REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

21ST CENTURY LEARNING ANNUAL UPDATE

"It is not enough to be passersby on the digital highways, simply "connected"; connections need to grow into true encounters. We cannot live apart, closed in on ourselves. We need to love and to be loved."
Pope Francis

Created, Draft	First Tabling	Review
May 26, 2015	June 4, 2015	Click here to enter a date.

L. DiMarco – Superintendent of 21st Century Learning
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INFORMATION REPORT

Vision:
At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:
The Toronto Catholic District School Board is an inclusive learning community rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity

G. Poole
Associate Director of Academic Affairs

A. Sangiorgio
Associate Director of Planning and Facilities

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Director of Education

A. EXECUTIVE SUMMARY

1. At the Board meeting of May 30, 2013, the following motion was approved:

   That the Board approve the TCDSB five-year Plan for 21st century learning in Appendix A.

B. PURPOSE

1. The 21st Century Learning Five-Year plan (May 2013) requires that an annual progress report be provided for trustees at the Student Achievement and Well-Being, Catholic Education and Human Resources Committee
2. This report reviews the progress that has been made in our five-year plan, and the success to which it is being implemented.

C. BACKGROUND

1. Over the past few years there has been an abundance of academic focus on the skills and competencies that will be required of today's students as they move into the world of work and how to address their learning needs for our 21st century world.

2. The 21st Century Learning skills and competencies that students need are common throughout the curriculum.

3. The TCDSB 21st Century Learning 5 Year Plan was approved in May 2013.

4. Project NeXt and the NeXt lesson are the framework for 21st Century Learning in the TCDSB and form the basis for our 21st Century Learning Five-Year Plan.

5. The Ontario Catholic School Graduate Expectations and the Growing Success Learning Skills are an integral part of the NeXt Lesson.

6. The NeXt Student is at the core of the 21st Century Learning Five-Year Plan.

7. The plan is divided into three phases. The first phase is the NeXt Administer, the second phase is the NeXt Teacher and the third phase is the NeXt Parent. **(See Appendix B)**
8. During the NeXt Administrator Phase all Superintendents, Principals and Vice Principals were inserviced on the NeXt Lesson. This phase is ongoing as the NeXt Lesson is referenced in all of the Professional Development work and consultation with the TCDSB21C Department continues with our Principals and Vice Principals.

9. The NeXt Teacher phase is ongoing. The TCDB21C Department continues to incorporate the NeXt Lesson into all the PD it delivers. The TCDB21C Department has also worked with all other TCDSB curricular departments to infuse the competencies of the NeXt Lesson in the professional development they deliver.

10. There has been a strong focus this year on implementing tools to facilitate and promote student and teacher collaboration.

11. This year, the TCDSB21C Department emphasized the following: i) the competency of Real World Problem Solving and Innovation, ii) STEAM Education (Science, Technology, Engineering, Arts and Mathematics) and iii) Entrepreneurship.

12. Presentations at CSAC/CSPC, OAPCE and CPIC meetings have been made to help Parents better understand 21st Century Learning and support their child's learning. These presentations have kicked off the NeXt Parent phase of the 21st Century Learning 5 year plan, and will help inform planning for parent workshops next year.

D. EVIDENCE/RESEARCH/ANALYSIS

Legend

5 Year Plan Phase - The NeXt:
S = Student T = Teacher P = Parent A = Administrator

NeXt Lesson Competency (C):
1 = Collaboration
2 = Knowledge Construction
3 = Real World Problem Solving and Innovation
4 = Skilled Communication
5 = Self-Regulation
6 = Use of ICT for Learning

Project Name	Phase				C
	S	T	P	A	

Project Name	Phase				C
	S	T	P	A	
Regular Workshops (1318 Teachers)					
• Bring Your Own Device - personal devices in the classroom using the NeXt Lesson (10 sessions x 22 =220 people)		✓			**6**
• iPad - using the iPad in the classroom using the NeXt Lesson competency: the Use of ICT for Learning (10 sessions x 22=220 people)		✓			**6**
• NeXt Lesson - Self-Reflection Tool for Teachers to incorporate the 6 competencies into learning activities. (5 sessions x 22 = 110 people)		✓			**All**
• Growing Success Elementary Report for Elementary Teachers (1 Principal and 1 teacher rep per school = 336 people)		✓		✓	**6**
• New Teacher Induction Program: Web Marks (2 sessions x 22 =44 people)		✓			**6**
• New Teacher Induction Program: Growing Success Elementary Report (2 sessions x 22=44 people)		✓			**6**
• New Teacher Induction Program : NeXt Lesson: Use of ICT for Learning (2 session x 22=44 people)		✓			**All**
• Mobile Device Management: for Principals and volunteer teachers to facilitate the purchase and deployment of apps on the iPads (Principals and an optional volunteer teacher per school = 300 participants		✓		✓	**6**

Project Name	Phase				C
	S	T	P	A	
The Use of Assistive Technology: (Support for All Schools as Needed, Approximately 250 Teachers Supported) Support was offered as needed to teachers in the use of assistive technology with students with special needs Assistive technology is any item, piece of equipment, software or product system that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities. Assistive technology includes products and services to help people who have difficulty speaking, typing, writing, remembering, pointing, seeing, hearing, learning, etc. This support will be expanded as we adopt Google Apps for Education. • Approximately 40 school visits to assist teachers with regular use of Assistive Technology; • Regular phone and email support to all schools • An Assistive Technology workshop was offered as part of the New Teacher Induction Program (2 x 22 = 44 people) • Intensive Support for Students with very high needs at 3 schools • Support schools with EQAO prep and software support for the administration, to students with special needs, of the Gr 3 and 6 Reading, Writing & Mathematics Assessments; Gr 9 Mathematics Assessment and the Gr 10 Ontario Secondary School Literacy Test • Workshops for Section 23 Teachers, Special Education Department Heads and Assessment & Programming Teachers (70 people)	✓	✓			6

Project Name	Phase				C
	S	T	P	A	
21C Innovators (Approximately 250 Teachers x 3 full days = 750 Teacher PD Sessions) 2014-2015 Focus: Real World Problem Solving and Innovation 21c Innovators is organized by a steering committee which is comprised of VPs from each of the 8 area superintendencies. 21C Innovators is designed to build capacity in the system for 21C Learning as outlined in the NeXt Lesson. The steering committee comes together to discuss and explore ideas for professional development for teachers. Each set of local area VPs, supported by a TCDSB21C team member, develops and then offers professional development to 1-2 teachers from each of the schools in their area (about 25-50 teachers per area). Each group of teachers participates in 3 days of professional development. They work with their area colleagues to explore the competencies of the Next Lesson, and how to integrate these competencies into their lesson planning. The expectation is that the teachers who participate will share their learning with colleagues at their own school.	✓	✓		✓	All Focus On 3

Project Name	Phase				C
	S	T	P	A	
The Third Teacher - Changing the Learning Environment (support as requested from schools and presentations/ discussions as part of the 21C Innovators) The department continues to work with schools and teachers who wish to change their learning environment. We have responded to requests from schools and teachers that wish to convert their classrooms and/or libraries into 21st Century collaborative learning spaces that reflect the principles of Third Teacher theory. (http://thethirdteacherplus.com/) In addition the TCDSB21C department has worked with teachers, administrators and the Purchasing Department to develop a 21st Century Learning purchasing catalogue which includes various items that can be purchased to support the above goal.	✓	✓		✓	All
Project PITCH This TCDSB21C initiative encourages students to participate in competitions that promote 21st century skills through the arts and digital media. Our first event in 2014 was a music video competition open to all TCDSB secondary schools where students had to create a video to go with the song "Real World Problem Solving" This year TCDSB21C worked with the TCDSB Mental Health Department. This year's Project Pitch encouraged students to submit a video proposal to the TCDSB Mental Health department, who commissioned three public service announcement videos for their "Stepping Into Wellness" mental health awareness campaign. To learn more please visit the following website: http://tcdsbprojectpitch.org/	✓				3 6

Project Name	Phase				C
	S	T	P	A	
i^3: Investigate! Invent! innovate!: The Learning Partnership (Approximately 30 Teachers were inserviced, and 16 schools participated) The I^3 program is an integrated math, science and technology program for Grades 7 and 8 students. The goal of I^3 is to instil a passion for math, science and technology, to foster innovative thinking and to make learning science fun. Students identify a problem or opportunity in their daily lives and then invent a product or service to solve the problem based on concepts they learn in class. Their 'invention' and process is showcased at school and citywide Invention Conventions. I3 is delivered in classrooms and fully aligns with the Provincial Science & Technology and Language Curriculum. Students foster innovative thinking through learning applied science, math and technology in a way that is creative, hands-on and relevant in their lives. The Learning Partnership sponsors this program and provides professional development for all teachers involved. We promoted this program to all of our elementary schools. The following schools participated in I3 this year: Blessed Pier Giorgio Frassati, Holy Name, Precious Blood, St. Agnes, St. Aidan. St. Bruno, St. Cecilia, St. Denis, St. Francis Xavier, St. Jane Frances, St. Leo, St. Malachy, St. Maria Goretti, St. Michael's Choir, St. Robert, St Isaac Jogues In addition 10 other schools also participated in the Professional Development Inservice for this Program For more information visit: http://www.thelearningpartnership.ca/what-we-do/student-programs/investigate-invent-innovate	✓	✓			All Focus on 3

Project Name	Phase				C
	S	T	P	A	
EAP - Entrepreneurial Adventure Program: The Learning Partnership (Approximately 26 Teachers were inserviced, and 13 schools participated) The Entrepreneurial Adventure Program is a hands-on entrepreneurial journey for students in Grades K-12. It is designed to develop students' enterprising spirit, financial literacy, innovative thinking and social responsibility. To date, these student business ventures have raised $2.6 million for charities! Entrepreneurial Adventure helps develop Canada's next generation of entrepreneurs by teaching essential 21st century skills, such as marketing, business planning, team building and the importance of social responsibility. Together with teachers and volunteer business mentors, students from kindergarten to Grade 12 develop innovative business ventures that raise money for local, national and international charities. EAP is sponsored by The Learning Partnerships and in partnership with them we are promoting the program to all of our schools. **School that participated:** Elementary Schools: Holy Rosary, Our Lady of Fatima, Our Lady of Lourdes, Our Lady of Wisdom, Precious Blood, St Cecilia, St Isaac Jogues, St Richard, St Thomas Aquinas, St. Mark, St. Monica. In addition 5 other elementary schools received the Professional Development inservice for this program. Secondary Schools: Jean Vanier and Loretto Abbey. In addition 8 other secondary schools received the Professional Development inservice for this program. For more information visit: http://www.thelearningpartnership.ca/what-we-do/student-programs/entrepreneurial-adventure	✓	✓			All Focus on 3

Project Name	Phase				C
	S	T	P	A	
Hour of Code: (2500 Student & 80 Teacher/Admin. Participants) The Hour of Code is global program run by Code.org, a nonprofit dedicated to expanding participation in computer science by making it available in more schools, and increasing participation by women and underrepresented students of color. The Hour of Code challenges students to take part in a one-hour introduction to computer science, designed to demystify code and show that anybody can learn the basics. Over 100 million youth from throughout the world participated in Hour of Code during Computer Science Education Week from Dec. 8–14, 2014. By participating in a number of online tutorials, students discovered the fun of coding and, more importantly, how it can be a catalyst to create and achieve great things. The Hour of Code provided opportunities for everyone to get involved as a teacher, mentor or participant.. One-hour tutorials were made available in over 30 languages. No coding experience was needed to take part. For more information visit: https://hourofcode.com/ca	✓	✓		✓	3 5 6

Project Name	Phase				C
	S	T	P	A	
Global Ideas Institute: The Learning Partnership and Munk School of Global Affairs (12 Participants) The Global Ideas Institute Program is run by the Learning Partnership in partnership with the prestigious Munk School of Global Affairs and the Global Ideas Institute Program. The program recognizes that in this global economy, it is becoming increasingly important for students to learn about the world and to think in a global context. It provides students with the tools, knowledge, and guidance to work through a challenging global issue. Participating high school student teams, of 4-6 students, tackled a global challenge, a real-world problem without a current solution. U of T experts presented monthly lectures that provided context to the issue. Each student team also had U of T student mentors to guide them and help them to develop innovative ideas to address the problem. Mentoring was provided in-person or online, and lectures were made available via video. Each lecture was supplemented with a package of articles, current research, and additional videos to provide students with context and knowledge. All of this prepared high students for a day-long symposium and poster exhibition to present their ideas at the Munk School of Global Affairs on April 8, 2015. The TCDSB21C department promoted the program and this year Madonna and St Michael Choir School participated To Learn more about this program please visit: http://www.thelearningpartnership.ca/news/tlp-partners-with-munk-school-of-global-affairs	✓	✓			1 2 3 4 5

Project Name	Phase				C
	S	T	P	A	
Arduino - TCDSB with MakerKids (50 Participants) Arduino is a simple computer board that allows students to connect and control variety of external sensors and accessories through the writing of Code. This highly affordable hardware is easy to learn and it teaches students important logic and coding skills. On April 15 TCDSB21C organized an Arduino event. The day was devoted to innovative work, play and learning where select grade 5 students and their teachers from 15 of our schools were given an introduction to Arduino. The day, characterized by high student engagement, was a great success and many of the teachers plan on continuing the lessons learned back in their classroom. Our Arduino day was a result of a partnership with Maker Kids. Maker Kids is an organization that allows students to build their ideas with real tools and materials; their goal is to inspire and empower students to think, design, experiment and create. We are continuing our partnership with Maker Kids by investigating additional introductory sessions for teachers on 3D-printing, robotics and the maker movement into the classroom. For more information visit the following: http://www.makerkids.com/	✓	✓			1 2 3 5 6

Project Name	Phase				C
	S	T	P	A	
L4T - Laptops for Teachers: (295 Teachers x 1 after school session x 4 online modules x 1 full day of PD) Laptops for Teachers (L4T) is a professional development program developed and run by TCDSB21C. This year 295 teachers took part. Teachers completed a 2.5 hour after school orientation session, four 2-hour online modules and a full day workshop. The professional development focused on the NeXt Lesson competencies, in particular the Use of ICT for Learning. Upon completion of the program teachers were given a laptop for their own dedicated professional use in the classroom. The teachers who participated were chosen via a system-side lottery designed to ensure that every school with at least 1 applicant was represented. Funding for the program came from the Ministry of Education and the Council of Directors of Education (C.O.D.E).		✓			All Focus on 6
I - Lite (Intermediate Leaders in Training Event): (12 workshops x 20 Students) I-Lite is a leadership conference for grade 7 & 8 leaders to train, motivate and empower youth. It included motivational speakers, inspiring workshops and networking opportunities. The conference was held on multiple days and in multiple schools throughout the system. Hundreds of students participated. The entire TCDSB21C team worked with Student Leadership to offer sessions at the iLite Student Leadership Conferences for Elementary Students related to 21st Century Learning.	✓				1 4 6

Project Name	Phase				C
	S	T	P	A	
TCDSB 21Camp: (160 Teachers/Admin) On Saturday, May 02 the TCDS21C Department held its second annual 21Camp. Over 150 teachers attended. The event was an opportunity for teachers to meet with other teachers from across our system to discuss and share classroom practice. This day provided participants with an opportunity to build their personal and professional Learning Networks. The event represents a culmination of our 21C Innovators program and many of the discussions centered on ways to integrate 21st Century Learning Competencies into the classroom.		✓		✓	All
21C Student Voice Symposium: (142 Students from 19 Schools and 25 Teachers Participated) On Wednesday, May 20th the TCDSB21C Department held a 21C Student Voice Symposium at Seneca College. The purpose of this Symposium was to gather student voice on the topic of 21st Century Learning. What is it that students feel they need in the classroom? Given their reality, what is and isn't working well? What are the gaps and what do they feel they need to be successful in our increasingly changing world? Over 135 grade 9 and 10 students and their teacher supervisors participated in a day that saw the morning focus on the NeXt Lesson competencies through a number of interactive and fun activities. The afternoon was devoted to student discussion and school-team planning	✓	✓			All

Project Name	Phase				C
	S	T	P	A	
Mini Special Olympics: (Approximately 800 Student Participants) TCDSB21C supported the TCDSB 17th annual Special Needs Mini Olympics. As part of an Arts Station, members of the TCDSB21C provided iPads and worked with the students to explore apps that allowed them interact with technology while creating art.	✓				6
Google Apps for Education (GAFE): (1 Elementary School and 1 Secondary School in 2014-2015, In preparation for a Board Wide Rollout in 2015-2016) The TCDSB21C Department has spent two years exploring and testing collaborative online productivity suites that can be used by teachers and students in and beyond the classroom. After a thorough review of these products the recommendation was to implement GAFE in all of our schools. In GAFE Google offers educational institutions a free hosted solution for Email (students only), calendar, word processing, spreadsheets, presentations, live video chat and the distribution and collection of assignments. TCDSB21C has worked closely with computer services to test GAFE and to plan the rollout to all of our schools. The department is also working with staff at Marshall McLuhan and Holy Spirit. Both of these schools were chosen to run a GAFE pilot to ensure that everything works properly before a graduated rollout begins in September 2015. The plan is to provide GAFE to all Secondary Schools and to interested Elementary Schools in the fall of 2015. Once the implementation for these schools if fully in place, GAFE will be rolled out to the remainder of the schools throughout the school year.	✓	✓		✓	All

Project Name	Phase				C
	S	T	P	A	
Blogging in the Classroom and The Flipped Classroom through a Literacy Lens: (25 Teachers x 3 Days = 75 Teachers PD Sessions) TCDSB21C worked with Literacy Dept on literacy hub inquiries across the board. The inquiry focused on how the effective use of student blogging in the classroom could help students develop critical thinking skills. The two departments also planned and delivered a 3 day learning series on the Flipped Classroom through a Literacy lens. The purpose of the series was to help teachers understand the how, why, what and when of the flipped classroom and how it could be used to promote student literacy.	✓	✓			4 6

Project Name	Phase				C
	S	T	P	A	
Flipped Classroom for Mathematics Inquiry (12 teachers X 5 days each = 60 Teacher PD Sessions) The TCDSB21C and Math Department lead a working group of gr. 7-10 teachers on the use of a Flipped Classroom for the teaching of Mathematics The group developed mathematics resources for other educators in TCDSB. The goals of this working group were: • to identify and describe different structures for flipped classroom environment in mathematics • to describe characteristics of an effective flipped classroom learning environment and mathematics lesson design(s) • to investigate the value of flipped classroom lesson design for student learning of mathematics • to investigate where learning through problem solving and students' co-construction of mathematics success criteria and descriptive feedback are located within a flipped classroom lesson to develop samples of grades 7, 8, 9 and 10 flipped classroom lesson and learning environment details	✓	✓			All Focus on 6

Project Name	Phase				C
	S	T	P	A	
Microsoft 21C Learning Design Global Project: (3 Teachers, 1 Class of Gr 12 Students) **Only Canadian Participants • TCDSB21C members worked with staff at Loretto Abbey and Microsoft Partners in Learning to design, teach, and document a 21st Century Learning Design Unit to be published in a Massive Open Online Course (MOOC). The TCDSB is the only Canadian participant in this global project designed to collect exemplary examples of 21C Learning Design lessons. The research used as a guideline for this project is the same research upon which the NeXt Lesson is based.	✓	✓			All
Gr 6 Math iPad: (250 Teachers x 2 days = 500 Teacher PD Sessions) The TCDSB21C and Math Departments worked jointly to develop 2 full days of professional development for grade 6 teachers on the use of the iPad in the Mathematics classrooms. All Grade 6 teachers were invited to attend. The goals of these sessions were to: • study concepts of geometric transformations, fractions and probability as per the grade 6 mathematics curriculum using iPad apps • develop strategies for using iPad apps, in terms of math content, math communication, and/or monitoring/recording details of student mathematics learning and achievement • design a grade 6 fractions and probability, three-part problem solving lesson that incorporates Nelson Mathematics, EQAO assessment task, and iPad apps Funding for this professional development came from the Ministry of Education and The Council of Ontario Directors of Education.		✓			All Focus on 6

Project Name	Phase				C
	S	T	P	A	
TCDSB21C working with York University Faculty of Education: (120 Future Teachers) Members of TCDSB21C presented to students at York University's Faculty of Education. Workshop were provided on the Next Lesson, Web 2.0 Tools and Assistive Technology. Approximately 120 pre-service teachers were involved.		✓			All
Parental Involvement: Ontario Association of Parents in Catholic Association (OAPCE) / Catholic Parent Involvement Committee (CPIC) / Catholic School Advisory/Parent Council (CSAC/CSPC): (210 Parents) TCDSB worked with OAPCE, CPIC and various CSACs / CSPCs to educate parents on 21st Century Learning, the appropriate use of technology in the classroom and ways in which parents could support their children in these areas. Through interactive discussions, feedback was gathered on the 21st Century Learning needs of parents. This feedback will help the dept. develop parental workshops for the 2015-2016 year. These workshops will be part of the NeXt Parent phase of the TCDSB's 5 year plan for 21st Century learning.			✓		All

Project Name	Phase				C
	S	T	P	A	
Digital Values Course for Grade 7 Students: (Available to All Gr 7 Classes) The TCDSB21C Team worked with Everfi and the Toronto Maple Leafs, through the NHL Goals Initiative, to provide lessons on Digital Citizenship and the Appropriate Use of technology to all our grade 7 students. This online curriculum could be accessed from any computer or tablet and was divided into two parts: • The first part supported teachers and students in the development of Catholic digital citizenship. The 21st Century Learning Department, in cooperation with the Religious Education Department, developed My Digital Values – a digital module aligned with the Grade 7 Fully Alive curriculum. The second part, called Ignition, was delivered through a rich online graphic environment that used games and simulations to address: Computers 101, Wireless Communication, The Viral World, Research in a Digital Age, Creating Multimedia Products, Digital Relationships and Respect and Intro to STEM Careers. For more information visit: http://www.everfi.com/ignition	✓	✓			All
Regular Updates and Professional Learning Sessions for The NeXt Administrator Principal Meetings - 200 x 2 K-12 meetings 21C Related Updates for Principals Vice Principals - 40 x 4 Secondary VP Meetings + 40 x 4 Elementary VP Meetings. Regular presentations on 21C tools that VPs can utilize and model in their roles Education Council - 20 x 7 EC meetings • Regular presentations on 21C tools that Superintendents can model in their roles				✓	All Focus on 6

Project Name	Phase				C
	S	T	P	A	
Collaboration with TCDSB Technical Services Department **Elementary Device Refresh** TCDSB21C supported the rollout of 4000 iPads and 4000 laptops into our elementary schools and 1350 iPads into our secondary schools. **Image Testing: Regular and Ongoing Support** TCDSB21C works closely with the Technical Services Department to help determine the configuration of iPads, Laptops and Desktops to be used by students and/or teachers. The department provides educational direction on what apps/software should be included in the various images and is integral to the testing process that ensures everything works properly. **Weekly Consultations** TCDSB21C meets weekly with Technical Services staff to provide an educator/student perspective on the implementation and use of educational technology in our schools.	✓	✓		✓	6

E. METRICS AND ACCOUNTABILITY

1. Over the past year, the TCDSB has been invited to contribute at a national and global level in the following:

    a. C21 Canada, a national not for profit organization that advocates for 21st Century models of learning in education. The Director of Education was invited to sit on C21 Canada's CEO Academy along with 20 other educational leaders from throughout Canada.

    b. The Learning Partnership is a national charitable organization dedicated to building stakeholder partnerships to support, promote and advance publicly funded education in Canada. This year the Director of

Education, became a member of Learning Partnership's Board of Directors.

c. Microsoft Canada invited TCDSB to be the only Canadian participants in a Global Mobile Open Online Course (MOOC). Two members of the TCDSB21C Team and a teacher from Loretto Abbey worked on the 21C Learning Design project to create exemplars of learning activities that model the six 21C Competencies. The learning activity features a Media Unit in Gr 12 Writers Craft English course. This MOOC used the Innovative Teaching and Learning Research 21CLD Competencies on which TCDSB21C based the NeXt Lesson.

2. The TCDSB21C Department (and formerly the Academic Information and Communications Technology Department) continues to represent the TCDSB in the following organizations:

   a. **Catholic Curriculum Corporation (CCC):** a consortium of seventeen Catholic school boards across central and western Ontario. CCC recognizes that Catholic education exists to provide a holistic formation of people as living witnesses of faith. The Corporation helps to develop curriculum and curriculum documents to support Catholic Schools. Members of the TCDSB21C team are members of the CCC Information Communication Technology Committee. This year TCDSB21C provided a full day workshop on Bring Your Own Device to members of this committee, which included members of 8 Catholic Ontario School Boards.

   b. **Central Ontario Computer Association (COCA):** The goal of COCA is to discuss and share best practices on the use and implementation of computer technology in the classroom. Association members come from both Public and Catholic school Boards

3. Feedback from the TCDSB21C Innovators Program:
   32% of the participants responded to the survey.

   The following questions used a rating scale of 1 to 5, with 5 being the highest rating; average responses are shown:

   a. How important is PD to you? **Average response 4.6 / 5 = 92%**

b. As a result of being involved in 21C Innovators, how would you now rate your comfort level in applying the NeXt Lesson framework to your lesson planning? **Average response 4.0 / 5 = 80%**

c. Taking into consideration other formats of PD in which you have been involved, how would you rate 21C Innovators as a structure for professional learning. **Average response 4.3 / 5 = 86%**

d. How important is it to you that PD be similar to the 21C innovators continue? **Average response 4.6 / 5 = 92%**

4. Feedback from TCDSB 21Camp:
   20% of participants answered the survey

   The following questions used a rating scale of 1 to 5, with 5 being the highest rating; average responses are shown:

   a. How important is PD to you? **Average response 4.7 / 5 = 94%**

   b. Taking into consideration other formats of PD in which you have been involved, how would you rate TCDSB 21Camp as a structure for professional learning. **Average response 4.5 / 5 = 90%**

   c. How important is it to you that PD be similar to the TCDSB 21Camp format? **Average response 4.7 / 5 = 94%**

5. Sample Twitter Feedback from TCDSB 21Camp

   a. Thx to all the organizers of #TCDSB21C EdCamp today! Gr8 experience w/ all the ideas and strategies shared by the awesome staff of @tcdsb (@R_Wakim)

   b. Thx again @AddesaAT and ALL! Can't wait 2 implement TheThirdTeacher, PuppetPals, Greenscreen and more… w/students #tcdsb21c (@MsBandelj)

   c. What an incredible day of collaboration with #TCDSB21C crew! I hope to participate next year! (@CAN_J_mor)

d. @tcdsb21c @TCDSB @TCDSB21Csup I'm having such a great day at the #tcdsb21c Ed Camp! Can't believe I missed the first one. #neveragain (@MissFDAmico)

6. Sample Teacher and Student Feedback from Hour of Code

a. "It was awesome! My students really enjoyed learning it, and sharing that knowledge with their Grade 2 reading buddies. They now "code" on their free time at home or at school!"

b. "Great success! The students loved it. We actually did a few hours of coding and might revisit in the new year. Would be interested in looking at integrating computer science lessons."

c. "Great application of critical thinking and collaboration activity in a wider scope. Great way to promote Computer Science and STEM related programs. We promoted it via Twitter and nice to school many schools around the world supporting. Wish our board took more leadership role in highlighting the event better to promote the wonderful participation and success stories of many schools who took part throughout the week."

d. "Coding hour was an extremely educational and fun experience! I learned the basics of Java Script coding on a tutorial by Code Academy and it was a challenging yet enlightening experience. This tutorial enabled my partner and I to learn the actual language of code instead of dragging and dropping commands. I think this was beneficial in learning the basics of coding. This experience has also given me a great interest in coding and I would love to continue and end up making my own program! Overall, coding hour was such an amazing program to take part in and I can't wait to learn more about code as soon as I can!" Student Feedback

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.