

TCDSB K to 12 Professional Learning Form 2015-2016



SCHOOL NAME	St. Gregory C.S.	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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> Monsignor Fraser Principal Name: J. Pannozzo
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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.)
-various assessments indicate the critical need to be in the area of problem solving in mathematics	-collective agreement of a growth mindset	-stats indicate parents have a high level of education and low unemployment nTiles range between 8 & 9	-first year of Empower -1.5 Special Education	SSLN- connect with Michael Power S.S.

From the data, what key factors are identified for increasing Student Achievement?

URGENT CRITICAL NEED	a. continue practice of 4 part problem solving strategy and 3 part lesson b. continue working with "Setting Up Positive Norms" article by J. Boaler c. continue to focus on Learning Goals, co-created Success Criteria and timely Descriptive Feedback
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PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	How will students demonstrate improved achievement as measured by varied math assessments and 2015-2016 EQAO?
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If... Then... Statement:	IF we continue TO engage students in mathematics through explicit learning goals, co-created success criteria, timely descriptive feedback and use manipulatives and other interactive strategies THEN students will demonstrate improved achievement as measured by varied math assessments and 2015-2016 EQAO. (Varied as, of and for learning assessments, including ONAP jr./int., key questions, chapter tasks, math attitude survey, EQAO exemplars)
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Learning Goals (related to urgent critical need)	We are learning to: -Put into practice strategies suggested in article and instill a growth mindset about learning mathematics in our students. -To use various strategies (4 part problem-solving, 3 part lesson, Bansho, varied groupings, math centres, use of manipulatives)
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Actions/Interactions (What will we do to meet our goals?)	1. Invite Resource Teacher to support learning 2. (0.5 day) Develop professional learning opportunities for staff, (0.5) ie. moderated marking sessions
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PD Required for Staff	Professional Learning in the areas of: 1. Growth mindset 2. Varied groupings (from whole to small group to independent) 3. Further integration of Learning Goals, co-created success criteria and descriptive feedback 4. Incorporating technology into math lessons (i.e. productivity and math apps)
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Measures/Evidence of Success	Triangulation of data (documentation, observation, assessment results, feedback conversations)
Resources Required (human, material, code days)	<ol style="list-style-type: none">1. Curriculum Mathematics Expectations2. EQAO exemplars3. Monographs on LG, SC, DF, Bansho, Webinars, Differentiated Instruction4. Growing Success5. Khan Academy- grade 6 pilot

Professional Learning (PL) Reconciliation Form 2015-2016



SCHOOL NAME	St. Elsewhere	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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> Monsignor Fraser Principal Name: Mr./Ms. Instructional Leader
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The Ministry of Education requires a report back on funds allocated to schools for professional learning activities. This form is a monitoring tool that central staff will use for describing the evidence of learning in our schools. Please complete the form to describe the professional learning you provided to your staff to address your student learning needs.

Professional Learning (PL) Session Date:

Name of teachers participating in the PD session	Grade for each teacher	Code used	Occasional Teacher provided (yes/no)
1. Teacher A	K	77	Y
2. Teacher B	1	77	Y
3. Teacher C	2	77	Y
4. Teacher D	3	77	Y
5.			
6.			

URGENT CRITICAL NEED	Explain ...what are the student learning problems we need to solve? A. Reading for meaning B. Students lack prior knowledge to make connections to texts they read, see and hear C. Unable to extend understanding to identify big ideas i.e. global issues, human experiences etc.
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PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	How can we assist students to build background knowledge (prior experiences) so that they can make connections and inferences and extend their understanding by identifying big ideas of texts they read, see and hear? (Reading for Meaning R1.3 - 1.9)
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If... Then... Statement:	<ul style="list-style-type: none"> • If we implement gradual release of responsibility throughout literacy learning opportunities then students can use teacher modelling, shared and guided practice, to build their own background knowledge. • If teachers engage students in talk structures to explore texts they see and hear then students will be able to build on each other's ideas to build their background knowledge. • If teachers engage students in collaborative structures to explore texts they see and hear then students will be able to build on each other's ideas to build their background knowledge. • If teachers engage students in co-operative structures to explore texts they see and hear then students will be able to build on each other's ideas to build their background knowledge.
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Focus of this particular PL session	Professional Learning in the areas of: 5. Gradual Release of Responsibility
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for staff (attach agenda)	<ol style="list-style-type: none"> 6. Talk Structure 7. Collaborative Structures 8. Co-operative Structures 9. Pedagogical Documentation 10. Triangulation of Data <p>NOTE: (AGENDA to be prepared collaboratively with staff.)</p>
How will the PL provided support your school's urgent critical need?	The teachers' needs have been identified because of identified students' needs.
Next steps	<ol style="list-style-type: none"> 1. Student Lead Family Conference. 2. Create a Family of Schools Network.

Please send the completed copy to your Area Superintendent with a copy to N. D'Avella (Secondary) & D. Koenig (Elementary)