

# TCDSB K to 12 Professional Learning Form 2017-2018

**WORKING COPY ONLY**

Prepare this form for submission by **13 Oct 2017**. Instructions about how to submit your form will be sent at a later date. Once approved by your Superintendent, remove all text that appears in this box (red). You must post the edited and reviewed copy to your school's portal page by **31 Oct 2017**.

Where example text is shown in the white boxes below, please remove it before submitting your form.

**NOTE:** All sections except the 'urgent critical learning need' should be completed in point form. Begin each point with a hyphen. Be concise.

<b>SCHOOL - Prin - Sup</b>	St. Marguerite Bourgeoys - Susan Scott – Kevin Malcolm
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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 (EQAQ, 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.)
Data analysis revealed that 1-2 students require support with conceptual understanding and mathematical application	20% of our student population indicated that they do not like math	34% of our student population have an IEP 44% of our students population are born in Canada, first language learned at home is not English	Special Education teacher and an ISP ME/DD class	SSLN focus on student engagement with experiential learning through math inquiry

<b>URGENT CRITICAL LEARNING NEED</b> Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.	-students will engage in mathematical conversations to gain a better understanding of the question before attempting the solution -students will be required to demonstrate multiple solutions to the same question -students will engage in authentic math learning by participating in a math inquiry process
From the data, what learning conditions will support increased achievement?	-teaching for conceptual understanding (complete understanding of a math concept so that the application of computational understanding is meaningful) -continue to develop student's procedural mathematical literacy (key language words, steps to follow, scaffolding approach) -introduce STEAM education to move math beyond the math lesson (cross-curricular integration, additional resources to enhance math investigations)

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	-promote student competence with the application of math skills through meaningful problem solving investigations
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## PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Collaborative Inquiry Question (What is the problem of practice?)	<ul style="list-style-type: none"> <li>-teachers to actively seek and incorporate supplementary resources for supporting students' acquisition of math skills</li> <li>-creating a learning environment that incorporates an inquiry approach to problem solving</li> <li>-provide students with multiple opportunities to apply math knowledge and communicate their understanding with peers</li> </ul>
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If... Then... Statement:	If students are exposed to supplementary resources beyond the textbook that support conceptual understanding of math skills then students will apply their knowledge and understanding of a question from multiple perspectives with greater confidence.
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Learning Goals (related to urgent critical learning need)	Teachers will reference the TCDSB long range planners as a guide and use multiple resources to deepen student understanding of math concepts. Students will be provided with opportunities to explore math concepts in small groups and learn to model multiple solutions to one question. Students will articulate their understanding of math concepts by engaging in experiential learning through a math inquiry approach.
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Marker groups that will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	We have identified specific students in each grade that will require close monitoring, support and teacher guidance throughout the math lessons. The Special Education teacher will share supplementary resources for supporting students in mathematics with teachers (i.e. Leaps and Bounds, websites, apps...)
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Actions/Interactions (What will we do to meet our goals?)	<ul style="list-style-type: none"> <li>-review and utilize different resources to enrich students' conceptual understanding</li> <li>-continue to display and practice applying procedural mathematical literacy</li> <li>-engage students in experiential learning and create a learning walk on an inquiry question derived from the students</li> <li>-select a problem solving question for measurement for each grade to show the continuum of learning across the grades</li> </ul>
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What professional learning have you engaged in (or will you engage in) to ensure that culturally responsive pedagogy is embedded in teaching and learning?	<ul style="list-style-type: none"> <li>-teachers pursuing professional development opportunities to learn about STEAM/STEM, coding, 21<sup>st</sup> century to enhance student learning and making math relevant</li> <li>-involvement in SSLN, math lead to continue to share resources and support local PD initiatives</li> <li>-staff dialogue focused on mathematics and ways to support student learning and the application of math knowledge</li> </ul>
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Strategies to address the needs of students who have an IEP or are ELL	-build confidence with ELL learners by providing additional literacy support and small group settings to familiarize themselves with subject specific language -provide small group opportunities for students to communicate using math language and model their understanding as they work through a solution together
PD Required for Staff	-use of code days to share new approaches and review supplementary resources -engage in co-teaching opportunities to observe student learning and practice strategies for tracking and supporting math development in our students
Measures/Evidence of Success to be used	-a gallery walk that displays the continuum of student learning across the grades -create opportunities for lessons that increase the amount of student math talk
Resources Required (human, material, #code days)	-continue to circulate on site resources and become familiar with math apps -use code days to engage in math focused learning -Math led for school to provide ongoing support to specific classes/teachers -teachers sharing their PD experiences on STEAM/STEM, coding...with the larger staff community

## 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?