

# TCDSB K to 12 Professional Learning Form 2016-2017



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| <b>SCHOOL NAME</b> | St. Charles | <b>Sup. Area</b> | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8<br>Rosanna Bottero |
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**Based on analysis of the data, identify a critical need area or strategy that addresses the learning of your school community (i.e., assessment, problem solving, inquiry learning, inferencing, etc.)**

## BACKGROUND – DATA ANALYSIS

| Student Achievement Data (EQAO, CAT4, etc.)   | Perceptual Data (Survey data, etc.)  | Demographic Data  | Program Data (Empower, 5 <sup>th</sup> Block, etc.) | Other (SSLN, SSI, etc.)   |
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| -EQAO 2014-2015 GR. 3 and Gr. 6<br>-Jr. EQAO downward trend<br>-Pr. EQAO previous two years result in overall scores in the 50's. | -EQAO 2014-2015 Student Survey Gr. 6 EQAO – Math Questionnaire<br><br>52% do not seem themselves as able to answer difficult questions. (never , sometimes)<br><br>63% do not think about the steps to solve problems (never , sometimes).<br><br>74% do their best in mathematics activities. | <ul style="list-style-type: none"> <li>• 258 students</li> <li>• 11 identified students</li> <li>• 20 not identified on IEPs</li> </ul> Safe and Caring Climate Survey Results:<br>91% born in Canada<br>Over 80% of students feel safe in school (classroom, hallways, while eating lunch) |   | <ul style="list-style-type: none"> <li>• TCDSB BLIP/SEF School Staff Survey</li> </ul> Strong belief among staff that meaningful assessment, learning goals, success criteria and descriptive feedback are being implemented<br><br><ul style="list-style-type: none"> <li>• Need of awareness and greater implementation of 21 C Learning</li> </ul> |

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| From the data, what key factors are identified for increasing Student Achievement? | Overall need for improvement in all strands of Mathematics. |
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| <b>URGENT CRITICAL NEED</b> | <b>Students need learning opportunities to further develop and perform better on questions mapped to Problem Solving in all strands in Mathematics.</b> |
| <b>Learning Conditions:</b> | <b>Growth Mindset</b> -a growth mindset leads to a focus on learning, increased effort, and a willingness to learn from mistakes.                       |

## PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

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| <b>Collaborative Inquiry Question</b> (What is the problem of practice?) | How do we design rich math tasks that support our students in their development of problem solving and critical learning skills? |
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| <b>If... Then... Statement:</b> | <b>If</b> students have opportunities to engage in rich math learning that allows them to effectively problem solve and demonstrate critical thinking, <b>then</b> students will achieve higher levels of success in Mathematics. |
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| <b>Learning Goals</b> (related to urgent critical need) | Students will develop both problem solving and critical thinking skills in Mathematics. Students will develop the ability to get the necessary information and apply it effectively to solve the problem and demonstrate a critical thinking process. |
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| Actions/Interactions<br>(What will we do to meet our goals?) | Teachers will incorporate EQAO's sample assessment questions as students explore and work through curriculum expectations in all strands.<br>Teachers will use scoring guides for open ended responses to stimulate discussion.<br>Teachers will analyze student work for evidence of learning by using assessment for learning and teacher moderation.<br>Teachers will use these findings to plan next steps, and productive teacher responses that scaffold, redirect, probe or extend learning as required. |
| PD Required for Staff  | 15 CODE DAYS: (focus will be in Primary and Junior Divisions) 4 teachers in each division/4 days (half day per division) <ul style="list-style-type: none"> <li>• Become familiar with the sample questions and scoring guides of EQAO</li> <li>• To develop skills around teacher moderation, in order to move towards consistency in assessment</li> <li>• Use evidence from student work to inform next steps and best practices</li> </ul>  |
| Measures of Success  | Analysis of student work;<br>Pre and post assessments;<br>Triangulation of data;  |
| Timeline   | 2 PD days sessions in Term 1 and 1 more in Term 2 in each division  |
| Resources Required<br>(human, material,<br>code days)        | EQAO sample question and scoring guide<br>Growth Mindset Resources<br>Math Strategy Walls<br>Teacher Moderation Resources<br>Consultation with Math Resource Teacher<br>Consultation with LNS Student Achievement Officer<br><u>Big Ideas</u> by Marian Small<br><u>Making Math Meaningful</u> by Marian Small  |

Please send the completed copy to your Area Superintendent by September 18, 2015.

### Questions to Consider:

- Are we being collaborative in our decision making?
- Are we improving instructional leadership in our school?
- How are all stakeholders involved in the Professional Learning Plan?
- Does the plan build capacity amongst our staff related to student need?
- Are we using high yield instructional strategies? What does research say about this student learning problem?
- Have we increased the amount and quality of learning related to our student need?