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Program

August 22-23, 2023



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Schedule	August 22	August 23
8:45 – 9:00	Welcome & Housekeeping	Welcome & Housekeeping
9:00 – 10:00	Opening Keynote Presentation	Breakout Session 3
10:00 – 10:15	Coffee Break	Coffee Break
10:15 – 11:15	Breakout Session 1	Breakout Session 4
11:15 – 11:30	Coffee Break	Coffee Break
11:30 – 12:30	Breakout Session 2	Closing Keynote Presentation

Opening Keynote – August 22nd



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Supporting Teachers During Unprecedented Times: Evidence-Based Ways to Build Resiliency

Educators have been on the frontline throughout the pandemic, dealing with the exponential effects of stress in children, parents, colleagues, and themselves. Ironically, stress is a good thing for building resilience. However, the pandemic has absolutely proven the age-old saying that too much of a good thing is bad! While many products and services aim to reduce and manage stress, without cognitive and behavioural tools to build everyday resilience, these products are unlikely to succeed.

Join Dr. Pillai Riddell in an engaging introduction to some quick, evidence-based hacks that can help educators cope with stress and build resiliency.



Dr. Rebecca Pillai Riddell
C.Psych., FCAHS

Dr. Pillai Riddell is a registered clinical psychologist, licensed to work with children and adults in clinical and health psychology. She is also the York Research Chair in Pain and Mental Health and Director of the Opportunities to Understand Childhood Hurt (OUCH Lab) in the Department of Psychology at York University. She is the Nominated Principal Investigator for DIVERT Mental Health, a federally funded national health research and clinic training program to improve the mental health system through inclusivity and technology. In recognition of her work, she has been inducted into the Canadian Academy of Health Science and the College of the Royal Society of Canada.



Workshop 1 – August 22nd



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Shara Jones

BSc., BEd., MEd., Spec. Ed. Specialist, Reading Specialist, High School Lead Teacher at Sagonaska Demonstration School

Shara has been a teacher since 2003. She has her Reading and Special Education specialist and has had experience as a classroom teacher, Student Support Teacher, Learning Support Teacher, and instructional facilitator for Queen's University's AQ courses. She is currently seconded from her role in the HPEDSB to Sagonaska Demonstration School. Shara believes in the application of the Science of Reading through strategic literacy instruction.



Mike Di Donato

BaH, BEd, Spec. Ed. Specialist, 6-8 Lead Teacher at Sagonaska Demonstration School

Mike has been a teacher since 2007. He has experience teaching grades JK to 8 and is currently a seconded employee (from HPEDSB) at Sagonaska Demonstration School in Belleville, Ontario. As a teacher, Mike believes in using relevant data to drive instruction. Through experience, Mike also knows that when critical thinking skills are made visible to students, they lead to more creative and innovative students, better preparing them for the road ahead.

Strategic Literacy in the Classroom: Practical Strategies for Assessment and Instruction

Are you shifting your practice to strategic literacy? The presenters will discuss their experiences in implementing a proven successful, school-wide, strategic literacy program. Specific instructional and assessment strategies that align with the Science of Reading will be shared. We will discuss strategies that can be applied in both whole-class and small group settings. Participants will receive a copy of the presentation and practical takeaways that can be applied in the classroom setting.



Workshop 2 – August 22nd



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Breaking Barriers: The Power of AT and AI in Literacy Instruction

Assistive technology (AT) can significantly improve efficiency and independence for students with learning difficulties. The Right to Read inquiry has emphasized the importance of AT as an accommodation to support students in the classroom.

This presentation will focus on effective AT implementation for literacy support, including when and how to use it and common misconceptions. We will discuss the role of AT in a tiered instruction model and teach students the necessary skills to use it effectively. Additionally, we will showcase emerging technologies, such as artificial intelligence (AI), and demonstrate free AI-powered AT tools to address literacy challenges. Join us to learn more about the potential of AT and how to incorporate it effectively into the classroom.



Dr. Todd Cunningham,
*Clinical and school psychologist,
Assistant Professor*

Dr. Cunningham is a clinical and school psychologist, Assistant Professor (Teaching Stream), Chair of the School and Clinical Child Psychology program at the University of Toronto and provides psychological services through his private practice. His research investigates the support of students with learning difficulties from assessment to interventions. Dr. Cunningham has shared his expertise with parents, students, educators, school boards, and other professionals across North America.



Workshop 3 – August 23rd



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Anne-Marie Spence
OCT/OECTA

Anne-Marie (she/her) is currently a secondary school teacher in Southwestern Ontario. In 2022 she completed a six-year secondment with the Provincial and Demonstration Schools Branch where she taught at Amethyst Demonstration school in both the elementary and secondary divisions, followed by a role as the Central Resource Teacher for Ontario's demonstration schools with a special focus on literacy. Having taught across all divisions, she has a background in French Immersion and Special Education.



Karyn Bruneel
OCT/OCSSA

Karyn (she/her) is currently a Superintendent of Education with Bruce-Grey Catholic District School Board. She has worked for the past 27 years with various boards and has been seconded to the Ministry of Education as a principal at Amethyst Demonstration School and as the Executive Director of the Provincial and Demonstration Schools Branch. She has a background in French Immersion as both a teacher and principal and has a special interest in reading instruction and Special Education.

Structured Literacy in the Regular Classroom: SORing After Primary

Do you wonder where to begin when some of your students in Gr 4-10 struggle to read? How do you manage teaching students to read in a classroom where many other students are focused on reading to learn? This workshop will help you to design an inclusive Tier 1 learning program that supports both students who are reading to learn and students who are learning to read and write using evidence-based practices and strategies rooted in the Science of Reading.





Dr. Perry Klein,
*Ph.D., Faculty of Education,
Western University*

Dr. Klein began his career as a teacher in North York, Ontario, later completing a PhD in Applied Educational Psychology at the University of Toronto. He teaches courses in educational psychology, and literacy education for struggling readers and writers. He currently leads a research team investigating Early Intervention in Writing. This project takes an evidence-based approach to four topics: writing strategies and self-regulation for beginning writers, effective writing education for struggling writers, inclusive writing education, and balancing, sequencing and integrating written expression, spelling, and handwriting/keyboard.

Response to Intervention for Beginning Writers

Response to intervention (RTI) is emerging as the best practice for providing inclusive education for young writers, including those with learning disabilities, as well as other struggling writers, and those who are typically developing.

RTI emphasizes early intervention, evidence-based practice, continual monitoring of progress, and flexible grouping. This presentation will begin with recent research on the profiles of struggling young writers, with a focus on methods and resources for Tier 1 whole class, evidence-based instruction in written expression; as well as approaches to organizing Tier 2, small group interventions for struggling writers. Participants will learn curriculum-based measures that provide efficient, valid ways to track students' progress in writing skills.



Closing Keynote – August 23rd



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Achieving Excellence with Equity in Special Education: Let's Raise the Bar and Close the Gaps

Dr. Glaze is adamant that we must remain bold and undaunted in our efforts to address students' academic, social, psychological and other learning needs. We must be relentless in our efforts to recognize and remedy the seemingly intractable concerns we have had in education over the years. This includes rejecting the labeling of students that often remains with them throughout their lives and, instead, embed a culture of accountability for student learning and success – with a sense of urgency and optimism. The children cannot wait.

When we return home after this conference, she challenges us to recognize that good ideas require deep, intentional, and sustained implementation and monitoring. Even more important is for us to become human rights advocates, emboldened by our commitment to ensure that inclusion remains at the forefront of our decisions and actions.

Dr. Avis Glaze,
*International Education Advisor &
Former Ontario Education
Commissioner*



From classroom teacher to Director of Education and Ontario Education Commissioner, Dr. Avis Glaze was the first Chief Student Achievement Officer and Founding CEO of the Literacy and Numeracy Secretariat. She received the Order of Ontario for her contributions to education. For Avis, excellence and equity are inextricably intertwined. Variables such as race, gender, social class, and postal code should not truncate life chances, narrow career choices, nor determine a student's destiny. Our graduates must become solution finders and engaged citizens of character who contribute to nation building. There should be no "throw-away-kids." Visit her website at: www.avisglaze.ca

