

**Senator O'Connor College School
PROFESSIONAL LEARNING FORM TEMPLATE**

Principal Name: T Parish
Vice Principal(s): A Kyriakou, K Akelaitis
Superintendent Name: Area 4 - Peter Aguiar

FOCUS GROUPS - Groups within the school who require additional support
Our ELL learners struggled with multiple choice questions on our most recent assessments. The recent data indicates 98 students in this category.

URGENT CRITICAL LEARNING NEED - Schools have many learning needs. This is the most urgent and critical learning need that will be addressed this year.
Problem solving and component parts: reading a problem fully and understanding the language/question; determining a reasonable response before action; breaking down the required steps; choosing the appropriate tool(s) to solve; and presenting a final response.

SMART GOAL - School goal for student learning that school will focus on achieving throughout the year.
Our ELL learners will demonstrate an 5% increase in EQAO (OSSLT and Grade 9 Mathematics) multiple choice /multiple step problem solving in the 2018-2019 school year. This increase will also be reflected in curricular classes on tests and culminating activities.

REQUIRED PROFESSIONAL LEARNING

STAFF PROFESSIONAL DEVELOPMENT CRITICAL NEED - In order to address the student urgent critical need of the school and to work toward the school's SMART goal, the following professional development is required.

- Assessment and explicit teaching to support problem solving (from multiple choice questions to multi-step problems).

- Far too often we make assumptions that a student should have a skill under their belt. The change in practice is to be explicit about strategies for problem solving and provide specific opportunities for practice.

PROFESSIONAL DEVELOPMENT PLAN - Professional learning topics that will be undertaken by staff throughout the year.

1. Mock EQAO assessments and moderated marking (OSSLT and Grade 9 mathematics) The mock EQAO tests provides a review for participating staff to exam eqao questions and review evaluation. This has not been done in mathematics recently (practice that has ceased) and it is a practice we maintain in literacy. Given the focus is further for our ELL students it is an opportunity to examine specifically what aspects are problematic.
2. Curricular assessment of problem solving- departmental
3. Gap analysis regarding problem solving at different grade levels and within different curricula - departmental and cross curricular

Focus: understanding the problem (vocabulary) choosing the tool, applying the tool, solving the problem, presenting and reflecting.

Within departments we are looking at what problem solving looks like as we did with what literacy looks like previously. We examine what can be seen consistently from class to class.