

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

Presented By: **Cheryl Babin, Wanda Dechant, Kim Tackaberry & Jodi Taylor**

Fee: **\$60.00**

Date(s) & Time(s)

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

Venue:

Online -

About the Session

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

About the Presenter(s)

Cheryl Babin M.Ed., is a Designer of Professional Learning with the Calgary Regional Consortium. With experience in public, international and independent schools as an educator, experiential learning director, instructional coach and consultant, Cheryl currently designs and facilitates online and face to face professional development sessions and serves as an International Baccalaureate Programme Coordinator. Cheryl supported pre-service teachers as a sessional instructor for B. Ed. students at St. Mary's University in Calgary and has been an IB workshop leader in North America for 14 years. Specific areas of interest and experience include designing learning through pedagogy that ignites critical thinking, concept based curriculum and instruction, 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 a Designer of Professional Learning with the Calgary Regional Consortium with a focus on inclusive education and literacy. She has been a teacher for 20 years at the middle and high school levels with a primary focus on Humanities courses. Jodi has extensive training in gifted education, Visible Thinking, differentiation, supporting affective student needs, integrated curriculum and literacy assessment and intervention strategies.

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.

