR course at the TVDSB's Co-op Leads spring meeting and at the OCEA spring conference.
John DiPasquale john.dipasquale@ncdsb.com	Niagara Catholic District School Board	Building Stronger Minds	Our project plan contains a number of new and continuing projects that contribute to a positive school culture, address the issue of mental health with our students and staff and attempts to reach as many students as possible, they include: - Expanding our Link Crew Staff Coordinators by getting 1 more teacher trained and certified - Having our leaders attend the Student Link Crew Conference - Introducing the Building Stronger Minds Project for all Grade 9 students - Transition Workshop for Grade 11 and 12 students as they plan their exit from secondary school - Roll out of a recommitment campaign to mental health awareness and education and decreasing stigma - Introduce DBT (Dialectical Behavior Therapy) training sessions for Grade 11 and 12 students taking GLS4O course - partnership with West Lincoln Mental Health - Mental Health Awareness Walk/Frames of Mind Event kicking off Mental Health Awareness Week - entirely student organized and run - Applying to present our project and initiatives at conferences such as the Ontario Healthy Schools Conference
Patricia Dolan dolanp@hcdsb.org	Halton Catholic District School Board	Building 21st Century Competencies Through Classroom Design	We will provide students with flexible seating options and 21st century competencies, whereby learning choices become the norm based on our students' learning needs and work habits with a focus on self-regulation. Students will learn how to create and build a positive growth mindset about their own learning and will be able to access and reach success with the curriculum.

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Kaylyn Dorland dorlandka@hcdsb.org	Halton Catholic District School Board	Flipping the Classroom to Foster Self-Directed Learners	How do we cultivate a classroom of self-directed learners within the primary division? How do we support teachers with sustainable strategies they can apply in their classrooms? Our aim is for the teachers and students at Queen of Heaven to use the many features of Microsoft Office 365 to support our students' development of inquiry skills. It is our hope that we will gather once a month to share our classroom successes and challenges with teachers within our school and board, we will begin to build a broader community of inquiry educators and independent learners. Through collaboration, teachers will reflect and showcase their experiences of 'flipping their classrooms', and will become more confident 21st century educators. Our classrooms will lose their walls by inviting and collaborating with all teachers who are curious to learn how 21st century education can be effective in the primary division and will cultivate self-directed learners.
Jay & Aretta Dubois & Blue j.dubois@tvdsb.on.ca (a.blue@tvdsb.on.ca)	Thames Valley District School Board	LISTEN LOUDER: Amplifying Student Voice in Math Assessment	Using the single point rubric this project will leverage the iPad technology for students to document their learning and provide digital reflections in a relevant, accessible and engaging way. This documentation will be uploaded into an e-portfolio, blog, or shareable Google folder. If accepted: 1. the co-leads will meet in February to set up the accounting, order the technology, and meet with Jackie Wood from Research & Assessment to create diagnostic, formative and summative assessments 2. The entire team will meet in May to explore the technology and work collaboratively on the digital single point rubric template 3. In September students will complete the pre-survey (using elements from Carol Dweck's 'Test Your Mindset' statements) and the entire team will meet afterwards to analyze their responses and plan our next steps 4. use of the single point rubric will be introduced in October and utilized until April, finishing with a post-survey.
Jennifer Evans jennifer_evans@googleapps.wrdsb.ca	Waterloo Region District School Board	Computational Thinking in the Early Years	We will: -Introduce unplugged and plugged in coding into curricular activities in early years classrooms - Allow students to use technology to become creators and collaborators - create learning opportunities for students to make Sense of mathematical ideas and persevere in reasoning through problems - Allow coding and robotics to become a natural tool available to educators and students as they learn through the early years - create learning experiences Based on the child's total development - create a living, growing document(Blog) for educators, creating greater access/ease of integration of computational thinking into the early years curriculum.

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Lisa Falconi lisa.falconi@ycdsb.ca	York Catholic District School Board	Coding in the 21st Century Classroom	Our project will explore these questions: How will teacher understanding and implementation of coding impact student engagement? Will teaching coding and providing inquiry and problem solving tasks across the curriculum increase student ability to communicate, think critically, and express themselves creatively? How will coding inquiry and problem solving tasks address the learning needs of all students? Our Learning Goals: • To build capacity and professional knowledge through collaboratively learning coding programs, apps, and application • To embed coding opportunities across the curriculum • To provide opportunities for students to engage in inquiry and problem solving tasks • To continuously reflect and refine strategies as students develop competence with coding strategies. The foundation of this project supports St. Anthony SILCSAW in all areas embedding the Catholic virtues and CGE.
Blair Fitzsimons blair.fitzsimons@cdsbeo.on.ca	Catholic District School Board of Eastern Ontario	Engaging Students in Cross-Curricular Computational Literacy with Robotics	The project will bring together divisional leads who will explore and execute hands-on learning solutions within their own classrooms. Each project will be clear in its objectives and will target student need within Mathematics. The format for the projects will be in the form of a hands-on learning workshop(s), co-teaching opportunities and post assessment debriefing sessions. These workshops will introduce a series of challenges that will call on the teachers to problem solve, reflect on a variety of possible solutions, select the tools and computational strategies that best fits the task and finally communicate their original solution to the team of teachers present. Although separate, each project is inherently connected. Each solution is designed for the specific developmental stage of the age group and will scaffold concrete mathematical, conceptual and construction concepts in order to best bring out student discovered solutions in preparation for future engineering tasks. (See Plan for Professional Learning for a detailed breakdown of each project and the continuum of learning therein.) Project teams will identify potential road blocks for learning and anticipate student challenges in a collaborative manner. The teams will also document their learning journey through a digital learning portfolio in OneNote, along with all source materials and best practices, so that the aforementioned projects can be referenced and implemented for other schools who are looking to get started with robotics. Finally, school-wide, S.T.E.A.M. styled competitions will be developed that challenge students to apply their learning in a fun and engaging way.

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Marina Gagliano marina.gagliano@ocsb.ca	Ottawa Catholic School Board	Future Friendly Math for All: The Secret to Activating and Achieving Excellence	Our goals: * improve student confidence, growth mindset, collaboration, and interest in math using coding and gaming experiences linked to the math curriculum to motivate and empower young learners with targeted focus on various math strands * move from Teacher as facilitator to Teacher as activator (focus on teacher-student relationship, reciprocal teaching, feedback, metacognition and becoming co-learners) * align math to real world career opportunities * promote a positive 'Mathitude' at home by working closely with parents on transparent learning goals * close the gap and fill in the missing links between grades and divisions in math success * encourage self-assessment and check-in readiness * improve student success in the area of math using digital tools to support the math curriculum (Swift, Scratch, mPower).
Michel Gagné michel.gagne@nearnorthschools.ca	Near North District School Board	Make it! Animate it!	A collaboration of secondary and Intermediate students to create a collection of stop animation and documentary films. Students will be assessed in a variety of learning skills using a badge system to allow for a quick and easy identification of areas of needs while providing fast, effective and descriptive feedback and self-assessment. Students from both panels will be involved in the creative process together, from story writing to character creation. The intermediate students will focus their work on the digital creation of models and 3D printing of all the elements to be used during filming. The secondary students will focus their attention on the making of the stop animation film and the 'Making Of' documentaries.
Cary Gilbert cgilbert@hpcdsb.ca	Huron-Perth Catholic District School Board	Learning Through Experiences	The purpose of this project is to support professional learning in kindergarten around the research question, 'How do shared experiences build foundational literacy skills?' The research component of the project will be divided into two ten week blocks, involving two kindergarten classes, at two elementary schools. The kindergarten classes will engage in experiential learning based on student interests and community availability. The classes' experiences will be independent of each other. Each class will be involved in multiple community-based experiences. In the first block, educators will investigate and compare the effect of extending shared experiences through oral and reading literacy skills. During the second block, educators will focus on extending shared experiences through oral and written literacy skills.

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Heather Green heather.green@lkdsb.net	Lambton Kent District School Board	Formative Feedback Meets Technology	Our project plan is for teachers to strengthen their understanding of feedback so that we can help students develop a better understanding of their own learning by receiving and responding to descriptive feedback and being engaged in the feedback process. Students will be taught how to receive feedback, reflect on their own work, change it for the better and have a better idea of how it should look in the future (feedback loop) to help them develop metacognitive abilities so they better understand how they think, feel and act. Through book study, research and collaboration we will deepen our understanding of feedback and the role that feedback and metacognition play in the learning process. We will identify at least 3 key actions and experiment with technological tools (such as using Google Voice and Seesaw audio to provide feedback) when communicating and tracking feedback. Examine student engagement with regards to applying feedback with the ultimate goal of having students understand and track feedback and identify getting and responding to feedback as important and more enjoyable. Through discussion we will consider the role of teacher efficiency when providing or tracking feedback and identify tools or processes to improve timely feedback. We will share our findings with teachers in our board, develop a Professional Learning Network through Twitter, share our learning with each of our respective staffs, and put in a proposal to present at a provincial conference (BIT18 or Connect 2018) to spread ideas beyond our board.
Shannon Green shannon.green@granderie.ca	Grand Erie District School Board	Supporting Students Applying to American Schools for Post- Secondary	Our plan is to educate ourselves about the application process and requirements for applying to American colleges and universities. This will take place by attending the Prep Skills Conferences held in the Fall and Spring each year in the Toronto area. We will seek to have some mentoring from a Prep skills representative as well. In addition, we would like to purchase resources to support our learning. We will create a step by step guide to share with guidance counsellors as a means of assisting others with the application process. We will use this information to support our students in our secondary schools. We will educate our colleagues in our school board through a Guidance Counsellors Workshop and educate other provincial counsellors through presentations at OSCA (Ontario School Counsellors Association) Conferences.

2017-2018 Teacher Leadership and Learning (TLLP) Projects - English

Name/Email	School Board	Project Title	Project Description
Robin Grondin robin_grondin@wecdsb.on.ca	Windsor-Essex Catholic District School Board	Assessments be Nimble, Feedback be Quick. (Make Thinking be Visible)	Our plan is to find a more effective way to make student thinking visible and create different approaches to assessment for/as/of learning with technology. With multiple class set of iPads, our department will be able to use different apps such as Desmos Classroom Activities, Nearpod, Explain Everything and Google Forms to create different types of assessment that will allow us to view student thinking more efficiently and provide immediate feedback for our students and ourselves. Our plan would also consist of release days for all project members to create and share different assessment ideas using the iPads with the assistance of our math consultant. Having a majority of the department involved in this project will create consistency and cohesiveness in the learning atmosphere for our students from Grades 9 through 12. Finally, we will share our work and findings with teachers in our school, our board and beyond through P.D. sharing sessions and a website/blog with the hope of getting other teachers excited about our findings and motivated to grow as an educator.
William Gross william_gross@lakeheadschools.ca	Lakehead District School Board	The Wellness Sensitive Classroom	Obtain best-practices training and resources for TLLP group members for sharing. Record baseline measures such as attendance history, academic achievement, and behavioural concerns. Conferring with all staff in the school to record student achievement and well-being concerns. Address staff wellness concerns associated with student well-being. Initial 'testing' of researched strategies within group member homerooms. Intermittent re-evaluation and discussions. Sharing of successful strategies and resources with all school staff. Capacity Building with all school staff to develop a wellness culture.
Anita Halfpenny ahalfpenny@hpedsb.on.ca	Hastings and Prince Edward District School Board	Breaking the Stress Cycle - Self-Regulation for All!	Through this TLLP we will: - provide teachers with training in self-regulation principles - provide teachers with training in the importance of creating and maintaining classrooms that support mental health and well-being - emphasize the importance of positive classroom culture and relationships by creating 'havens of self-regulation' and modelling self-regulation techniques with teachers and students - with small groups of students, discuss the principles of self-regulation and model these principles and strategies. Also, we will discuss the importance of self-monitoring and assessing their own levels of stress before, during, and after applying the self-regulation strategies they were taught. - share the principles of self-regulation and the importance of well-being with parents.

2017-2018 Teacher Leadership and Learning (TLLP) Projects - English

Name/Email	School Board	Project Title	Project Description
Cheryl Harnum janel.masse@peelsb.com	Peel District School Board	Spiralling Curriculum and Assessment/ 'Gradeless' Classroom	<ul style="list-style-type: none"> -identify the greatest area of need in terms of math content knowledge and assessment tools -develop a spiralling math program (unpack the curriculum and make connections with the strands) and develop rich tasks and lessons to target multiple strands -explore alternative assessment tools and discuss how to use the evidence (triangulation of data) to generate a letter grade -select/implement an assessment tool/strategy to conduct PLC (co-planning, co-teaching, co-assessing and co-debriefing) -invite our instructional coach to support our development of the spiralling math program -invite our assessment coordinator to support our development of alternative assessment tools -attend a PD workshop by Marian Small, Jo Boaler, Dan Meyer or Lucy West to deepen our understanding of Math education -engage in a math book talk (e.g., Rethinking Letter Grades by Caren Cameron and Kathleen Gregory) about teaching, learning and evaluating -visit each other's classroom to observe different teaching and learning strategies and the use of various assessment tools in action -share our learning with our grade level teams
Joan Harper harperjo@hdsb.ca	Halton District School Board	LD: Learning Differently	Our goal is to: maximize potential, awaken talents and transform lives for our students. By synonymously learning more about the profile of students managing Learning Disabilities and the Inquiry process, we can reveal new ways to teach and reach all students. We can uncover hidden talents, maximize potential, and ignite new passions by equipping students with the ability to think critically, access new information, and advocate for who they are as learners, regardless of subject, grade, or teacher.
Stefanie Heber Stefanie.Heber@publicboard.ca	Greater Essex County District School Board	PASCO Probe Technology to Enhance Learning for All	The first step in our project plan is to order and obtain the technical equipment of iPad and PASCO probes. The next step would be to obtain release time to enlist a PASCO representative to train us in using the equipment. Further release time would then be needed to develop curricula based inquiry activities and investigations that can apply the use of the equipment and relate them to the fields of engineering, lab analysis, medicine, and environmental concerns. These activities and investigations would then be shared with other members of the board through the use of Edsby and a web page. Lastly, release time would be needed to prepare and run a workshop for up to 20 staff members from our board.

2017-2018 Teacher Leadership and Learning (TLLP) Projects - English

Name/Email	School Board	Project Title	Project Description
Rachael Hedley hedleyr@rcdsb.on.ca	Renfrew County District School Board	Assessment for Learning: Running Records at the Secondary Level	Our Plan: Perform running records in September. Compile and analyze data. Share findings with other staff members so they know where their students are in terms of literacy skills. Share strategies that will assist in developing student literacy skills. Meet as a team once a month to explore resources and share ideas with the intention of producing materials that can be shared. Attend the February Reading for the Love of It conference as a continuation of our professional development as English teachers. Re-test students in June to determine whether or not gains have been made. Consider implementing running records as part of our regular classroom practice and determine how this can be achieved given the investment of time required to complete the tests.
Brenyn Hodge bhodge@hpcdsb.ca	Huron-Perth Catholic District School Board	Inquiry Based Science - In the Hands of Students	With the intermediate science curriculum as the focus, we are going to develop a resource for blended grades which promotes inquiry and prepare students for high school by providing students with opportunities to develop, refine and formalize their inquiry skills. This resource will align the science curriculum with the continuum for scientific inquiry/experimentation and will allow teachers the confidence necessary to easily implement an inquiry based program. This resource will allow for proper documentation of student learning and assessment. By creating this resource and providing students with the necessary science materials, we will be fostering an environment where students; ask relevant questions, design investigations, actively seek solutions, making observations, collect and analyzing information, synthesize information, draw conclusions and develop useful problem-solving skills. Thus, creating opportunities for students to relate their knowledge and skills to wider contexts that will motivate students to learn in meaningful ways and become lifelong learners.
Cindy Hughes cindy.hughes@wcdsb.ca	Waterloo Catholic District School Board	Student Achievement in Mathematics through Inquiry and Collaboration	We will investigate how inquiry, collaboration and technology can combine to increase student achievement. We will meet to research and develop engaging tasks to support this. We will implement these tasks and use student feedback and achievement to monitor our progress. We will meet with other teachers in our school board at up to fifteen other schools to share these lessons, support the implementation of these tasks, and offer the opportunity to co-teach and meet to debrief.

2017-2018 Teacher Leadership and Learning (TLLP) Projects - English

Name/Email	School Board	Project Title	Project Description
Jody Jakubo jakuboj@rainbowschools.ca	Rainbow District School Board (Rainbow Schools)	Engaging and Empowering Students Through Inquiry	We will continue to build knowledge around student inquiry by incorporating timely/relevant theory into practice. We witnessed impressive preliminary learning and achievement gains in our classes because students felt comfortable sharing ideas and taking risks. We will work alongside students to deconstruct overall expectations when creating an inquiry unit. Explicit instruction around critical/creative thinking and inquiry processes will prepare students to create 'free-inquiry' projects (MacKenzie, 2015). Students will self-assess and complete surveys to be analyzed, interpreted, and shared. We will communicate with colleagues, prepare PD sessions and invite leaders on student inquiry to build teacher and student capacity in our board. Our students will be invited to share the value of student-led inquiry with other students and educators to inspire them to take risks in their own classrooms. We will use knowledge generated in our project to create an interdisciplinary course centered around inquiry in the 21st century.
Amy James-Popowich ajames@scdsb.on.ca	Simcoe County District School Board	Listen Up, Wobble and Learn!	We would like to set up 3 rooms for semester 2, in week 2 in both literacy and numeracy based courses: 1) with a sound-field system 2) with Hooki stools for all students 3) with a sound field-system and Hooki stools and measure student achievement. This would mean that we would have 12 classes involved in the project (approximately 350 students) We would assess the effectiveness of these strategies by: -student and teacher on-line rating scales and questionnaires in week 1 of semester 2 and in June to query student engagement, classroom behaviour and sense of student academic achievement -comparison of marks, midterm and final (against other same courses run in traditional rooms, both in this semester and in the past 2 years in our school) - comparison of the students' individual marks in the courses run in these 'test' rooms against their other marks in regular classrooms We will also examine effectiveness by gender, special Ed needs and English Language Learning needs.
Douglas Jones douglas_jones@lakeheadschoools.ca	Lakehead District School Board	Teacher Professional Practice, Student Assessment & Success, and Technology at the Intersection of 21st Century Skills & Understandings	This project is designed to change the learning environment in science classrooms to focus on developing student understanding of key concepts by engaging in real world scientific technologist activities. We as teachers will be developing our understanding of how to engage students in activities that get them learning about the world around them through data collection using scientific probes. Students will learn to analyze the data in meaningful ways and report on their findings not just in class but to the local community and through blogs.

2017-2018 Teacher Leadership and Learning (TLLP) Projects - English

Name/Email	School Board	Project Title	Project Description
Liliane Jones liliane.jones@ocdsb.ca	Ottawa-Carleton District School Board	AutoCAD Based Designs in Technology Classrooms	1) Gather technology teachers for training on AutoCAD led by an expert teacher and an AutoCAD software consultant to learn and develop technology design skills relevant to meeting curriculum expectations in a modern and job-relevant way. 2) Invite learning community (including students) to : -brainstorm meaningful, relevant, and substantive tasks, involving AutoCAD, that would engage all students in tasks that would have a positive impact on their learning and have direct links to learning outcomes; -develop strategies to assist students with Board goals of exit outcomes (Critical Thinking, Academically Diverse, Digital Fluency) 3) Action ideas to develop tasks (AutoCAD related) that will be shared among colleagues through a google community, board-sponsored PA days and contributions to resource banks. * TBN: When I put 'my feelers' out to tech teachers in my board about getting some PD on AutoCAD, 25 teachers responded within 4 hours. ALL were keen to get training. The other 4 responded within 8 hours. As a math teacher (by trade) but a Tech Department Head (by love), it became quickly evident how little opportunity our tech teachers get to develop in on their very important practice.
Najet Jones najet.jones@publicboard.ca	Greater Essex County District School Board	Full STEAM Ahead	Technology augments the continuous evolution of the necessary comprehension strategies and metacognitive techniques while developing the subject specific knowledge. Our project will involve teachers developing cross-curricular lessons throughout our school and the school board. By incorporating Science, Technology, Engineering, the Arts, and Math (STEAM), students will be challenged with inquiry based activities using a variety of technology tools, such as virtual and augmented reality. These can be tailored to the specific learning styles of the student. By integrating the language arts into a cross curricular framework like project based learning, literacy skills will develop in addition to critical thinking and problem solving skills.
Kimberley Kelley k.kelley@tvdsb.on.ca	Thames Valley District School Board	Voice and Choice! Using Technology to Develop 21st Century Skills in the Primary Classroom	Our TLLP will focus on researching, implementing and evaluating various digital tools and platforms (e.g. GAFE) to develop 21st century skills and transform students' learning experiences in the Primary classroom. We will explore various apps and digital learning tools that can be integrated across the curriculum to empower student voice and choice. Students will become proficient in communicating their thinking through the use of various forms of technology (e.g. iPads, chrome books, spheros). Students will be active participants using digital learning tools to communicate and demonstrate increased number flexibility. Our project will use intriguing and innovative technology tools to increase student engagement and ultimately, enhance student learning and achievement. Our professional learning will be shared and celebrated with TVDSB colleagues through various mediums (e.g. staff meetings, board workshops).

2017-2018 Teacher Leadership and Learning (TLLP) Projects - English

Name/Email	School Board	Project Title	Project Description
Catherine Kenny clabine@rccdsb.edu.on.ca	Renfrew County Catholic District School Board	Using Triangulation of Assessment to Identify Mathematical Thinking, Challenges and Next Steps for Students	Teachers will engage in a lesson investigation surrounding proportional reasoning with gap closing that is fed by our assessment from lessons/tasks. Proportional reasoning would be our focus, because it is evident across all strands. Teachers will collaborate to develop rich three part lessons using a variety of resources (Ontario Curriculum, Open Ended Questioning Books, TIPS Units/Lessons, etc.). Initially, we will be annotating, recording students orally and taking observations so we can come together to identify student thinking and challenges surrounding number sense and relationships (identify gaps) across all 6 Grade 8 classrooms. We will use our triangulation of data from our lessons to inform our next steps and lessons. Annotation of student product in these lessons will be used as a data piece for identifying student thinking/challenges/tools/etc. Assessment and student challenges can drive our future lessons. In the end, we will have a google collection of three part lessons, google collection of collaborative assessment tools for triangulation, better understanding of helpful and current math instruction resources, a variety classroom strategies, and better understanding of student thinking and misconceptions, student preference of manipulatives/tech/strategies, etc.
Yolanta Krawiecki yolanta.krawiecki@ocsb.ca	Ottawa Catholic School Board	Fostering a Culture of Social Emotional and Deep Learning	Our collaborative project focuses on creating a climate and culture of engaged and self-directed learners who are socially and emotionally aware. We feel that when students are in a positive learning mindset they will be able to deepen their learning inside and outside of our classrooms. We hope to build a capacity of 21st Century Skills within our entire community, which will allow for differentiated and collaborative learning. Our goals are explicitly outlined in a Framework here: bit.ly/TLLPSEAS using our Ottawa Catholic School Board's Deep Learning initiative as an organizational structure. The Four Elements of New Pedagogies for Deep Learning (Pedagogical Practices, Learning Partnerships, Leveraging Digital, and Learning Environments) will support the goals within our School Innovation Plan for Student Achievement and Well-Being, teacher professional learning, and can foster deep learning for all of our students.
Miriam LaPeare miriam.lapeare@granderie.ca	Grand Erie District School Board	STEM in Grand Erie	My vision for this project is to create a travelling STEM lab that could be shared with elementary schools across the school board. Bins would be created with STEM resources (robotics, LEGO, Circuit Boards, Magformers etc.) with lessons and could be signed out to a school for a period of time (1-2 weeks). I would be a 'STEM Coach' who would support teachers who borrowed the bins either by going to the school and helping launch the activities in a classroom or by providing PD in a school to staffs interested in integrating STEM Education at their school. I would also like to create some opportunities where students from different schools could come together for a day and create together.

2017-2018 Teacher Leadership and Learning (TLLP) Projects - English

Name/Email	School Board	Project Title	Project Description
Erin Little erin.little@dsb1.ca	District School Board Ontario North East	Word Detectives: Structured Word Inquiry	Our project will help us and other interested teachers understand the meanings of part of words in English and how the written structure makes sense. We will participate in a summer workshop with Peter Bowers of Word Works Kingston (and author of MOE document cited below), and have him lead some workshops in the school with teachers in the English stream. We will meet several times to reflect on our own and our students' progress and discuss and/or develop more resources. We will then put what we learn into practice in our classrooms and as a part of reading interventions both in class and with the SERT.
Philippa Luksic Miller Philippa_Luksic_Miller@bgcdsb.org	Bruce-Grey Catholic District School Board	Empowering Students through Inquiry- based Learning in the French Immersion Classroom	We are looking at investigating the Inquiry-based learning process with our Primary, Junior and Intermediate French Immersion students. We are eager to provide opportunities for students to become 'knowledge builders, capable of creative and innovative solutions to problems' (Inquiry Based Learning, Capacity Building Series, May 2016). We would like to explore what Inquiry-based learning really looks like in relation to action oriented tasks in the French language. We will explore integrating appropriate and effective technology tools (e.g., Chromebooks, iPads, coding devices). We will also share our resources and learning with other French Immersion teachers who would be interested in implementing Inquiry-based Learning with their students.
Heather Lye heather.lye@pdsb.net	Peel District School Board	Gradeless Secondary Classrooms	Our Plan: <ul style="list-style-type: none"> • Attend conferences to learn more about assessment technology to support the gradeless classroom. • Survey students to discover student assessment literacy at the start and end of each semester. • Engage in collaborative inquiry with instructional coaches, resource teachers, and instructional co-ordinators for self-directed learning related to effective feedback and reflection (assessment as learning), aligning classroom assessment for learning practices, formative assessment & teaching strategies for student success • Explore and determine the best tech tools to redefine how we implement feedback and reflection practices (to ultimately improve and support teacher workload and to organize information for students to streamline potentially real-time communication between teachers and students). • Share our learning with colleagues at our respective schools • Share our learning with our online professional learning networks (social media/blog) • Introduce course teams to technology for feedback and other assessment practices. • Share our learning at conferences, including a shared Google Drive folder.

2017-2018 Teacher Leadership and Learning (TLLP) Projects - English

Name/Email	School Board	Project Title	Project Description
Joeleen MacDonald joeleen.macdonald@lkdsb.net	Lambton Kent District School Board	Cultural Camp for Teachers and Students: Using Technology to Record Indigenous Culture, Traditions and History	This project will address two significant components that educators need to know in order to appropriately teach First Nations, Métis and Inuit education: 1) How to develop sustainable local relationships with our First Nations community (for this project, it will be the Mississaugas of the New Credit First Nation) 2) How to best learn Indigenous pedagogy and epistemology (on the land, with Elders and in their language where possible) This project aims to meet both professional learning goals by immersing several educators in the customary practices of the Anishinaabek through: • An excursion on the land where educators will learn first-hand through the teachings and customary practices by the Elders from New Credit First Nation (experience traditional knowledge, interact with the environment and participate in a Sweat Lodge) • An excursion to a former Residential School and cultural museum where teachers can meet with a Residential School Survivor • A follow up session where educators will work collaboratively to develop classroom activities linked to the revised curriculum that reflects authentic Indigenous epistemology that is relevant to the local area while using technology (iPads) as the medium to create student engagement.
Jeff MacKay jeffrey_mackay@kprdsb.ca	Kawartha Pine Ridge District School Board	The Spirit of the Drum	The project's central piece will be a video featuring Indigenous Student/Adult Drum Circles and The James Strath/Crestwood Drumlines as well as students from James Strath PS music program. A composition will be written combining the two cultures of drumming demonstrating how we can respect our differences and combine our ideas into a final song. Both Drumlines will practice the piece separately and a video shoot will take place combining both groups. Post production will take place with the help of the Media Department at Crestwood SS. There will be a video release on YouTube and live performances in the community.
Heather McDonald heather.mcdonald@wellingtoncdsb.ca	Wellington Catholic District School Board	Classroom Strategies and Curriculum to Assist in the Smooth and Successful Transitioning of ELL students from ESLD / E Streams into Core English Courses	Our Plan: • To develop ESLD and ELSE curriculum and learning strategies to assist ELL student's transition into core English courses more smoothly and with increased success. • To help teachers understand and make connections between core English expectations and how they connect to the ELL STEP continuum. • To develop effective and engaging ESLD / E curriculum that is directly linked to the OLB STEP continuum with a focus on expectations of level 5 and 6. • To ensure that the development of specific assessment criteria linked to curriculum provides students with the opportunity to demonstrate the OLB STEP continuum skills and develop summative and culminating assignments that confirm student achievement of Step continuum skills.

2017-2018 Teacher Leadership and Learning (TLLP) Projects - English

Name/Email	School Board	Project Title	Project Description
Debbie McLean mcleand2@adsb.ca	Algoma District School Board	The Power of a Portfolio	Studies reveal the importance of teachers sharing with their colleagues on what works well and what is needed for professional growth in the classroom. In order to shift our student's learning, we clearly need to shift our teaching. My collaborative inquiry includes the collaboration of second language teachers (as a focus group in our growing French Immersion School), the gathering of pre and post project data (student and teachers), the integration of metacognition strategies (via digital portfolios and student-led conferences), the use of iPad technology as assessment for, as and of learning (using the Edsby platform), teacher workshops, co-teaching opportunities, and analyzation of evidence (videos, photographs, surveys) using research-based resources (Hattie, Fullan). The project captures key ingredients of the Growing Success document using descriptive feedback, self and peer assessment skills, goal setting and next steps for improved learning.
Craig McQuilkie mcquilkiec@hdsb.ca	Halton District School Board	Elementary Technological Education: Hands-On Inquiry	The primary aspect of our project focuses on student engagement, achievement and overall school culture. If we focus on the cross curricular integration of design and technology, problem based tasks, with deliberate links to Mathematics and Science then we will be creating an environment that engages students and encourages critical thinking and the development of problem solving skills. As a team, we will develop grade specific tasks and programming that directly links Mathematics and open ended inquiry based Design and Technology projects and learning to drive student engagement. By developing teacher competence and confidence in the implementation of hands-on, inquiry based projects, teachers will create a learning environment that promotes student success in negotiating contextualized, real world application problem solving tasks. A guiding principle for this TLLP is to increase teacher's capacity to safely integrate student hand tool use, manage materials, manage student interactions and behaviours and institute overall student safety as teachers develop student inquiry within the classroom. Through a combination of direct instruction, co-planning/co-teaching, project design sessions teachers will meet the goals of this TLLP.
Gail Mills millsg@rcdsb.on.ca	Renfrew County District School Board	Future Engineers and Mathematicians - Building a Better Future	The project plan is to build lessons that blend mathematics expectations with science curriculum expectations in Grades 4 to 8. The lessons would be field tested with students at our school, and opportunities for reflection and consolidation of student learning would be essential in building resources for other teachers. The focus of these mathematics and science lessons is to provide engaging activities that bring about deeper learning and strong connections between these subject areas. The lessons and activity ideas/resources would then be shared electronically with teachers across Ontario.

2017-2018 Teacher Leadership and Learning (TLLP) Projects - English

Name/Email	School Board	Project Title	Project Description
Jill Mitchell jill.mitchell@peelsb.com	Peel District School Board	Mindfulness and the Application of Self-Regulation	Together we represent each grade in our school (K-5) along with our teacher librarian. We will learn about self-regulation and mindfulness from The MEHRIT Centre (Dr. Shanker's Self-Regulation Framework (attending symposium, institute and reading his two books (Self-Reg and Calm, Alert and Learning). Our year plan involves three main parts: 1. Learning about The Self-Regulation Framework. 2. A personal journey into self-regulation and mindfulness. We will explore our strengths and struggles, reflecting on a personal level through group discussions, journaling and blogging our thoughts, beliefs, attitudes and learning. From a place of deeper understanding on self-regulation and mindfulness we will look at how this learning will impact what and how we teach moving forward. 3. Creating a school wide plan to develop self-regulation and mindfulness using the tools and practises we have learned.
Susan Monachino monachinos@hwcdsb.ca	Hamilton-Wentworth Catholic District School Board	Training the Teachers: Integrating Cisco Courses Throughout the HWCDSB	Information and Communication Technology skills are vital in today's workforce; however, there are few teachers with the necessary credentials and training to deliver a successful Computer Technology program. As a Secondary Computer Technology teacher, I have been delivering Cisco courses for over ten years to over 1,000 students, maintaining high student interest and strong numbers that exceed the provincial average. This project seeks to improve student numbers and success in Computer Technology and Computer Studies throughout the Board, by training additional teachers to deliver Cisco certifications. The key learning goals of this plan are to obtain local certification as a Cisco Teacher Instructor, and to run teacher certification programs in Cisco within the HWCDSB.

2017-2018 Teacher Leadership and Learning (TLLP) Projects - English

Name/Email	School Board	Project Title	Project Description
Stephanie Morris stephanie_morris@wrdsb.on.ca	Waterloo Region District School Board	Meeting the Environmental and Intellectual Learning Needs of the Essential Level Learner	Step 1 - Research applicable literature related to differentiated learning, STEM and use of the makerspace movement to engage reluctant and/or exceptional learners. We plan on joining existing online communities to discuss and further facilitate research. Step 2 - Visit schools and learning spaces (i.e. public libraries/makershops) to better understand how the physical environment influences student engagement. Step 3 - Conduct a diagnostic assessment of current levels of engagement, credit accumulation, academic success, attendance and learning styles of essential level learners, using input from both staff and students. Step 4 - Create spaces in our library and resource areas that are not just academically focused but more appropriately appeal to all levels of learners, specifically inclusive of the essential level learner's needs. Step 5 - Develop both a permanent makerspace and a mobile maker cart for classroom teachers to increase student engagement and innovation while encouraging teachers to re-imagine the possibilities of a differentiated learning environment. Step 6 - Share findings and learning goals with school staff and provide training opportunities for utilizing new spaces. Step 7 - Gather data and observations of engagement, credit accumulation, academic success and attendance in order to share findings with colleagues at other WRDSB schools offering essential level programming. Share findings with the broader educational community.
Jennifer Nalon jennifer.nalon@cdsbeo.on.ca	Catholic District School Board of Eastern Ontario	Fostering 21st Century Learning in the Early Years: Home and School Connections	Using release time, project members will gain knowledge and comfort of guiding students and families during their contribution to the Microsoft OneNote and Classroom tasks before having to do so. As new users to the OneNote community and Microsoft Classroom, this project will allow our group of educators to gain mastery skills to further develop our teacher capacity. Students will have the opportunity to have home access to technology and contribute to them in-school learning during their home time by accessing the One Note and Microsoft Classroom Community. Students and parents will have the opportunity to contribute to their own learning documentation by adding text and voice to their uploaded pictures. This will allow our school community to build our capacity of this program/app and apply it to our communication options.
Perri Nantais perri.nantais@hscdsb.on.ca	Huron-Superior Catholic District School Board	Impact of Daily Literacy Intervention on Student Success (The Lovin' Literacy Project)	This TLLP will: 1. follow the four blocks literacy model (Guide to Effective Instruction in Reading and Writing) 2. use the Fountas and Pinnell Leveled Literacy Intervention System in all the classrooms for Guided Reading, Independent Reading Word Study and home connection 3. commit to 90 minutes of literacy throughout the day 4. provide support by certified Reading Recovery teachers 5. provide training on the use of various assessment tools 6. implement authentic assessment such as using running records and learning goals to promote a lesson focus 7. use pre-and post assessments to track student achievement and set individual targets.

2017-2018 Teacher Leadership and Learning (TLLP) Projects - English

Name/Email	School Board	Project Title	Project Description
Nicole Osborne nosborne@bhncdsb.ca	Brant Haldimand Norfolk Catholic District School Board	Tools to Make Our Thinking Visible	We will develop a professional learning community to learn more about The Creative Thinking Consortium's programs and tools with our goal being to be better able to help students think critically and creatively about a variety of topics. We will use tools and strategies provided at workshops to make student thinking visible and implement them into our classroom practices. We will share our experiences and co-plan and co-learn with our peers.
Amanda Paakkunainen ablakely@sgdsb.on.ca	Superior-Greenstone District School Board	Playful Pedagogy- Math in the Early Years: Identifying and Communicating our Strengths as Learners	To begin our inquiry, we will prepare and distribute a parent survey to determine parental involvement. We will use the lesson study cycle to plan precise mathematical play based centers and related key questions in order to learn more about what students are thinking and understanding. We will complete two clinical cycles, one per term, focusing on number sense and numeration and geometry and spatial sense with an overarching focus on the math processes, specifically communication. Based on pre-determined criteria, we will select specific marker students to track throughout our process. Using our theory of action, we will develop a diagnostic in order to place students on a learning continuum. We will plan clinical play based interviews with students in order to analyze, give feedback and plan next steps. Evidence of student learning will be documented along the way. Through exploratory lessons we will observe and collect data and further analyze student learning and plan our pedagogical approaches. In the debriefing stage, we will engage in reflective practices and share evidence with colleagues and consolidate our learning. For our students, we envision them sharing their individual learning portfolios with their families in which they discuss individual goals and reflect on their thinking and learning.
Kim Reisiger reisigk@rainbowschools.ca	Rainbow District School Board (Rainbow Schools)	Using Visual Arts Interventions to Support Adolescent Mental Health	Our project focuses on using visual art as an intervention to support students' mental health and well-being. The project is designed to work with a group of students for 6 week sessions. Topics covered will include, group confidentiality, body image, self-esteem, resiliency, stress, anxiety, and ADHD. Students will have the opportunity to create self-portraits, vision boards, Claymation videos, Zentangles, painting, art journaling, and mask making. The project is not designed to be an art class and emphasis is on expressing one's self through art-making, not on beautiful artwork.

2017-2018 Teacher Leadership and Learning (TLLP) Projects - English

Name/Email	School Board	Project Title	Project Description
Casey Roberts casey.roberts@tldsbo.on.ca	Trillium Lakelands District School Board	Developing Critical Thinking for Content- Based Reading: A Family of Schools Approach	Teachers in Grades 6-10 who recognize the importance of continuing reading instruction into the intermediate division have identified confidence in teaching reading as a common need. Our project will use a teacher selected resource to give teachers the opportunity to support each other in implementing common strategies across several schools and panels, by responding to a teacher-identified need, and using a teacher-selected resource our hope is to build a community where experienced teachers feel safe to explore/expand their practice, and work alongside new teachers to model the value of life-long learning and responsive teaching. The project is essentially a book study, with built in opportunities to determine effectiveness by reviewing achievement data of level 2 readers, and responding to student need based on this data.
Dion Rose drose@sgdsb.on.ca	Superior Greenstone District School Board	Alternative Education with a Focus on Native Studies	Our group is comprised of Alt Ed and Native Studies educators who have noticed a strong connection between our programs. We teach at three 'hub' high schools in our district, all of which serve very high (30-50%) FNMI populations, but are limited from collaborating because of the size of our district (approximately 50 000 km ²). Our main objective is to better understand Anishinaabe epistemology, and to develop deep and meaningful relationships with the elders and knowledge keepers from the communities that our students come from. We want to better understand the relationship between the Anishinaabe and the land, to learn how to better incorporate those concepts into our teaching, and to work with students to record this learning to create an Indigenous knowledge library. We would like to culminate with a series of Teacher Education Lodges in three of our schools, where we invite community members in for half-day coaching sessions to discuss Anishinaabe worldview, pedagogy and epistemology, how this impacts learner, and how we can have more responsive and welcoming learning environments.
Myra Ryan myra.ryan@dsb1.ca	District School Board Ontario North East	STEM + Girls = The Sky's the Limit!	STEM learning is a very important part of student learning. Developing these skills in our students is of the utmost importance in order to keep up with the ever-changing world. We would like to learn more about how to create Makerspaces activities to help our students, more specifically our female students, become familiar with programming/coding skills, spatial reasoning, problem solving, etc. We would like to create a variety of Makerspaces activities for the students at the primary and junior levels in order to develop a continuum throughout the grades so that we can scaffold the students STEM learning.

2017-2018 Teacher Leadership and Learning (TLLP) Projects - English

Name/Email	School Board	Project Title	Project Description
Laurel Sanderson Laurel_sanderson@bwdsb.on.ca	Bluewater District School Board	Unleashing Our Math Potential	1. CONSOLIDATION -transform our teaching and learning strategies to focus on consolidation / reflection of math thinking daily -as students defend and justify their math thinking, they will grow their brain and develop a growth mindset 2. COMMUNICATING MATH THINKING (student voice) -explicitly teach accountable 'math talk' so students can communicate their math thinking and students will develop higher order skills (critical thinking, communicating, collaboration, owning their thinking - entrepreneurship) - make math thinking and learning visible -explicitly teach 'mindset talk' 3. HANDS-ON MATH LEARNING - apply math process skills through regular use of a variety of manipulatives on rich math tasks - problem solving encourages students to reason their way to a new understanding (growing their brain) - provide challenges that are at the edge of where the students are at (being mindful of developmental continuum like Prime) - make math fun and engaging - using manipulatives and technology daily in math class.
Amy Scales amy.scales@ed.amdsb.ca	Avon Maitland District School Board	Consolidating Rich Tasks in the Mathematics Classroom	Participants were involved in a 2-year project with the OAME/MOE focused on Applied Grade 9 Math students. At project wrap, our team determined we still had more learning to do. Previous focus had been the use of Rich Tasks in a mathematics classroom, to engage learners and deliver the curriculum with a focus on the Mathematical Processes. We still can grow in the methods for consolidation used to ensure students are retaining the skills learned. Student voice indicated that though they feel engaged in the rich task problems, they do not feel they have LEARNED anything. We would like to focus our inquiry on ensuring that students feel they have learned, by refining our Consolidation techniques. We have been invited to see how another team uses Rich Tasks to drive learning in a spiralled curriculum. Our goal is to learn from the Ottawa team over 2 days and then return to our schools to Co Plan, Co Teach and Debrief, focusing on the Consolidation phase.

2017-2018 Teacher Leadership and Learning (TLLP) Projects - English

Name/Email	School Board	Project Title	Project Description
Emily Schmuck emily_schmuck@wrdsb.on.ca	Waterloo Region District School Board	Fostering a Collaborative Digital World in the High School Classroom	Our team will begin by learning together about the principles of effective collaboration. We will do this through a variety of different means, including a book club, attending Kitchener's GAFE Summit and the Bring IT Together conference. We will also visit Kitchener's Google headquarters. Our focus will then shift to the development of useful classroom resources, in the form of cross-curricular lessons and activities. We will use release time to identify the key principles of collaboration students need to learn in order to be successful. We will also research and brainstorm, practical hands-on activities that will help build collaboration in classrooms. Our team will implement these strategies and pilot these lessons, reporting on their experiences. We will also learn more about the digital aspects of the collaborative classroom. We will use release time to assess the effectiveness of the online Google tools we are currently using, as well as explore new tools that might further enhance student and teacher collaborative experiences. We will pilot some of these new tools in our own classrooms, documenting and sharing our experiences. Finally, our team will share our findings with our colleagues. We will use release time to create a package of resource materials, as well as prepare and offer a workshop for our colleagues. We will also submit applications to present at the WRDSB Learning Symposium and the Waterloo Region GAFE Summit.
Edward Schroeter edward_schroeter@kprdsb.ca	Kawartha Pine Ridge District School Board	Understanding and Enhancing Spatial Reasoning in Year 1 and Year 2 Kindergarten Students	Our collective learning goals are all in the service of improved student learning and achievement, connected to our daily practice, and are relevant to current ministry of education, board, school, and classroom initiatives (e.g. Ontario's Renewed Math Strategy, KPRDSB's 3-year Math Strategy, and Millbrook-South Cavan P.S. school improvement mathematics plan.) Our team's learning goals are to: 1.) - improve spatial and shape skills teaching and learning in our kindergarten classrooms by developing a deeper and more comprehensive understanding of age-appropriate spatial reasoning skills for Year 1 and 2 kindergarten students as well as age-appropriate spatial skills assessments and instructional practices 2.) - use student work study procedures ('Learning in the Field: The Student Work Study Teachers Initiative, 2009-2010,' Ontario Ministry of Education, 2011) to practice, test, refine and expand our repertoire of instructional strategies for use as an aid to improving spatial learning among kindergarten students, 3.) - consolidate our learning by teaching each other what we have learned and how this learning aligns with the Four Frames in the Kindergarten Report Card, 4.) - preserve and share our documented, collective, evidence-based learning about effective spatial reasoning assessment and instructional strategies for our future use and reference.

2017-2018 Teacher Leadership and Learning (TLLP) Projects - English

Name/Email	School Board	Project Title	Project Description
Catherine Searson csearson@rccdsb.edu.on.ca	Renfrew County Catholic District School Board	Integrating STEM into Primary Classrooms to Promote Deep Learning	Discover STEM projects Together, going over routines, problem-solving and building resources - choose a Project-Based STEM activity to work on collectively that reflects student inquiry - later in year, learn how to lead students to choose own Project or inquiry question Based on own interests - organize classroom and Build resources to support these types of projects - integrate use of technology to discover and master new content knowledge, develop simulations or animations, work with others from outside of class, create multimedia presentations, analyze data or information
Parsa Shahid jburlany@hwdsb.on.ca	Hamilton-Wentworth District School Board	Strategies for Understanding Trauma for Educators and Students	Our project is based on current research on trauma and practices in building trauma-informed schools, and in understanding the effects of vicarious trauma on educators. We will begin by learning about and selecting resources which will help our school understand the impacts of trauma, guided by work at the Center for School Mental Health and the Trauma and Learning Policy Initiative (Stephan, S.H., 2016; Cole, S.F., 2009). After reviewing background research, we will work with local experts and participate in face-to-face and online training to understand and apply best practices in supporting educators who experience compassion fatigue and vicarious trauma through their work with traumatized students. Through a series of individual and group learning experiences, our school will develop a shared understanding of trauma-sensitive education and build a culture that supports each other, as well as the students in our care. We will also work with School Mental Health ASSIST, and the Knowledge Network for Student Well-being in order to learn from their research and share our experiences.
Jennifer Shields jennifer.shields@ed.amdsb.ca	Avon Maitland District School Board	Spiralized DRiVe Inquiry in Senior Chemistry	By maximizing the resources of current long standing chemistry teachers in our board, I hope to combine best practices in order to make the switch from teacher led to student led inquiry. This means I will -take current 'cookbook' labs and redesign them to support the 'DRiVe' inquiry process (DRiVe - Demonstrate, Replicate, investigate, Vary, and then explain) -find ways to 'spiralize' the science curriculum in order to make connections to all units continuously throughout the course -engage prior learning from other courses, and make connections to the real world -design appropriate assessment strategies that reflect a scientific inquiry process, and include the expectations from appropriate units -source & create resources to provide a rich, flipped classroom in order to support student learning -develop a website, including a schedule, which all teachers can access in order to implement this model into their own classroom

2017-2018 Teacher Leadership and Learning (TLLP) Projects - English

Name/Email	School Board	Project Title	Project Description
Kim Sidi kim_sidi@wecdsb.on.ca	Windsor-Essex Catholic District School Board	Full STEAM Ahead: Development of K-6 Cross Curricular Coding Activities	Our project is designed to captivate the creativity and passion for learning that students display when they first enter elementary school and ensure that we continue to foster their willingness to take risks and view failure as an opportunity for learning in all areas of the curriculum. Through the implementation of both exploratory, teacher directed activities and student inquiry, students will demonstrate both 21st Century Competencies (Critical Thinking, Collaboration and Creativity and Innovation) and Global Goals for Sustainable Development (Quality Education, Gender Inequality, and Industry, Innovation and Infrastructure) as they progress through stages of coding proficiency. Our goal is to develop a continuum of resources/ideas/lessons that begin with tech free activities and lead up to student led inquiry block based coding activities for students in JK through Grade 6. These practical resources will be shared through an online blog that will contain teacher notes, lesson plans, student videos as well as teacher and student reflections. We will also share our findings by hosting a technology fair and hope to present at a local and provincial conference.
Eric Sisk esisk@scdsb.on.ca	Simcoe County District School Board	Lessons in Indigenous Ways of Knowing	Spring 2017 - The first stage of our project will involve finding local indigenous elders and knowledge keepers, with expertise in the variety of subject areas represented by the team, to collaborate with us in meeting our goals. September 2017 through April 2018 - Throughout the school year, we will meet together with the indigenous leaders, mostly in smaller groups appropriate to our subject areas, to create effective lesson plans that embed indigenous ways of knowing to use within our classes. May and June 2018 - Near the end of the school year, we will confirm our plans for sharing our project with others, and put together the presentations, conference proposal, journal article, etc.
Kimberley Smith klsmith@ldcsb.ca	London District Catholic School Board	Enhancing K-3 Numeracy Achievement Through Inquiry and Documentation	Create authentic inquiry models for K-3 mathematical learning while developing the use of pedagogical documentation through the inclusion of technology in the classroom.
Kristie Smith ksmith@tncdsb.on.ca	The Northwest Catholic District School Board	Strengthening the Inquiry Process Through the Use of Technology in a Primary Classroom	Online research - Book study, articles, webinars - school visit: visit a primary classroom currently using coding - Educational Computing Organization of Ontario technology Conference - 'BIT conference' - use of Collaborative and independent technology Tools - Tech Fair to exhibit student learning

2017-2018 Teacher Leadership and Learning (TLLP) Projects - English

Name/Email	School Board	Project Title	Project Description
Tracy Speers tracy.speers@wellingtoncdsb.ca	Wellington Catholic District School Board	Maker Space Room	Create a Maker Space room which, through the use of technology and hands on learning, students will be provided the opportunity to not only exercise student voice, but also create their own inquiry-based projects. They will produce collaborative learning projects that correlate with the Ontario Curriculum, our current BIPSA & SIPSA plans, as well the renewed Ontario Math Strategy in the area of coding. This will also provide opportunities for educators to meet the needs of individual student learning styles. Our Maker Space will focus on developing student STEM abilities with a particular focus on: robotics, coding, media literacy, gardening, sewing and the construction of 3D structures.
Heather Spencer-Caughill spenhea@bwdsb.on.ca	Bluewater District School Board	The Action-Oriented Approach in the Core French Classroom	Phase One - Research Study the theory behind the Action Oriented Approach and develop a bank of resources. Review a selection of materials that articulate ideas and concepts related to the CEFR and the Action Oriented Approach. Review teaching and learning materials available. Phase Two - Planning Consider the phases of scaffolding, and blend this development of learning into the Action-Oriented Approach. i.e. How will development of vocabulary banks and knowledge occur in an Action-Oriented environment? Using the Curriculum, identify specific Action-Oriented goals to be accomplished and devise tasks that will allow students to demonstrate competencies in second language communication. Determine the stages of assessment 'for' and 'of' learning. Consider and implement modifications to the physical learning environment. Phase Three - Action Implement the action tasks developed and monitor student engagement and results. Phase Four - Sharing Share experiences and practices with colleagues in Core French positions.
Jamie Taylor jamtaylor@scdsb.on.ca	Simcoe County District School Board	Phenomenon Based Learning	We will begin with research and discussion to formulate a plan in order to implement in the classroom. After a basic plan is constructed, we need to open it up to the students because it is a student driven approach. -We will build on our understanding through classroom practice, reflecting on what has worked and what hasn't rebuilding and altering our strategies with assistance and feedback of the students. -As we get a solid understanding of the concepts we are dealing with, we will begin bringing other teachers into the group, sharing our concepts.

2017-2018 Teacher Leadership and Learning (TLLP) Projects - English

Name/Email	School Board	Project Title	Project Description
Loretta Traynor loretta.traynor@dcdsb.ca	Durham Catholic District School Board	Understanding Ontario: Connecting Through Past, Present and Future	Based upon observation, student engagement and communication has increased when opportunities for 1:1 technology to student ratio is available with an inquiry approach to the curriculum. This project would provide a year-long collaborative implementation of the Grade 3 Social Studies curriculum, including two schools from Southern Ontario and one Northern Ontario community. Having a connection between students from different Ontario communities and students sharing their varied cultures will provide an authentic voice to student learning. Student learning will be supported by providing them with a digital voice and remove barriers to learning (i.e., learning needs, styles, remote geographical location). Online lessons will be developed for implementation at all three sites, where students from each community are learning, creating and sharing together which will require a one-to-one ratio of technology to student. The three teachers would collaboratively plan inquiry-based lessons which would be supported by a weekly connection of classrooms via Skype.
Catherine Veteri cveteri@ldcsb.ca	London District Catholic School Board	Investigating Student Digital Portfolios for Continuous Construction of Mathematics and Skill Concepts	Teachers have students taking notes year after year but for the most part these notes do not stay with a student. The students then restart the entire process at the beginning of a new grade. We would like to determine the best practice for creating a digital 'rule book' for students that they can add and adapt each year. Their digital binder would be threefold: • A section with their numeracy strands where they key can add their key concepts and examples that will be helpful to them in following years • A portfolio where they can add pieces of their work for successive teachers to see their strengths and weaknesses • An EQAO section where students can complete practice EQAO questions at the end of each strand and remove the stress of the build up review week. We will incorporate and learn about a mastery teaching approach. We will be better to equipped to help students who are having difficulty explaining overall concepts. Students who need more time with basic math skills will not only be granted that time but also receive additional feedback.
Robert Vidler rvidler@smcdsb.on.ca	Simcoe Muskoka Catholic District School Board	#FrançaisDesArts	We would like to create a 21st century learning environment by developing, implementing and sharing a plan to deliver the French curriculum through the integration of technology and more than one arts strand. The differentiated visual, musical, dramatic, movement and technological/media based learning/teaching styles integrated into the delivery of the CEFRL for French have a parallel concept of learning through both authentic and simulated scenarios of engagement. The integration of the arts would support the CEFRL concepts and the development of an integrated arts approach in this manner would produce an environment where the CEFRL would then enhance the requirements of the arts curriculum. Both subjects and the various units would simultaneously support and enhance each other's objectives if integrated.

2017-2018 Teacher Leadership and Learning (TLLP) Projects - English

Name/Email	School Board	Project Title	Project Description
Stacey Wagler stacey.wagler@hscdsb.on.ca	Huron-Superior Catholic District School Board	Counting on the Continuum - Tracking Mathematical Development	<p>Study the book: What to Look For -Understanding and Developing Student Thinking in Early Numeracy by Alex Lawson.</p> <ul style="list-style-type: none"> - Invite Alex Lawson, members of her team or other mathematics and teaching professional to speak / connect with our group in planning our assessment (interviews). -Create, organize and use a school data wall consisting of the Continuum of Numeracy Development (where are they now and where we want to move them to) - Join with colleagues to record interviews with students and share moderated learning sessions. - Increase our knowledge of a child's development in math by keenly observing student responses during interviews, planning next steps and monitoring skill development. -Use the Continuum to track students and group accordingly. -Review our learning with Alex Lawson, members of her team and other mathematics and teaching professionals and colleagues. - Continue to develop our tracking and understanding over years to come. -Share our learning at the Board level.
Deanna Ward deanna.ward@dsbn.org	District School Board of Niagara	Finding a Balance Point for Assessment in Secondary Mathematics	<p>Our team will meet monthly to plan specific formative assessment opportunities for sequences of instruction in the secondary math courses that we teach. While many of us are already incorporating some formative assessment in our courses we would like to meet to plan these in a more meaningful way, to include a greater variety of assessment opportunities and to better understand how we can use observation and conversation as more significant component of our assessment plan. If we can find appropriate software or an app to gather and record our assessment data, then we will also spend time learning to use this tool and discussing its appropriateness based on our changes in assessment practices.</p>
Jim Wardle james.wardle@ugdsb.on.ca	Upper Grand District School Board	21st Century Skills and Assessment through Technology at Westside Secondary School	<p>We believe teachers will keep students more engaged, have them express their learning more proficiently and deepen the understanding of their learning with the use of effective select technologies. A focus will be kept on the strong link between course curriculum expectations and 21st Century Competencies (EduGains Winter 2016). Teachers will: 1. Use the TPACK model (Koehler), SAMR model (Puentedura) and PAOR (Lewin) to select, track and refine practices. 2. Be given access and training to select effective technologies and pedagogies, and use the models stated above to refine proficiency. 3. Be given time to attend workshops, conferences and to collaborate with other teachers at the school, board and provincial level. 4. Keep and analyze student data about the effectiveness of practices using technology on student achievement.</p>

2017-2018 Teacher Leadership and Learning (TLLP) Projects - English

Name/Email	School Board	Project Title	Project Description
Craig Watterworth craig.watterworth@yrdsb.ca	York Region District School Board	Using VNPS (Vertical Non-Permanent Surfaces in Mathematics	The TLLP proposal is intended to explore and measure the impact of using Vertical Non-Permanent Surfaces (VNPS) on student engagement and achievement in Mathematics. The group intends to compare data from different divisions (Junior and Intermediate) in order to help inform next steps and transform current practices. The group plans to use current EQAO data concerning engagement and achievement to help develop a meaningful method of collect data pre-and post TLLP from students, teachers and parents. Using VNPSs in a Secondary School Setting has yielded interesting results, we would like to transfer these ideas to the Elementary Panel to explore the methods and analyse the effectiveness of these practices at the Elementary level.
Amber Welton & Amy Teed amber.welton@ddsb.ca, amy.teed@ddsb.ca	Durham District School Board	Innovation and STEM in the French Immersion Classroom	Our project involves the seamless, authentic integration of technology and engineering into science and math at every level, with the goal of creating a fully realized STEM classroom. The technology will be used by students to plan, design and realize engineering projects designed to solve real world problems and share their results through collaboration with their peers and community through electronic portfolios and blogging. Students will document their learning experiences throughout the year and use them to uncover their misconceptions. A fully conceptualized STEM classroom will help to improve student engagement in science and math and increase student achievement by building 21st century skills such as critical thinking, creativity, collaboration and technological expertise. The lessons and activities developed will be shared with teachers at our school and other interested French Immersion schools through coaching, team teaching and workshops, as there is a real lack of STEM resources available in French.
Deanna Williams deanna.williams@ncdsb.com	Niagara Catholic District School Board	Defining 21st Century Competencies through Innovation and Creativity	'Where we learn affects the quality of how we learn'. We will create a '21st Century Creativity and Innovation Hub' of learning. This lab will be a physical space students can gather for formal learning using GAFE with Chromebooks, SMART technologies, digital media, recording and lighting. This space also provides teachers with a place for PD to implement technology-based teaching and learning strategies to transform from simply integrating technology (substitution) to enabling students to create a variety of software solutions (redefinition) using the SAMR model and Bloom's Taxonomy of Higher-order Thinking Skills. Teachers will become GAFE and SMART certified and will develop blended learning environments for their students. This lab will become a place to connect students to the wider world by providing industry standard audio/video/graphic communication technologies that build bridges between people and places all over the world spurring creativity and collaboration.

2017-2018 Teacher Leadership and Learning (TLLP) Projects - English

Name/Email	School Board	Project Title	Project Description
Karen Zimmer zimmerka@hdsb.ca	Halton District School Board	Cultivating Active Learning and Global Citizenship	Rapid expansion of digital capacity has fuelled profound change. It is not just about technology, but how one is able to use technology to attain the competencies required for progress. Research suggests that students are more likely to develop as engaged, self-directed learners in inquiry based, student-centred learning classrooms. The teacher's mandate is to provide opportunities for students to connect with the world and to bring the world to the classroom. In this project, the technology is no longer the ends but the means to move students along the SAMR continuum and redefine how they demonstrate their knowledge, define questions, collaborate, and engage with the world around them. TLLP group members will share their learnings and model innovative practices. Finally, the goal of this project is to foster teacher leadership and to professionally evolve educators with skillsets to develop social agents and active citizens in a globalized world.
Mark Zochowski mark.zochowski@tcdsb.org	Toronto Catholic District School Board	STEAM Learning Buddies 'Inside the Class...Outside the Box'	1. This TLLP team of teachers will go on a learning journey to develop our own classroom Makerspace and best practices around the use of tools, materials and thinking within a project based learning environment. 2. TLLP classrooms of 'STEAM Learning Buddies' (Elementary & High School Students) will team up with experts to curate live, interactive, bilingual Google Hangouts for other K-8 Ontario classrooms. 3. Each STEAM Learning Buddies class will develop one MOBILE 'Makerspace in a Box' for another mentee classroom. Mentor-Mentee classrooms will connect to explore new Makerspace equipment and share STEAM and Maker challenged based learning activities.