



Chilliwack
School District

HIGH QUALITY INSTRUCTION

With...

Dr. Leyton Schnellert
UBC Faculty of Education



Date: April 29, 2025

LEYTON TIMELINE

IAT Connection

Leyton expands his work to the IAT stream at ADR.



Collaboration Deepens

Leyton headlines the SD33 pro-day as keynote speaker, continues with IAT schools, middle schools, and moves into secondary schools.



2021-22



Imagine High Connection

Leyton partners with Imagine High staff and helps the school lean into their integrated curriculum paths.

2022 -23

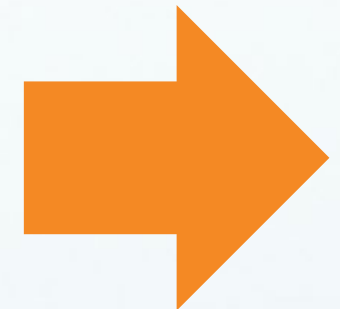
2023 -24



Middle School Collaboration

SD33 leans into Leyton's expertise and he works with teacher teams at each middle school.

2024 -25



IMAGINE HIGH & IAT

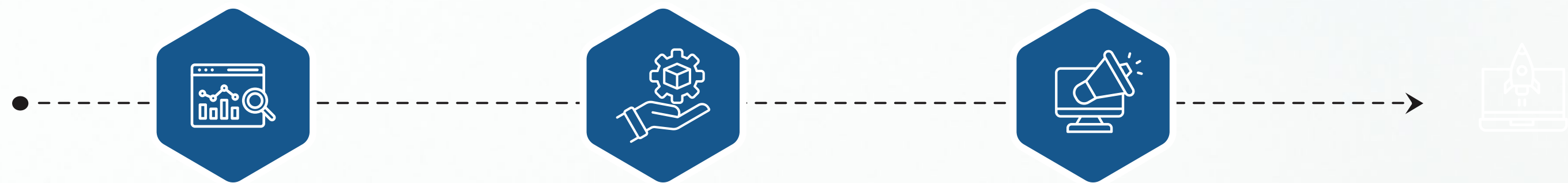
Leyton has helped to lead learning at Imagine and the IAT by facilitating planning sessions with teacher teams at each of these schools. Teachers leave these sessions with:

- Refinement of skills and tools for assessment and instructional design
- Common language and alignment of goals
- Scaffolded learning experiences
- Confidence and collegial relationships that support experimentation and risk taking



MIDDLE SCHOOLS

Leyton has supported our middle school teachers extensively over the past two years. His focus has been on implementing Universal Designs for Learning (UDL) practices in classrooms.



2023 -24

Leyton works with each middle school - 3 sessions each. Focus on lesson planning, assessment, social emotional learning, and student engagement.

2024 -25

Leyton follows up with a second year of support at middle schools. Curriculum helping teachers and Indigenous enhancement teachers join sessions and actively participate.

2025 -26

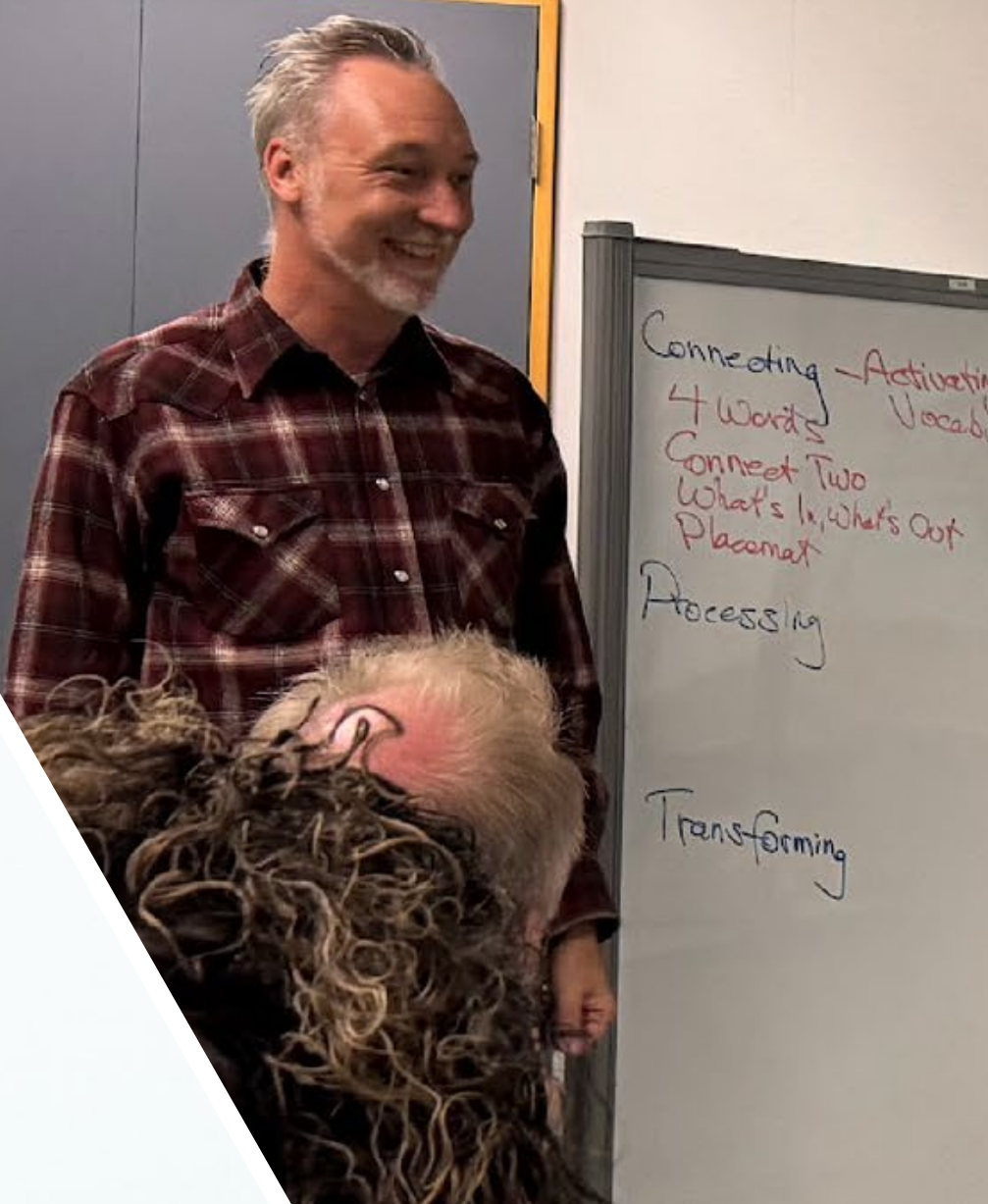
Curriculum and Indigenous helping teachers will take over the reins of the collaborative planning model. Leyton to visit each school once per year to “check in” on their learning journeys.



SECONDARY SCHOOL

+ Guiding Criteria for Implementation

Criteria	Proficient	Successes in 2024-25	Ideas for 2025-26
Enhanced Teacher Collaboration	Regular and purposeful collaboration time is embedded in the school schedule. Educators co-plan, share best practices, and analyze student progress collectively.		
Enhanced Use of UDL	UDL principles are evident in classroom planning and instruction. Teachers provide multiple means of representation, engagement, and expression to support diverse learners.		
Enhanced CBIEP Work	CBIEPs are actively reviewed, implemented, and adjusted based on student needs. Staff collaborate to provide accommodations and support within the classroom.		
Common Gr. 9 Literacy Assessment	The non-fiction assessment is administered consistently across all Grade 9 students. Data is analyzed to inform instruction and intervention strategies.		
Integration of Non-Enrolling Staff	Counsellor/Inclusion Teacher as well as LAT/RT actively support classroom practices, co-teach, provide intervention strategies, and facilitate collaboration among staff.		



IMPACT

"Leyton demonstrates a remarkable ability to both support and challenge educators in deepening their understanding of how to plan effectively for the unique needs of the adolescent brain. He meets teachers at ~~the~~^{their} current level of practice and skillfully guides them forward, encouraging thoughtful experimentation and growth."

~Shawna Petersen District Principal

