

TCDSB K to 12 Professional Learning Form 2015-2016



SCHOOL NAME	St. Mary	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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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.)
EQAO Grade 3 well below Board average for the past 3 years in reading (20 to 30)	Many families speak another language other than English at home.		LI program using Empower	EDI supports EQAO data

From the data, what key factors are identified for increasing Student Achievement?	Staff identify the need to increase vocabulary for reading, writing and expression
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URGENT CRITICAL NEED	Explain ... what are the student learning problems we need to solve? Professional learning focus for this year. 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 vocabulary and background knowledge 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 R1.1 - 1.9, Understand the purpose and audience 3.3)
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<i>If... Then... Statement:</i>	<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 and vocabulary. 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 and vocabulary. 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 and vocabulary.
Learning Goals (related to urgent critical need)	<ul style="list-style-type: none"> We are learning to connect our background knowledge to texts we read, see and hear, so that we can extend our understanding by making inferences and identify connections to big ideas thereby building vocabulary.
Actions/Interactions (What will we do to meet our goals?)	<ol style="list-style-type: none"> Create a PLC of interested teachers Invite Resource Teacher to support learning Develop professional learning opportunities for staff
PD Required for Staff	Professional Learning in the areas of: <ol style="list-style-type: none"> Gradual Release of Responsibility Talk Structure Collaborative Structures

	<ol style="list-style-type: none"> 4. Co-operative Structures 5. Pedagogical Documentation 6. Triangulation of Data
Measures/Evidence of Success	Triangulation of data (documentation, observation, products, conversations)
Resources Required (human, material, code days)	<ol style="list-style-type: none"> 1. Comprehensive Literacy Guide 2. Language Curriculum Document 3. Guide to Effective Literacy Instruction 4. Primary Discussion Paper 5. Learning For All 6. Growing Success

Please send the completed copy to your Area Superintendent with a copy to N. D'Avella (Secondary) D. Koenig (Elementary) by September 25, 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?

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? D. Reading for meaning E. Students lack prior knowledge to make connections to texts they read, see and hear F. 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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<i>If... Then... Statement:</i>	<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: 7. Gradual Release of Responsibility
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for staff (attach agenda)	8. Talk Structure 9. Collaborative Structures 10. Co-operative Structures 11. Pedagogical Documentation 12. Triangulation of Data NOTE: (AGENDA to be prepared collaboratively with staff.)
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	1. Student Lead Family Conference. 2. Create a Family of Schools Network.

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