

# TCDSB K to 12 Professional Learning Form 2016-2017



<b>SCHOOL - Prin - Sup</b>	St Gregory, Pannozzo, Area 2
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## 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.)
-various assessments indicate the critical need to be in the area of learning skills (self-regulation)	-collective agreement of a growth mindset and building self-regulation skills	-stats indicate parents have a high level of education and low unemployment nTiles range between 8 & 9	-second year of Empower -1.5 Special Education	-SSLN- connect with Michael Power S.S.

<b>URGENT CRITICAL LEARNING NEED</b> Explain in 140 characters or less ... student learning problems we need to solve - Professional learning focus for this year.	To improve students' learning autonomy by developing their self-regulation skills.
From the data, what learning condition will support increased achievement?	-observations indicate that students are increasingly lacking perseverance, resiliency skills and hesitant to take ownership of their learning -to build student independence and knowledge by focusing on self-regulation

## PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	<b>How do we develop students' motivation as well as build and apply their learning autonomy?</b>
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If... Then... Statement:	IF we embed Self-Regulation strategies THEN students can monitor and actively participate in their learning and be motivated to meet their learning outcomes.
Learning Goals (related to urgent critical learning need)	To explicitly embed self-regulation skills throughout the curriculum to enhance and monitor students' understanding and implementation of these strategies.
Marker students who will receive intervention (subgroups e.g., achieving at 2.5-2.9,	-all grades (K-8)

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Applied, gender, Grade(s), etc)	
Actions/Interactions (What will we do to meet our goals?)	<ul style="list-style-type: none"> <li>-teachers will develop a check-list of skills for Self-Regulation as a school focus</li> <li>-teachers will monitor language when speaking to students about the learning process (Learning Goals, Success Criteria, Descriptive Feedback)</li> <li>-develop self-regulation strategies: ie. self &amp; peer-evaluation, scaffolded instruction, goal setting and planning and student-initiated practice)</li> <li>-put into practice strategies suggested in articles and instill a growth mindset about learning in all subjects in our students.</li> <li>-inform parents of this focus on Self-Regulation and Growth Mindset and provide parents with resources to support goals at home</li> <li>-invite Resource Teacher(s) to support learning</li> <li>-(1.0 day) Develop professional learning opportunities for staff, (0.5) PA Day-opportunities for professional dialogue and collaborations with grade and cross-divisional partners</li> </ul>
Strategies to address the needs of students who have an IEP or are ELL	<ul style="list-style-type: none"> <li>-teachers will monitor language when speaking to students about the learning process (Learning Goals, Success Criteria, Descriptive Feedback)</li> <li>-differentiate instruction based on outlines in IEP</li> </ul>
PD Required for Staff	<ul style="list-style-type: none"> <li>-continue dialogue about Growth mindset</li> <li>-varied groupings (whole, small group, paired and independent learning)</li> <li>-further integration of Learning Goals, co-created success criteria and descriptive feedback as it applies to learning skills (self-regulation)</li> <li>-our Professional Learning Community sessions will continue to focus on changing the conversation about learning for students:</li> <li>-teachers will engage in Collaborative Teacher Inquiry with community of teachers to have a common understanding of the skills of self-regulation.</li> <li>-implementing strategies to assess how students address tasks requiring perseverance, meeting expectations, facing challenges</li> <li>-review any data that will provide insights on how to support the development of resiliency with regards to student achievement.</li> <li>-support PD through presentations from our Social Worker/Psychology on Mental Health, self-regulation, growth mindset</li> </ul>
Measures/Evidence of Success to be used	<ul style="list-style-type: none"> <li>-triangulation of data (documentation, observation, assessment results, feedback conversations)</li> <li>-analysis of monitoring strategies used by students to monitor their self-regulation</li> <li>-monitoring a change in the language teachers (self-assessment, reflections) use to talk about learning, growth mindset, self-regulation</li> </ul>
Resources Required (human, material, #code days)	<ul style="list-style-type: none"> <li>-Curriculum Expectations</li> <li>-EQAO exemplars</li> <li>-Monographs on LG, SC, DF, Bansho, Webinars, Differentiated Instruction</li> <li>-Growing Success-learning skills</li> <li>-professional literature (S. Shanker, J. Boler, etc)</li> </ul>