

## TCDSB K-12 Professional Learning Form 2017-2018



SCHOOL - Prin - Sup	St. Edward: Principal- Anthony De Ciantis, Superintendent- Peter Aguiar
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**Based on analysis of the data, in collaboration with staff identify a critical learning need area or strategy that addresses the learning of your school community (i.e., numeracy, 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 <sup>th</sup> Block, Taking Stock, SSI, etc.)	Other (SSLN, EDI, etc.)
Math EQAO: 92% Grade 3 and 64% Grade 6 at level 3 and 4	BIP/SEF surveys generally indicate routine use of SEF protocols. EDI data: 81% have good cognitive development.	Majority of families have middle class incomes and are able to provide children with extracurricular experiences that enhance learning.		EQAO Math Survey: only 59% of Grade 6 students liked Math, only 41% were confident in answering difficult Math questions.

<b>URGENT CRITICAL LEARNING NEED</b> Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.	Our students are struggling with their mathematical understanding and application of concepts in geometry.
From the data, what learning conditions will support increased achievement?	Creating a classroom environment where students feel comfortable and confident sharing experiences that can be implemented into geometrical mathematical activities.

### PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	How can we emphasize the learning and application of conceptual mathematical skills so that students' communicative mathematical reasoning is more clear and precise?(Refer to Mathematical Processes)
If... Then... Statement:	If students are given the opportunity to build on their understanding of geometric concepts, then they are more likely to apply this understanding consistently in successive grades.
Learning Goals (related to urgent critical learning need)	To create opportunities for students to develop and apply their understanding of geometry during Mathematics, Science, Geography lessons and in a variety of real world situations.
Marker students who will receive intervention	We identified six students in grades 4-6 at 2.5 -3.1 and we will track these student to monitor improvement throughout the year.

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(subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	
Actions/Interactions (What will we do to meet our goals?)	<ul style="list-style-type: none"> <li>-Make use of the mathematical processes that support effective learning in mathematics are as follows; problem solving, reasoning and proving, reflecting, selecting tools and computational strategies, connecting, representing, communicating.</li> <li>-Use Marian Small resources on effective questioning techniques</li> <li>-Use real world problem solving and authentic assessment</li> <li>-Make use of Nelson Pre-assessments (Do you Remember) guiding questions, Key Assessment questions, and Chapter tasks</li> <li>-Ensure student interest and experiences are included to engage curiosity and meaning</li> </ul>
Strategies to address the needs of students who have an IEP or are ELL	<ul style="list-style-type: none"> <li>-Focus support as aligned with “Renewed Math Strategy” to strengthen math learning, especially in the area of geometry, teaching and leading with special education needs, especially those with learning disabilities</li> <li>-precise assessment and instruction</li> </ul>
PD Required for Staff	<ul style="list-style-type: none"> <li>-Monographs and video clips from Ministry of Education and Edugains</li> <li>-providing opportunities for educators to visit other classrooms (co-teach or observe)</li> <li>-required PD in NeXt lesson</li> <li>- Teachers will attend Math Professional Development workshops on how manipulatives can be used in all grade levels to help students understand and apply their knowledge of concepts in the area of Geometry. After attending these workshops, hopefully teachers will feel more comfortable using manipulatives during Math lessons. This change in practice should help students better understand and apply their knowledge of geometric concepts.</li> </ul>
Measures/Evidence of Success to be used	<ul style="list-style-type: none"> <li>-pre and post assessments, observations, tests</li> <li>-Ministry tests</li> <li>-Gallery walk or student led learning walk</li> <li>- students will be using manipulatives on a regular basis.</li> <li>- students will be able to explain and apply geometric concepts to real life situations.</li> </ul>
Resources Required (human, material, #code days)	<ul style="list-style-type: none"> <li>-Ontario Math Assessment per grade</li> <li>-Jump math</li> <li>-21C manual</li> <li>-“Great ways to Differentiate Mathematics Instruction” Marian Small</li> <li>Code days important for staff development, collaboration and sharing of best practices</li> </ul>

### Professional Learning Related to Culturally Responsive Pedagogy:

In order to ensure that culturally responsive pedagogy becomes embedded in the teaching and learning that occurs at our school, we will be scheduling a professional learning opportunity for teachers. This workshop will focus on the six characteristics that shape the mindset of culturally responsive educators. Teachers will be given time to design effective instruction practices that implement a culturally responsive framework. At the culmination of this activity, an emphasis will be placed on how our school can assess the impact of these strategies on student learning and achievement.

### Questions to Consider:

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- 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?