**Year-End Report for Director Division IV Physics**

Over the last year, I have been a part of the science curriculum working group - learning the ins and outs of curriculum design and being a part of the background work on conceptual framework and understanding. I have also been heavily involved in assessment professional development through the 21st Century Assessment Strategy group and the NorCAN Oral Assessment PD group where we have been incorporating student voice into perspectives on assessment to develop a more holistic approach in the classroom. Reading books such as “Embedded Formative Assessment” by Dylan Williams have been a big part of my professional development.

On the front of professional development, I presented at the Banff Conference on Technology Tips in the Science Classroom - allowing teachers to explore and experiment with a variety of educational technology. I have been working on developing more presentations in regards to integrating technology into the classroom and utilizing it to further learning and engagement in the classroom. Collaborating with colleagues on rubrics and case studies, I have been inspired to create professional development on incorporating multiple units and subjects together to facilitate a more concept based approach to learning.

I have also been developing classroom methods to incorporate learnings regarding implications of children with trauma into our lessons. I am still working with the concept of “dosing,” which involves giving some new information, and then bringing humour/relevant information to help students connect their new information to their current mental framework. I also am working to help students regulate their emotions within the classroom through a variety of methods.

I have also been involved in combining debate and science in an attempt to help hone students’ critical thinking skills. Through debates with David Suzuki school in Hamilton, Ontario, with doing a debate on the pros and cons of genetic modification using CRISPR, and incorporating debate resolutions into the science classroom - I have also been speaking on incorporating critical thinking skills via debate into the classroom. Through World Scholar’s Cup, students were also prepped for a competition in which they have a debate, a multiple-choice test, and a writing assignment in various subjects, including science.

Finally, throughout the year, I have been involved in the pilot project for  implementing new proctoring for diploma and non-diploma courses in terms of the writing components being delivered through Google Classroom. As we iron out the kinks in this, this will be rolled out for more and more exams as they are delivered using technology to allow students to type their essays. If you want to know any more information in regards to any of these initiatives, then please contact me.