



UNIVERSITY OF TORONTO

OISE | ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

April 18th, 2018

To Whom It May Concern:
Re: Stephanie Sadownik

It is with pleasure that I recommend Stephanie Sadownik to you for the position of Program Officer with the Standards and Evaluation Branch of the Ontario College of Teachers.

I came to know Stephanie in her first year of studies at the University of Toronto when she invited me to be a guest judge to sit on a panel to evaluate her students' creations of well-being apps in a class lead by Dr. Jim Slotta, Knowledge, Media Design in Education. I am also a member of her supervisory committee for her dissertation defense that considers evidence of engagement with the use of technology in mathematics education.

This year, Stephanie worked with my team of graduate students in the Emotion and Learning Optimization Lab in the department of Applied Psychology at the Ontario Institute for Studies in Education. Stephanie was hired to be the instructional designer for the department and was invited to attend weekly meetings to hear updates on the development of a mathematics anxiety study. Stephanie was also given access to work my graduate students researched related to emotion and cognition in learning. As a group we discussed articles related to my graduate student's research and Stephanie was able to provide her understanding and to raise questions related to the material.

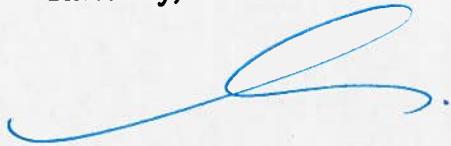
In September, I asked Stephanie to try to contact the Ontario Ministry of Education and various school districts regarding the allocation of \$60 million dollars for the Renewed Mathematics Strategy. Stephanie was tasked with deciphering which branch would be responsible for funds related to mathematics anxiety. Through this task, Stephanie was able to organize a meeting with the Ministry of Education-Health and Well-being branch after the publication of their monograph, "Yes, You Can!" related to mathematics anxiety. During the meeting, Stephanie requested a photo opportunity of the Emotion and Learning Optimization lab, Ministry officials and OISE staff. While it was a move that caught the Ministry off guard, it afforded an opportunity for Stephanie to work with Dr. Charles Pascal, a representative from the Dean's office and the communications officer for the Ministry to determine the media release, publication write up and appropriateness of what could and could not be said. A definite learning opportunity for Stephanie.

Stephanie also completed an external research application and pursued a partnership proposal with the Toronto District School Board for the Emotion and Learning Optimization Lab, a task that I admitted I would have abandoned after a few months of

back and forth negotiations. Stephanie persevered, responding to emails and requests for additional information, engaged in phone conversations with various aspects of the assessment process and even visited the partnership office to speak with members in a one-on-one discussion of how the Emotion and Learning Lab and the workshops proposed could best be advertised to teachers in the Toronto District School Board for professional development opportunities.

Please do not hesitate to contact me if I can do anything further to recommend Stephanie to you for this position.

Sincerely,



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