

From Disruption to Direction: Addressing Post-COVID Classroom Needs ~ 3-part series - REPEAT

**PRESENTED BY**

Cheryl Babin, Wanda Dechant, Kim Tackaberry & Jodi Taylor

**SERIES SESSIONS**

Date	Time
September 21, 2021	4:00 PM - 5:30 PM
September 28, 2021	4:00 PM - 5:30 PM
October 05, 2021	4:00 PM - 5:30 PM

**LOCATION**

Online

FEE

\$60.00

QUESTIONS?**Contact Us:**

crc-register@arpcd.ab.ca
[403-291-0967](tel:403-291-0967)

REGISTER ONLINE

Visit our website to register:
crpcd.ab.ca

Program

This series will offer practical solutions for a post-COVID pathway forward for learners in Grades K-12. Join us to learn efficient and effective ways to REALLY get to know your students... who they are, what they know and what they can do. Unpack and collaborate with colleagues to consider HOW to engage strategies and tools for the wide range of learning needs that make up every class.

Part 1: Assessments, Diagnostics and a Class Profile/Review (90 minutes)

- Diagnostic Assessment Considerations: Get to know your learners
- Generating a Class Profile to Guide Instruction
- Embedding Relationships and SEL Strategies

Part 2: Differentiation Through a Classroom Support Plan (90 mins)

- Applying the Class Profile to Group and Target Needs
- Creating a class support plan
- Activating Learning Through Goal Setting, Tracking and Clear Targets
 - *We will examine examples of class support plans as a part of this session*

Part 3: Instructional Strategies to Inform and Respond to Assessment Data (90 mins)

- Weaving Student Mental Health and Wellness Strategies Throughout
 - Designing learning using strategies that are universal, targeted and for one on one
 - Developing student agency: voice, choice and ownership, along with the skills to do it and time to practice
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Presenters

Cheryl Babin

M.Ed., is a Designer of Professional Learning with the Calgary Regional Consortium. With experience in public, international and independent schools, Cheryl has held many roles including classroom and lead teacher, experiential learning coordinator, instructional coach, IB workshop leader and university sessional instructor. Cheryl currently designs and facilitates professional learning opportunities for teachers and leaders in the region. Specific areas of interest and experience include making learning meaningful through critical thinking, conceptual understanding, student engaged assessment, and the development of international-mindedness and global perspectives.

Wanda Dechant

is a Designer of Professional Learning with the Calgary Regional Consortium. Her role includes supporting teachers, E.A.s, school admin, learning coaches and parents in K-12 Math and Numeracy. Wanda began teaching math and science in 2000, her teaching experience extends from grades 7 – 12. For the past 7 years Wanda's work has included a major focus on K-6 Mathematics. Three critical aspects of learning that Wanda embeds into her work include:

- Student and teacher self-confidence in math
- Students and teachers making their thinking visible to themselves and to each other
- Students and teachers as mathematicians - let's do the math

Kim Tackaberry

is a Designer of Professional Learning with the Calgary Regional Consortium. Her areas of focus include literacy and inclusive education. She is presently continuing her Master of Education Studies at Queen's University, specializing in literacy. Kim's teaching career spans over 30 years, ten as a classroom teacher at Foothills Academy Society, a school specializing in children with Learning Disabilities and ADHD. Kim has designed several e-courses for teachers, titles include *Learning Disabilities* and *Introduction to Literacy and Numeracy Progressions*.

Jodi Taylor

is an Inclusion Support Teacher at Foundations for the Future Charter Academy as well as a contract Designer of Professional Learning for Calgary Regional Consortium. She has been in the classroom at the middle school and high school levels for over 20 years, primarily as a Humanities teacher.

Jodi brings the belief to all the work she engages in that there is no one size fits all when it comes to learning. Supporting literacy and inclusive education, Jodi strives to:

- Inspire a love of literacy for all students.
 - Embrace diversity in the learning profiles and personalities of the teachers she works with and the students they support.
 - Make collaborations with educators practical and classroom focused by inviting conversations that make thinking visible. This includes strategies that allow entry points and opportunities for growth for every learner.
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Registration Notes

This series is designed to suit scheduling flexibility. Choose to attend the series live, or sign up for the series and receive recordings after each session.

Instructional Leaders and Collaborative Planning Teams might choose to watch and reflect on recordings as a staff, grade team or learning community.



**Providing Quality Professional Learning
Opportunities to K-12 Education Staff**