

TCDSB K to 12 Professional Learning Form 2016-2017



SCHOOL NAME		Sup. Area	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input type="checkbox"/> 8
			<input type="checkbox"/> Monsignor Fraser Principal Name: D. Martil							

Based on analysis of the data, in collaboration with staff identify a critical need area or strategy that addresses the learning of your school community (i.e., assessment, problem solving, inquiry learning, learning skills, etc.)

BACKGROUND – DATA ANALYSIS

Student Achievement Data (EQAO, CAT4, etc.)	Perceptual Data (Survey data, School Climate, etc.)	Demographic Data (N tiles, etc)	Program Data (Empower, 5 th Block, Taking Stock, etc.)	Other (SSLN, SSI, EDI, etc.)
-EQAO scores for Math have been consistently lower for Gr. 3 & 6 -CAT4 scores indicate more concern with Lang/Writing -Mathematics (Problem Solving) scores and Computation scores on CAT4 give different results for different grades -Term 2 Report Card marks contain lower scores for Number Sense & Numeration in most grades	- large number of parents who are not born in Canada	- family income decreasing over the years - parent unemployment increasing over the years	- 5 th Block and JLI had 2 groups of students twice in the year - JLI Program no longer at the school this year - ESL Program reduced by 50%	-Junior teachers involved with Math Study Sessions -Intermediate teachers worked with the SSLN teams -Math Coach worked with grade 6 teacher

From the data, what key factors are identified for increasing Student Achievement?	-EQAO scores for Math have been consistently lower for Gr. 3 & 6 -Term 2 Report Card marks contain lower scores for Number Sense & Numeration in most grades
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URGENT CRITICAL NEED	<p><i>Explain ... what are the student learning problems we need to solve? Professional learning focus for this year.</i></p> <p>Students lacking in proficiency with determining the important information and using an appropriate strategy when problem solving.</p>
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PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	How do we support students in the process of determining the important information and developing appropriate strategies to solve problems?
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<p><i>If... Then... Statement:</i></p>	<p>If teachers assist students to recognize the important information and identify different problem solving strategies, then they will be able to build their own repertoire of strategies to use when solving problems.</p>
<p>Learning Goals (related to urgent critical need)</p>	<p>To help students identify important information and develop strategies to solve problems.</p>
<p>Actions/Interactions (What will we do to meet our goals?)</p>	<p>Teachers familiarize themselves with different problem solving strategies; Teachers model ways of identifying important information and determining what the question is asking. Teachers solve problems using different strategies; Teachers collaborate with other teachers to identify different strategies used in solutions; Teachers purposely select questions that elicit various solutions; Teachers give students opportunities to solve problems in different ways; Teachers identify and name the strategies used by students to solve problems; Teachers expose students to other strategies if students are limited to only one strategy; Collect student solutions that show different strategies; Teachers challenge students to identify and name strategies; Teachers will integrate learning/developing computation skills into daily lessons</p>
<p>PD Required for Staff</p>	<p>Recognize and identify different problem solving strategies; Create professional community to analyze student solutions and strategies; Study the trajectory and sequence of computation skills and problems solving across the grades; Co-plan a lesson and choose an appropriate problem that can be solved using a variety of strategies; Co-teach a lesson to recognize and identify strategies in student solutions; Share and Analyze evidence that support learning goal and “if” “then” statement; Reflect on learning goal and “if” “then” statement and show evidence of success criteria;</p>
<p>Measures/Evidence of Success</p>	<p>Analysis of student work; Pre and post assessments; Students’ ability to communicate their understanding of strategies; Students’ ability to justify their thinking;</p>
<p>Resources Required (human, material, code days)</p>	<p><u>Big Ideas</u> by Marian Small <u>Making Math Meaningful</u> by Marian Small <u>Good Questions: Great Ways to Differentiate Mathematics Instruction</u> by Marian Small Mathdrills.com Prodigy Games Online Tutoring for Students Monographs & Videos (MOE) Numeracy Resource Teacher Intermediate Literacy/Numeracy Coach</p> <p>Code Day 1 (ELP/Primary): Collaborating, analyzing, reflecting on strategies for developing computation and problem solving skills. Code Day 2 (Jr./Int.): Collaborating, analyzing, reflecting on strategies for developing computation and problem solving skills.</p> <p>Code Day 3 (ELP/Primary): Co-plan, Co-teach problem solving lesson. Code Day 4 (Jr./Int.): Co-plan, Co-teach problem solving lesson.</p> <p>Code Day 5 (ELP/Primary): Analyze, Reflect, Next Steps. Code Day 6 (Jr./Int.): Analyze, Reflect, Next Steps.</p>