



The Launch May

Physics Workshop

The implementation date for the DBE Physics program is September 1, 2018. In preparation for this date, PROCEDE is offering a two-day workshop that will analyze the content and evaluation scheme for both PHY-5061 and 5062. On day 1, we will analyze the prescribed knowledge concepts for each course code and practice lab activities that serve to reinforce the course concepts and prepare students for the final exam. On day 2, we will review the Definition of Evaluation Domains (DEDs) and strengthen our understanding of the evaluation criteria via a collective correction exercise.

Location: Pearson Electro-technology Centre

Dates: June 7, 2018: Content Familiarization (10am – 4 pm)

June 8, 2018: Exam Familiarization & Collective Correction (9 am – 3 pm)

[Register Here](#)

Exam Updates

Please note that the following exams have been removed and must no longer be used:

Mathematics

MAT/MTH-4151-1, version B

MAT/MTH-4152-1, version A

MAT/MTH-4153-2, version B

MAT/MTH-4173-2, version C

English Language Arts

ENG-5102-2, version B

Exam Feedback Form

The MEES process of administering exams comes with the ability to provide feedback. And, teacher feedback is encouraged and requested, especially in this early stage of implementation.

Your comments, ideas, suggestions, and questions [can only be submitted by using the MEES form \(link provided\)](#). It is important to use it, since some exams are still in prototype form and may still be revised. Your commentary can serve as invaluable information for any changes or additions to be made in the future.

Examination Feedback Form

Please use this feedback form to explain any difficulty you experienced with an examination and to recommend solutions. For reasons of confidentiality, do not provide any detailed information on the actual content of a question or a task. If you ask that you fill in this form after you have read or used the examination and to return the form to us by [e-mail](#).

An asterisk (*) indicates a required field.

Identification

Name _____
School board _____
Comments _____

Telephone: _____ Extension: _____ Email address: _____
Course code: _____ Other, specify: _____
Version of exam: A B C One version only

Evaluation

General presentation
Evaluation, procedure, use of documents, structure of documents, ease of use, readability
 Very satisfactory Satisfactory Unsatisfactory
Comments and solutions

Evaluation (cont.)

Content of the Adult's Booklet and accompanying documents, if applicable
Tables, illustrations, definitions, illustrations, vocabulary, difficulty, usefulness of accompanying documents
 Very satisfactory Satisfactory Unsatisfactory
Comments and solutions

Evaluation (cont.)

Content of the Corrector and Evaluation Guide
Instructions, evaluation, marking of documents, solutions, checklist, information-gathering tool, etc.
 Very satisfactory Satisfactory Unsatisfactory
Comments and solutions



ENG DBE Evaluation Cheat Sheet: Click and Print

Course	ENG-3101-1 English and Interviews		ENG-4111-1 English in Poems and Songs		ENG-5101-1 English and Plays	
Prior to Exam	The adult learner must plan for the Interview in Part 2 before the examination session. This preparation includes selecting an interviewee (sports figure, politician, actor, activist, etc.) and preparing questions. The adult learner must inform the teacher of the interviewee selected.		None		A film strip chosen by ENG Teacher is viewed in class prior to the exam. The Resource Booklet (RB) must be given 10 minutes before viewing the movie to allow for an examination of the booklet's content. The RB is completed during the viewing of the movie. Following the viewing of the movie, 20 minutes must be allotted to complete and verify notes. The RB must be returned to the teacher and redistributed on day of exam.	
Exam Section	Part 1 View of filmed Interview twice and analyze and interpret Part 2 Role-play situation with teacher		Part 1 Short-answer responses to questions about poem(s) and/or songs Part 2 Delivery of poem(s) or song(s) and a personal response to the text(s) chosen by answering the guiding question		Part 1 Short-answer responses to questions about theatre and plays Part 2 Perform a 2-minute monologue and deliver a personal response	
Competencies Evaluated and Duration	Reads and listens 40% 120 minutes Uses language 40% 60 minutes (30 min. to rehearse and 10 min. for the interview)		Reads and listens 70% 120 minutes Uses language 30% 45 minutes (40 min. to prepare, 3 min. to deliver, 3 minutes for personal response)		Reads and listens 40% 120 minutes Uses language 40% 45 minutes (40 min. to prepare, 2 min. for monologue, 3 minutes for personal response)	
Authorized Materials	Resource booklet, English dictionary, Thesaurus, Resources booklet, Personal notes prepared for the interview		Resource booklet, English dictionary, Thesaurus		Resource booklet, English dictionary, Thesaurus, Notes pages (found in Adult's booklet, Part 2)	
Notes	<ul style="list-style-type: none"> The two parts may be administered during different evaluation sessions Part 1 must be administered before Part 2 Pass mark is 60% Learner may retake part 1 or part 2 or the entire exam 		<ul style="list-style-type: none"> The two parts may be administered during different evaluation sessions Part 1 must be administered before Part 2 The pass mark is 40% for the examination as a whole The adult learner may retake Part 1 or Part 2, or may retake the entire examination 		<ul style="list-style-type: none"> The two parts may be administered during different examination sessions The two parts may be administered during the same examination session or different examination sessions Part 1 must be administered before Part 2 The pass mark is 40% for the examination as a whole The adult learner may retake Part 1 or Part 2, or may retake the two parts of the examination 	
Course	ENG-3102-2 English and the World of Work		ENG-4112-2 English and the World of Story		ENG-5102-2 English and Written Narratives	
Prior to Exam	The adult learner must select a job order to complete Part 1 and Part 2. The chosen job posting will serve as the basis for the Résumé, letter of application and job interview. The adult learner submits a copy of the job posting. The Résumé is also prepared by the adult learner and handed in prior to the examination session		Movie chosen by ENG Teacher is viewed in class prior to the exam. The Resource Booklet (RB) must be given 10 minutes before viewing the movie to allow for an examination of the booklet's content. The RB is completed during the viewing of the movie. Following the viewing of the movie, 30 minutes must be allotted to complete and verify notes. The RB must be returned to the teacher and redistributed on day of exam.		The novel used for Part 2 of this examination is selected by the teacher and analyzed throughout the course. Critical essays may be written on other texts examined in the course, but not on the novel used specifically for this examination. The adult learner must keep a guided personal reading log for this novel throughout the course and bring it to the exam.	
Exam Section	Part 1 Write a 200 word letter of application Part 2 Role-play situation with ENG teacher		Part 1 Short answer responses to 5 questions Part 2 Write a 350 word movie review		Part 1 Write a 200 – 300 word alternate ending Part 2 Write a 500 – 600 word critical essay	
Competencies Evaluated and Duration	Produces texts 50% 70 minutes Uses language 30% 60 minutes (30 min. to rehearse and 10 min. for the interview)		Reads and listens 50% 70 minutes Produces texts 50% 70 minutes		Reads and listens 40% 120 minutes Produces texts 40% 120 minutes	
Authorized Materials	Resources booklet, Résumé completed and handed in prior to the examination session, Selected job posting, English dictionary, Thesaurus		Resources booklet, English dictionary, Thesaurus		Resources booklet (short story), English dictionary, Thesaurus, Novel (with notes), assigned by the teacher, Personal reading notes and reading log, English dictionary, Thesaurus	
Notes	<ul style="list-style-type: none"> The two parts must be administered during different evaluation sessions Part 1 must be administered before Part 2 Pass mark is 60% The adult learner may retake Part 1 without retaking Part 2. If the adult learner is retaking Part 2, he or she must also retake Part 1. 		<ul style="list-style-type: none"> Viewing a movie is done prior to the exam The two parts may be administered during the same examination session or during different examination sessions Part 1 must be administered before Part 2. The pass mark is 40% for the examination as a whole. The adult learner must retake the entire examination. 		<ul style="list-style-type: none"> The two parts must be administered during different examination sessions. The sequence of the two parts may be interchanged. Part 1 must be administered before Part 2. The pass mark is 40% for the examination as a whole. The adult learner may retake Part 1 or Part 2, or may retake the two parts of the examination 	
Course	ENG-3103-3 English and the World of Work		ENG-4113-3 English to Inform		ENG-5103-3 English and Persuasion	
Prior to Exam	None		None		Preparation for the oral (I & notes, cue cards, selection and organization of visual devices), resource materials, props and any other material necessary for the oral presentation is completed prior to the examination	
Exam Section	Part 1 Understanding and Interpreting a persuasive ad and providing an oral critique Part 2 Write a 300 word letter of complaint		Part 1 Short-answer responses to three questions Part 2 Role play situation		Part 1 Deliver a formal oral presentation on research paper completed in course Part 2 Provide responses to questions	
Competencies Evaluated and Duration	Reads and listens 25% 45 minutes Uses language 25% 45 minutes to prepare, 2 minutes for delivery		Reads and listens 30% 75 minutes Produces texts 30% 75 minutes		Part 1 Write a 500 – 600 word argumentative essay	
Authorized Materials	Resources booklet, Responses to short-answer questions (noted, English dictionary, Thesaurus)		Resources booklet, English dictionary, Thesaurus		Resources booklet (articles), English dictionary, Thesaurus, Resources booklet (articles from Part 2), Completed Adult's booklet, Part 1, English dictionary, Thesaurus	
Notes	<ul style="list-style-type: none"> The two parts must be administered during different evaluation sessions. The sequence of the two parts may be interchanged. Pass mark is 60% for the examination as a whole. The adult learner may retake Part 1 or Part 2, or may retake the entire examination 		<ul style="list-style-type: none"> Part 1 and 2 must be administered during the same examination session Part 3 must be administered during a different examination session The sequence of the three parts may not be interchanged. The pass mark is 40% for the examination as a whole. The adult learner must retake the entire examination 		<ul style="list-style-type: none"> Each part must be administered during different examination sessions, Part 1 must be administered first, followed by Part 2 and then Part 3. The pass mark is 40% for the examination as a whole. The adult learner may retake Part 1 without retaking Part 2 and Part 3. However, Part 2 and Part 3 must be retaken together 	

ENG 4112-2 Adult Learner Rubric and Sample

English and the World of Story ENG 4112-2	
<p>Competency 3 - Producing texts for personal and social purposes (5%)</p> <p>What you need to do to demonstrate your ability to successfully write a review</p> <p>Feedback/Marks</p>	
<p>3.1 Identify and analyze key elements</p> <p>Use the terms identified at the end of year introduction to identify the three elements that make up a story. Explain how the basic special effects, and the cliché theme of good versus evil relate to the three elements.</p>	
<p>3.2 Make your writing capturing and appealing</p> <p>Provide text that is clearly organized and captures the reader's interest.</p>	
<p>3.3 Organize your work, demonstrate your knowledge and demonstrate your understanding of the text.</p> <p>Provide a summary of the text that is clearly organized and demonstrates your understanding of the text.</p>	
<p>3.4 Use formal conventions in movie reviews</p> <p>Provide a formal review of a movie.</p>	
<p>3.5 You must include: Title of film, Director, Cast, Production company, and a brief synopsis.</p> <p>Include these terms in your introduction. See sample review.</p>	

ENG 4112-2 Movie Review

The movie *A Wrinkle in Time*, directed by Ava DuVernay is a "supposed" science fiction adventure. The story revolves around a 12 year old twin, Meg Murray and her genius younger brother, Michael Wallace, the mother, Kate, and a missing father. The two youngsters, and a last minute boyfriend, are called on a quest to go looking for the disappearing dad, by three supernatural witches. This soft adventure brings our characters who live on planet earth into a supernatural world where the dad is being held hostage by a universal evil. This summary reads as pretty boring because the movie is boring. This movie is particularly bad because of the stereotypical characters, the basic special effects, and the cliché theme of good versus evil.

To begin, this movie is bad because of the stereotypical characters. First, the main character is a typical 12 year old teen who shows all the typical behavior of one. This character pouts for most of the movie. She is most often depressed, sad and upset. This stereotype gets a little boring after a while, even for teenage audiences. Secondly, the three witches have the typical mix of the Three Musketeers combination of smart, dumb and artistic talents. Oprah Winfrey gets the obvious role of the smart and all knowing witch. Reese Witherspoon is the ditzy but pretty fairy, and Mindy Kaling is the ethnic artistic twist. The characters and their personality are very predictable throughout the story.

Next, this movie is bad because of the basic special effects. Firstly, this science fiction adventure spends most of the setting on planet earth. Half of the movie is set on earth, which reduces the need or use of special effects. Second, when the movie finally moves to the realm of another dimension, it still looks a lot like planet earth. Though the director did add some elements of moving and dancing flowers, and a dragon, you can't mistake the lake, mountains, grass, beach and cave for anything but. It does not make the imagination go wild, like a science fiction should.

Finally, this movie is bad because of the cliché theme of good versus evil. Firstly, this story is about how the protagonist must find her father in order for evil not to overtake the world. The idea of evil can overtake the entire world and that it is the responsibility of a person or a group of people is very overdone. The "it's wrong against evil" adventure might sometimes be entertaining, but not in this case. Secondly, the evil in this story is terribly evil. This evil is symbolized by a growing black tree that could overtake the world if people think or do evil things. The story's presentation of evil is too simplistic of an idea for the complexities of humanity.

To end, one should not waste their time watching this movie. It might appeal to a tween audience, but even they will see through the stereotypes, clichés and simple concepts. An overall rating of 1 star out of 5 is all this movie deserves.

A brief reminder that teachers can help with student motivation and commitment by providing student friendly criterion-referenced rubrics and samples early on in the course.

All learners, especially adult ones, need to know how and what end of course outcomes they will be evaluated on.

"Adults need to be involved in the planning and evaluation of their instruction" -

Malcolm Sheppard Knowles



Oui, je respecte les droits d'auteurs



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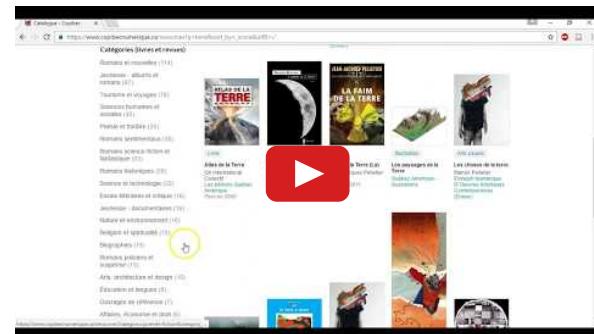
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Options de recherche (?) Recherche par champs

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Ce n'est pas toujours facile de respecter les droits d'auteurs et en même temps, offrir à nos élèves des textes pertinents qui sont si nécessaire afin de rencontrer les attentes de fin de cours tel que prescrites par le MEES. Copibec nous offre une solution digitale qui peut et va, sans aucun doute, alléger cette tâche pour vous. Samuel est une plateforme offerte via le Web qui est gratuite pour tous ceux et celles qui travaillent pour une commission scolaire du Québec. Une fois que vous êtes inscrits sur Samuel, vous avez accès à une multitude de textes, paroles de chansons, photos, etc., tous autorisés pour reproduction et distribution en classe. Donc, ce n'est plus nécessaire de se soucier des redevances aux auteurs et aux éditeurs, Copibec s'occupe de tout cela pour vous!. Cliquez sur le vidéo suivant

SAMUEL: la plateforme de contenus numériques pour les enseignants





PROCEDE

COPORTEMENTS A ADOPRER

EN INTERACTION

- AVOIR UN CONTACT VISUEL APPROPRIÉ
- AVOIR DES GESTES APPROPRIÉS
- ÊTRE FACE À L'AUTRE
- AVOIR UNE POSTURE ATTENTIVE
- UTILISER DES MOTS
- ÉTRE SILENCEUX
- UTILISER LA PROSODIE
- INTERROMPRE
- HOCHEZ LA TÊTE
- RIRE, SOURIRE, AVOIR LA SURPRISE

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ATTITUDES À FAVORISER

EN INTERACTION

- RESPECTUEUX
- INTÉRESSÉ
- MINUTIEUX
- POSITIF
- HUMBLE

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Napperon pour développer les habiletés à interagir

Développer et clarifier une idée

Soutenir une idée à l'aide d'exemples

Paraphraser

Synthétiser

Construire à partir des idées des autres ou en débatte

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INTERAGIR: UNE RESOURCE SUR LEARN QUEBEC

"Depuis 2 ans, nous (un groupe d'enseignants et de conseillers pédagogiques de CSSWL) avons exploré des pistes de solutions pour être en mesure d'aider nos élèves à développer leur compétence en interaction. Nous avons trouvé intéressante l'approche de la conversation réfléchie ([Academic Conversation](#)) de Zwiers et Crawford. Les auteurs

présentent 5 habiletés à développer afin de communiquer efficacement. En autre, ils proposent un outil, un napperon de conversation, regroupant les 5 habiletés accompagnées de suggestions de phrases modèles à utiliser lors d'une interaction."

<https://www.learnquebec.ca/interagir>)

USING FRE NTERAGIR FOR ENG: LITERACY ACROSS THE CURRICULUM

Napperon pour développer les habiletés à interagir

Développer et clarifier une idée

Soutenir une idée à l'aide d'exemples

Paraphraser

Synthétiser

Construire à partir des idées des autres ou en débatte

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Strategies abound regarding how learners can best acquire literacy skills. The resounding message is, however, that it is important to give learners multiple opportunities to use their literacy abilities in different contexts in order to master reading, writing and communication skills.

To start, why not try exposing them to the same oral communication strategies in both the FRE and ENG courses, by using the same road map. The linked FRE document is a great guide to help learners in an oral conversation. Creating an ELA one based on the same ideas, using the same graphic format and copying it recto verso is a perfect example of a cross curricular literacy strategy. Literacy across the curriculum would also encourage the use of it in all classes that require an oral component, such as Contemporary World.

MATH

Evaluation Explanation Table

The following table explains the meaning behind each criterion that our students are being evaluated on.

Feel free to share with your students!

Click Image to Enlarge

Explanation Table for the Evaluation Criteria in DBE Math				
Competency	Underlying Criteria	Meaning of the Criteria	In other words....	Evidence
C1: Uses Strategies to Solve Situational Problems	1.1 Indication (oral or written) that the situational problem has been understood.	This criterion measures the ability of the adult to identify what is being sought and to identify relevant information while taking into account the constraints necessary.	We are assessing the student's comprehension of the problem.	The student seeks to understand or shows understanding of the problem by: <ul style="list-style-type: none">• Highlighting key words/numbers• Underlining the question• Underlining math action words that tell the student what to do• Crossing-out irrelevant information• Determining implicit information• Scribbling on a given figure
	1.2 Application of strategies and appropriate mathematical knowledge	This criterion measures the ability of the adult to use relevant strategies to select appropriate knowledge in order to solve the problem.	We are assessing the student's representation of the problem.	The student seeks to simplify the problem or establish connections by: <ul style="list-style-type: none">• Writing what's given and what's being asked for• Seeking to organize data<ul style="list-style-type: none">◦ Tabulate data◦ Construct a graph◦ Group, list, classify,• Drawing the written scenario (figures, shapes/arrows)• Cutting an irregular shape into regular shapes• Inserting measurements on a figure• Looking for a pattern/trend• Assigning variables to unknowns• Using technology (calculator, Geogebra)

1.1 Comprehension 1.2 Representation

Last Updated: April 2018

Criterion Reference Problem Solving Template

See how Colleen Glover for NFSB uses a problem solving template to help her students meet the evaluation criteria.

Click Image to Enlarge

Competency 1: Uses problem-solving strategies					
1.1 Reading Strategies			*Are there any words that I don't understand? <i>✓</i>		
				<i>SHOWED ALL OF THESE STRATEGIES ON THE QUESTION PAGE.</i>	
1.2 Problem Solving Strategies			What missing information do I need to find before I start solving this problem? <i>* I HAVE TO DETERMINE "a", "b", "h" AND "k"</i>		
What am I given? * A STEP FUNCTION GRAPH OF COST BASED ON WEIGHT IN KG	What am I asked to find? * HOW MUCH IT WILL COST TO GROW A SWIMMING POOL	Can I represent the given data in a different way? - Graph - Table - Drawing - Flowchart	What operations do I need to use to solve this problem? <i>* IN ORDER TO FIND Y = a [b(x-h)] + k</i>	What missing information do I need to find before I start solving this problem? <i>* I HAVE TO DETERMINE "a", "b", "h" AND "k"</i>	What pattern or relationship(s) exists among the data that is given? <i>THIS IS A STEP FUNCTION, GREATEST INTEGER FUNCTION</i>
<i>I CAN FIND THE RULE OF THE STEP FUNCTION BASED ON ITS GRAPH</i>			<i>* STEP FUNCTION IS ALSO KNOWN AS GREATEST INTEGER FUNCTION</i>		
<i>* GENERAL (STANDARD) FORM : Y = a [b(x-h)] + k</i>					

PRETESTS

New pretests have been added to the DBE website for MTH-3051 and MTH-4171.

Thank you NFSB and RSB for sharing !!!

Learning Situations

New Learning Situations have been added to [Alexandrie](#) for various levels of DBE Math.

Thank you to Lynn Travers and Carrefour FGA for making these available!

CHEMISTRY



On May 14 and 15th, 26 teachers and ped-consultants gathered at PEC for a PROCEDE workshop on level V Chemistry. This workshop was divided into three parts:

Part 1: Content Familiarization – shed light on the knowledge concepts and areas of competency development that are compulsory for CHE-5061 and CHE-5062.

Part 2: Exam Familiarization – allowed teachers to set – up and execute the practical exam for both course codes. Teachers gained a thorough understanding of the materials that need to be purchased for the final exams and the areas of competency development that need to be emphasized throughout the learning process. Teachers suggested several modifications to each exam. Please note that teachers are allowed to modify the prototypes for level V Chemistry as long as the modified versions conform to the DEDs. When prototypes are modified, the Ministry logo must be replaced with the school board logo and a note indicating that the exam is a modified version on the prototype must also be included on the cover page.

Part 3: Collective Correction Exercise – shed light on the evaluation criteria that underly competencies 2 and 3. PROCEDE will soon send teachers and ped-consultants a modified version of the checklist to simplify the overall correction process. Instructional tools and templates that can help students meet the literacy demands of the course were also analyzed.

Thank you to Sarah Siso (SWLSB) for translating the lab manual below. Thank you to Francois Beaulieu (CQSB), and Sheila Sachdeva (LBPSB) for supplying materials and exemplars for this workshop.

IN CASE YOU MISSED IT!

PROCEDE Chemistry Workshop
CHE-5061 & 5062

MAY 14TH & 15TH
PRESENTED BY SONYA FIOCCO

 QUEBEC ENGLISH SCHOOL BOARDS
PROFESSIONAL DEVELOPMENT
AND CONTINUING EDUCATION
DIRECTORS, ENGLISH
PROCEDE. Directing Learning

A Lab Manual for CHE-5061

CHEMISTRY

CHE-5061
GASES AND ENERGY

LABORATORY workbook



Avi Spector's
BeyondTheTools:
<http://beyondthetools.com>
Twitter: @a_spector



Tracy Rosen's PD Practice:
<http://pdpractice.com>
Twitter: @tracyrosen

RECIT

THROUGH TIMES OF CHANGE, OUR
BEST RESOURCES ARE EACH OTHER



PD MOSAIC

An online platform for PD with resources specific to Adult Education in Quebec. It highlights our teachers and consultants as well as initiatives that use technology in innovative and implicit ways. <http://pdmosaic.com>

New PD Mosaic Collection

A change in practice requires a re-examination of how and why we do the things we do - whether they be in the classroom or in professional learning.

Sometimes this kind of change is welcome and other times it is unsettling. This collection of resources takes a look at how practices are shifting in our classrooms and conference rooms.

<http://bit.ly/ChangeProgram>



May 22, 2018

IMPLEMENTATION PARTNERS

CARREFOUR FGA

"Le **Carrefour FGA** est un regroupement de sites québécois conçus pour la formation générale des adultes (FGA). Ici, les idées, les visions et les créations de partout convergent en un seul lieu. (<http://www.carrefourfga.ca/>)

APRÈS COURS FGA

"La mission ... est d'accompagner et de soutenir les acteurs de la formation générale des adultes"
(<http://aprescours.ticfga.ca/a-propos-des-apres-cours-fga/>)

- Webinaires
- Communautés de partage
- Vidéos

TRÉAQFP

Favorise et promouvoi des services éducatifs de qualité accessibles aux adultes du Québec

ALEXANDRIE FGA

"This is where you can share and find educational material and tools created for and by education personnel from Adult General Education"
(<http://www2.carrefourfga.com/alexandrie/EN/>)

ACCOMPAGNEMENT NATIONAL

"Afin d'apporter le support nécessaire aux enseignantes et aux enseignants dans le cadre de la mise en œuvre des nouveaux programmes, la DEAFC offre cette année un accompagnement portant sur différents aspects du programme d'études et de l'évaluation". (<http://www.carrefourfga.ca/accompagnement-national/>)

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RÉCIT

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Options, SVI, SI

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WWW.DBEIMPLEMENTATION.WEEBLY.COM

Are you looking for DBE resources or have some that you want to share? This website is meant to help any educational professional find, locate, use and share class materials.