

TCDSB K to 12 Professional Learning Form 2015-2016



SCHOOL NAME	St. Sylvester	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 checked="" type="checkbox"/> 7 <input type="checkbox"/> 8
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Based on analysis of the data, identify a critical need area or strategy that addresses the learning of your school community (i.e., assessment, problem solving, inquiry learning, inferencing, etc.)

BACKGROUND – DATA ANALYSIS

Student Achievement Data (EQAO, CAT4, etc.)	Perceptual Data (Survey data, etc.)	Demographic Data	Program Data (Empower, 5 th Block, etc.)	Other (SSLN, SSI, c.)
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URGENT CRITICAL NEED	<p><i>Explain ... what are the student learning problems we need to solve?</i></p> <p><i>We need to have students who are working towards meeting the Catholic Graduate Expectations through engagement in their learning journey</i></p>
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PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

<i>If... Then... Statement:</i>	If our students become creative, reflective, holistic thinkers who can effectively communicate about the need to become responsible citizens and life long learners, then they will be more engaged in the learning process
Learning Goals (related to urgent critical need)	We will help students work towards meeting the Catholic Graduate Expectations through the inquiry process
Actions/Interactions (What will we do to meet our goals?)	Ensure that each month we are working towards meeting a specific Catholic Graduate Expectation by engaging our students, staff, and parent community in the learning. Immersing our school community in inquiry based learning – questions are the keys to learning
PD Required for Staff	<p>Helping staff understand how to lead their students to each CGE. E.g Effective communicators – through the writing process and ability to synthesize what they are reading followed by coherently speaking about their learnings Life long learning – immerse students in inquiry process Responsible citizen - expose students to environmental and social justice issues that matter All this learning can take place through pd discussion and the creation of divisional and school plans that tie into the ministry curriculum</p> <p>Staff has already begun the inquiry journey but our community needs to see how to use questions as a springboard for the inquiry process rather than be locked into textbooks and blackline masters</p>
Measures of Success	<p>Noticeable immersion in the CGEs from staff, students and parents</p> <p>More engagement in the learning process from staff, students and parents via the inquiry journey</p>

Planning Template-

1. Grade and Curriculum Unit	2. Overall expectations/ Big Ideas	3. Thoughts on how to engage students into the unit	4. CGE connection plan	5. Experiential piece
Gr. 6 unit on Biodiversity	<p><u>Biodiversity</u> (the variety of life on earth on how the different elements interact)</p> <p><u>Ecosystems</u> – combination of living (plants, animals) and non living (water, air and soil) elements (biotic and abiotic)</p> <p><u>Human’s impact on biodiversity</u></p>	Videos on how disappearance of bees could lead to a huge decrease in our food supply	<p>Responsible Citizen – engage with social justice activities in the world around us</p> <p>Effective communicator – find ways to ask questions to those around us about issues of importance</p> <p>Life Long Learner – if the bees issue does not interest them, find other topics around biodiversity that do interest them</p>	Invite in speakers to talk about the topic (we ended up having two people visit the students - Margaret Wentz – Globe and Mail Journalist who wrote that the bee crisis is fabricated; and Gard Otis – Guelph Professor who replied to Margaret Wentz)

6. Possible lessons to engage	Going through their lunches and separating items that would no longer be there if we were to lose all the bees
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7. Next steps and things to consider	<p>Numerous students were still not fully engaged in the process and have likely already forgotten the issue.</p> <p>As part of the Effective Communicator piece, perhaps a follow up blog on their learnings or an email to Gard or Margaret to synthesize their learnings. This would combine the responsible citizen and effective communicator piece</p> <p>Life long learning could include a list of further questions they still have about a topic of interest around biodiversity</p>
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Questions to Consider:

1. What is your school's urgent critical student learning need? Student engagement in the CGE – effective communicators, life long learners, responsible citizens
 2. What evidence can you cite to support the identification of this critical student learning need? (achievement data both standardized and teacher-generated, contextual data, perceptual data, other including products, conversations, observations) pp. 17-19 in BLIP overcoming student apathy and helping students effectively communicate both via their writing and through oral discussion
 3. What problem of instructional practice have you identified? What professional learning is required to address it? Continual work is needed for us to find ways to bring the curriculum alive. Textbook learning can only take us so far. Developing units and inquiries that focus on student interest is the way to increase engagement
 4. How will you know whether your change in practice has resulted in improved student learning? (Consider the collection of evidence, the learning cycle, and the triangulation of data). It will be difficult to have numerical data on this as this not like noticing improvements in numeration scores on a standardized test. We will be able to notice student improvements in reader responses via the big idea which is one part in effective communication. Measuring improvements in creating responsible citizens and life long learning will be more anecdotal driven both via student work and teacher and parent engagement.
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- 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?