

# WORKING COPY ONLY



## TCDSB K to 12 Professional Learning Form 2016-2017

The draft notes from this form will need to be keyed into an online form by: **14 Oct 2016**. The link will be sent to you in a subsequent correspondence.

**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. MATTHIAS – F. Bergounou – P. 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.)
- EQAO Gr. 6 2015 (68% at Levels 3 and 4) - CAT4 data - EQAO data		- 52% of students not born in Canada - 36% of students speak another language at home		- Intermediate and Special education teachers participating in SSLN

<b>URGENT CRITICAL LEARNING NEED</b> Explain in 140 characters or less ... student learning problems to solve - Professional learning focus for this year.	Based on the analysis of data and observation in the classroom, the staff has identified Mathematics as the urgent critical need at St. Matthias.
From the data, what learning conditions will support increased achievement?	- Self-directed teacher learning is essential to student learning. - Teachers need to use data to assess their pedagogy, try new strategies and discuss the outcomes with their colleagues.

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

Collaborative Inquiry Question (What is the problem of practice?)	- Student performance will improve with discussion and data-based assessment of targeted strategies and teaching practices.
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If... Then... Statement:	- If we, as a professional learning community, experiment with new practices, identify best practices and exchange best practices, then all of our students will improve as measured by a variety of assessment strategies.
Learning Goals (related to urgent critical learning need)	- Students will approach open-ended problem solving questions with confidence. - They will be able to apply a variety of strategies and clearly describe their thinking.

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Marker students who will receive intervention (subgroups e.g., achieving at 2.5-2.9, Applied, gender, Grade(s), etc)	- There will be no marker students: success will be measured by the improved performance of all students.
Actions/Interactions (What will we do to meet our goals?)	<ul style="list-style-type: none"> <li>- Each Division develops assessment strategies to measure student ability to answer open-ended problem solving questions and applies these strategies before and after each learning cycle.</li> <li>- With assistance of Math Lead and Math Resource Teacher, each Division decides on a target strategy to improve performance and develops lessons to implement the strategy.</li> <li>- The teachers assess their students and teach (or preferably co-teach) the lessons. Learning Goals, Co-constructed Success Criteria and Descriptive Feedback will continue to be emphasized.</li> <li>- Each Division meets to reflect on efficacy of the target strategies.</li> <li>- Each Division prepares artifacts, pictures and slides for presentation and math strategies are discussed at staff and SLIP meetings.</li> </ul>
Strategies to address the needs of students who have an IEP or are ELL	- The lessons will explicitly incorporate the strategies of Differentiated Instruction and Universal Design.
PD Required for Staff	<ul style="list-style-type: none"> <li>- Math resource teacher and math lead to in-service and work with principal and staff.</li> <li>- Staff encouraged to attend TEAMS conference and join OAME.</li> </ul>
Measures/Evidence of Success to be used	<ul style="list-style-type: none"> <li>- Student performance as indicated by pre- and post assessment strategies.</li> <li>- Student work and artifacts.</li> <li>- Performance on relevant questions on EQAO as identified by IIR.</li> </ul>
Resources Required (human, material, #code days)	<ul style="list-style-type: none"> <li>- Math resource teacher</li> <li>- 4½ code days on November 3<sup>rd</sup> to assess data and prepare artifacts, pictures and slides.</li> <li>- 2 code days for Fall SLIP meeting.</li> <li>- 2 code days for Spring SLIP meeting.</li> <li>- 4½ code days on November 1<sup>st</sup> for co-teaching and discussion</li> </ul>

### 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?