



REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

TCDSB K-12 PROFESSIONAL DEVELOPMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL BEING 2018-19

I came to the spring, and said 'O Lord, the God of my master Abraham, if now you will only make successful the way I am going!' Genesis 24:42

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INFORMATION REPORT

Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

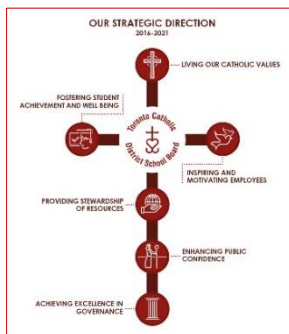
We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.

Rory McGuckin
 Director of Education

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 Associate Director of Academic Affairs

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 Acting Associate Director of Planning and Facilities

L. Noronha
 Executive Superintendent of Business Services and Chief Financial Officer



A. EXECUTIVE SUMMARY

This Information Report, for consideration of the Board, provides an overview of the central K-12 professional development (PD) plan for teachers. The plan outlines the use of Ministry resources to facilitate professional learning in the TCDSB in order to support student achievement and well-being. The initiatives outlined reflect and support the priorities in the Multi-Year Strategic Plan (MYSP) and the Board Learning Improvement Plan (BLIP). The Professional Learning Plans are found in **Appendices F to T**.

The cumulative staff time required to prepare this report was 110 hours

B. PURPOSE

This annual report outlines the central professional development initiatives to support the Board Learning Improvement Plan.

C. BACKGROUND

1. **Spring 2018** – Professional development planning begins for the 2018-2019 school year.
2. **Fall 2018** – Plans are revised based on newly analysed data and Ministry funding announcements.
3. **Consultation** occurs with federation partners at joint professional development committees.
4. The professional learning provided in this plan is paid through Ministry funding.
5. Professional development plans for Literacy and Numeracy are informed by data from EQAO. Literacy and Numeracy strategies are embedded throughout the PD plans where applicable.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Each year, central staff reviews board data with Educational Research staff to determine the progress toward achievement of the priorities outlined in the MYSP and the goals within the BLIP. The professional learning development plan is informed by this analysis of data, incorporating support for key Ministry initiatives.
2. EQAO reports on the following Literacy and Mathematics assessment results as follows:

Literacy:

- **Grade 3 and 6**
Reading Target Skills: *explicit, implicit, making connections*
Writing Question Formats: *multiple-choice, short writing, long writing*
- **Grade 10**
Reading Target Skills: *explicit, implicit, making connections*
Writing Target Skills: *developing a main idea, organizing information and ideas, using conventions, topic development*
- **Question types:** multiple-choice, open response

Mathematics

EQAO results for Math Assessments are reported based on **strands** and **achievement chart categories**

- **Grade 3 and 6 Strands:** *number sense and numeration, measurement, geometry & spatial sense, patterning & algebra, data management & probability*
- **Grade 9 Applied Strands:** *number sense and algebra, linear relations, measurement & geometry*
- **Grade 9 Academic Strands:** *number sense and algebra, linear relations, analytic geometry, measurement & geometry*
- **Achievement chart categories:** *knowledge/understanding, thinking, application; communication is not reported on as an achievement chart category because it is embedded in the other categories.*
- **Question types:** multiple-choice, open response

3. EQAO Item Information Report (IIR) analysis reveals the following:

Grade 3

Reading

- Students performed better on open response items than on multiple-choice questions.
- *Implicit understanding* and *making connections* multiple-choice questions presented the greatest challenge.

Writing

- Students, in general, performed well on this part of the assessment.
- Short writing and long writing portions of the assessment were particularly strong.

Mathematics

- Students performed better on open response questions than on multiple-choice items.
- No strand stood out as particularly strong – performance was quite similar to that of the province.
- Performance on *measurement* multiple-choice and open response questions were particularly weak.
- Performance on *thinking* questions was weaker than on other achievement chart categories.

Grade 6

Reading

- Students performed better on open response items than on multiple-choice questions – however, neither are particularly strong.
- *Making connections* and *implicit* multiple-choice questions presented the greatest challenge.

Writing

- Students performed best on the short writing portions of the assessment.

Mathematics

- No strand stood out as particularly strong – performance was below that of the province on all strands.
- Multiple-choice questions were particularly challenging for students.
- Other than the strand of *number sense and numeration*, student performance was particularly weak on all multiple-choice questions.
- No notable differences among achievement chart categories.

Grade 9

Applied

- Both cohorts of students performed better than the province in most strands.
- Students in both cohorts struggled the most on multiple-choice questions related to *measurement and geometry*.
- No notable differences among achievement chart categories.

Academic

- Spring and winter cohorts of students performed similarly on the assessment.
- Students struggled particularly on *measurement and geometry* questions – both multiple-choice and open response.
- No notable differences among achievement chart categories.

Grade 10 – OSSLT

- Students who were unsuccessful on the assessment experienced greater challenges with multiple-choice questions than with open response questions.
- Students who were unsuccessful struggled particularly with multiple-choice questions that assessed their ability to understand *implicitly* stated information and that required *making connections*.

4. **In Appendix A** : The breakdown of results for students in each of the levels of achievement over 5 years shows the following:

ELEMENTARY

Grade 3

Reading

- Percentage of students at Level 4 has increased
- Percentage of students at Level 3 has remained fairly consistent,
- Percentage of students at Level 2 has increased
- Percentage of students at Level 1 has decreased slightly

Writing

- Percentage of students at Level 4 has decreased
- Percentage of students at Level 3 has decreased
- Percentage of students at Level 2 has increased
- Percentage of students at Level 1 has remained consistent

Math

- Percentage of students at Level 4 was increasing consistently but has decreased in the last year
- Percentage of students at Level 3 has decreased
- Percentage of students at Level 2 has increased
- Percentage of students at Level 1 has increased

Grade 6

Reading

- Percentage of students at Level 4 has remained fairly consistent
- Percentage of students at Level 3 has increased
- Percentage of students at Level 2 has remained fairly consistent
- Percentage of students at Level 1 has decreased

Writing

- Percentage of students at Level 4 has increased
- Percentage of students at Level 3 has decreased
- Percentage of students at Level 2 has remained fairly consistent
- Percentage of students at Level 1 has remained the same

Math

- Percentage of students at Level 4 has remained fairly consistent
- Percentage of students at Level 3 has decreased
- Percentage of students at Level 2 has remained fairly consistent
- Percentage of students at Level 1 has increased

SECONDARY

Grade 9 Applied Math

- Percentage of students at Level 4 has increased
- Percentage of students at Level 3 has remained fairly consistent
- Percentage of students at Level 2 has decreased
- Percentage of students at Level 1 has remained fairly consistent

Grade 9 Academic Math

- Percentage distribution across levels is fairly consistent

Grade 10 OSSLT Applied

- Percentage of students that were successful has decreased

Grade 10 OSSLT Academic

- Percentage of students that were successful has decreased

5. Cohort data is a collection of data for a group of students for which there is data for more than one year of assessment for the purpose of comparison (i.e. Grade 3 and Grade 6 EQAO results for the same group of students). Cohort Data from the last 5 years is available in **Appendix B**.
6. Central staff support local school professional learning. The current delivery model for professional development hinges on the local identification of professional learning needs. This PD model supports the principal as the instructional leader in the school and provides resources for the school improvement team to implement a school improvement plan that establishes ambitious but realistic student performance standards. The principal will include teachers in instructional improvement work and assist them in developing understanding of powerful and precise assessment and instructional strategies for students
7. All schools are required to complete a Professional Learning Form (**Appendix C**) that describes the school's urgent critical student learning need based on school data analysis. The Professional Learning Form includes the school's plan to address the stated urgent student learning need. A key focus for the 2018-2019 school year will be numeracy across the curriculum, while embedding literacy skills.
8. Code days (release days for teacher professional learning by providing an occasional teacher) will be differentiated based on need, to support the schools in attaining their student learning goals for the 2018-2019 school year (**Appendix D**). Professional learning related to improving teaching practice to address student learning needs will be conducted at each school under the leadership of the principal. Networks based on similar student needs may be formed to allow for greater collaboration among staff. Resource staff will be available to support these schools and any established learning network of schools.
9. Schools will be responsible for submitting a reconciliation form to outline the learning goals and the agenda for the usage of these allocated code days (**Appendix E**). Area Superintendents will monitor the achievement of the learning goals. Schools will provide evidence of student improvement to the Superintendent during their school learning improvement plan discussion sessions, at a midpoint check and at a year-end check.

10. Student Success Learning Networks (SSLN) will promote collaboration between secondary and elementary panels and improve teacher efficacy through cross-panel (grade 7-10 teachers). SSLNs will focus on addressing the group's urgent critical needs in the area of Literacy and Numeracy.
11. To ensure equity of outcomes, Culturally Responsive Teaching and Learning continues to be a focus of all centrally delivered professional learning. It is important to improve student engagement by ensuring that all resources used in our schools and work reflect the identities of our diverse population of students.
12. Assessment for Learning strategies will be reinforced through all centrally provided professional learning to continue to ensure that all student needs are met. Gathered information from these assessment strategies will be used to inform next steps in instruction.
13. Based on our most recent analysis of data, we have identified areas of focus. Outlined below are the key initiatives for **Elementary Literacy**:
 - Fifth Block Primary Literacy Intervention Program: (42 schools - increased significantly from last year) This program was re-written in 2017 to include text and vocabulary to assist with understanding of mathematics and numeracy.
 - Primary Literacy (37 schools that were too small to receive a Fifth Block Allocation): These schools receive the support of resource teachers to introduce strategies from the Fifth Block program into primary classrooms for students who require literacy and numeracy intervention.
 - In-School Support will build teacher capacity through responsive co-planning and co-teaching based on student data.
 - New to K/Primary/Junior Literacy is to assist teachers new to each division with a review of the literacy framework, assessment for learning and small group instruction and to promote Board and Ministry documents and resources that support effective teacher practice (French teachers will also be included)

- New Teacher Induction Plan Literacy Workshop will introduce new teachers to Language expectations, the literacy framework, assessment and strategies for student success

New this year:

- Elementary Literacy Symposium is a one-day symposium that will provide the literacy rep from each school with information about board literacy data, unpacking school data and review of various literacy resources and skills, that will lead to in-school support (French teachers will also be included)
- K-12 Innovation Camp will promote innovative literacy practices in reading, writing, and media literacy; foster collaboration and spark creativity through design thinking and real world connections; share promising practices
- Assessment & Small Group Instruction Workshop (3 days) for Gr 3 & 6 teachers from 30 underperforming schools (based on EQAO results) with a focus on assessment for learning and the use of data to inform small group instruction around EQAO practice questions. Emphasis will be on multiple-choice questions, implicit and connection reading questions, thinking & application math questions.
- In-School Support for Elementary Schools for Grades 6, 7, 8: Central Resource Staff to support schools in the implementation of their School Professional Learning Plan by providing schools with release days for resource building, co-planning and co-teaching.
- Teachers New to the Intermediate Division: Central Resource Staff to provide professional learning sessions for teachers new to Grade 7 & 8 that focus on - curriculum expectations, the literacy framework, assessment for learning strategies, and essential literacy resources to inform practice and support student learning.

14. Based on our most recent analysis of data, we have identified areas of focus. Outlined below are the key initiatives for **Elementary Numeracy**:

- Schools identified as requiring intensive support (9) receive the support of a Math Facilitator to assist in identifying learning needs and to work with teachers to implement evidence-based strategies

- Schools identified as requiring increased support (31) and intensive support (9) have of a Numeracy and Literacy Coach assigned to work in Grade 6-8 classes to assist with focused intervention strategies in math and literacy
- Principal Math Instructional Coach to assist Principals in identifying areas of need in mathematics and to plan strategies and professional learning sessions for the staff.
- JUMP math professional learning sessions will be planned for Gr 3 and 6 teachers, Principals and Superintendents from the former JUMP math pilot schools (14) to unpack EQAO data and identify gaps that need to be addressed in the area of thinking and application mathematics questions.
- French Immersion teachers will be receiving Mathologie resources to use in K-2 classes as necessary. Professional learning sessions will be offered to support the implementation of these resources.

New this year:

- MathUP School supports principals in leading measurable and sustainable whole school improvement in math. Principal professional development is focused on gathering, analysing and quantifying data using a step-by-step process based on evidence and insights drawn from their own students' learning, to inform whole school professional learning. (16 Pilot Schools)
- What to Look For Early Numeracy Development (Alex Lawson): Teachers will focus on understanding fundamental math concepts, including how numbers behave in operations. (24 schools involved in Collaborative Inquiry)
- Focus on Fundamentals Additive and Multiplicative Thinking: Workshops for Grade 3 & 6 teachers. A review of all resources available in schools
- In-School Support for Elementary Schools for Grades 6, 7, 8: Numeracy and Literacy Coaches to support intensive and increased support schools in the implementation of their School Professional Learning Plan by providing schools with release days for resource building, co-planning and co-teaching.

- Assessment Pilot with Grades 6, 7, 8: Using data collected through formative assessment as a tool to learn and inform/refine instruction to meet student needs.

15. Based on our most recent analysis of data, we have identified areas of focus. Outlined below are the key initiatives for **Student Success Secondary (Literacy and Numeracy)**:

Fall Regional Professional Development Sessions: Together with their Area Superintendent, School Improvement Teams (principals, student success teachers, guidance counsellors, special education teachers, numeracy leads, literacy leads, geography teachers, technological education teachers) focus on using data analysis from Literacy and Numeracy sessions to develop their school Professional Learning Plan.

Support for Student Success Learning Networks (SSLN): Central staff will support SSLNs in the area of Literacy and Numeracy.

Student Success Conference: The focus will be on Assessment for Learning in a Culturally Responsive Classroom. Central Literacy and Numeracy staff will provide follow up support in their respective professional learning sessions.

16. Outlined below are the initiatives for **Secondary Literacy**:

Skill Focus: Reading (Implicit Understanding, Inferencing, Making Connections)

- Literacy Data Session: Central Resource staff to support school teams in analysing Data and identifying Urgent Critical Need.
- In-School Support: Central Resource staff to support school teams in developing and implementing their School Professional Learning Plans in the area of Literacy.
- OSSLT Preparation: A focus with targeted Collaborative Inquiry schools; embedded in all Literacy PD.
- Literacy Leads and English Heads' Professional Learning Sessions

- The Spoken Word Project: Focusing on social justice issues through oral communication.
- Reading for the Love of It: Conference for Teachers

New this Year:

- All secondary schools will take part in a centrally supported Collaborative Inquiry focused on skills to reach the Applied Level Learner (3 days per school, working in groups based on identified strategy).
- Central staff to work with 10 targeted schools that, through an analysis of trend data, require additional support. Teachers will take part in a 5 day Collaborative Inquiry based on local needs with a focus on developing Literacy Skills (3 days of central support in groups, 2 days of in-school support specific to school-based needs).
- Closing the Gap in Literacy: Support above-mentioned targeted schools with a focus on helping students develop literacy skills and strategies to be successful on the OSSLT.

17. Outlined below are the initiatives for **Secondary Numeracy**:

Strand of Focus: Measurement & Geometry

- Numeracy Data Session: Central Resource staff to support school teams in analysing Data and identifying Urgent Critical Need.
- In-School Support: Central Resource staff to support school teams in developing and implementing their Professional Learning Plans in the area of Numeracy
- EQAO Grade 9 Applied Assessment Preparation: A focus with all targeted schools and Collaborative Inquiry schools; embedded in all Numeracy PD.
- Numeracy Leads and Math Department Heads professional Learning Sessions
- Monitoring Student Achievement in Applied Level Math Classes: Release days for the Implementation of the Learning Cycle.

- Incorporating Technology in the Classroom: Use technology to engage and support student learning; embedded in Numeracy PD

New this year:

- Secondary schools will take part in a centrally supported Collaborative Inquiry focused on locally identified areas of need in terms of strands and processes to reach the Applied Level Learner (3 days per school working in groups based on identified strategies; 2 days of in-school support in Applied Level classrooms).
 - Areas of Focus for Collaborative Inquiry:
 - Spiralling Strategy in Math: Using assessment and instructional strategies that allow for Math strands and curriculum expectations to be interwoven and revisited on multiple occasions during the course of the year. This promotes deeper student understanding of mathematics by allowing them to see relations between strands and to make connections to real world examples.
 - Pre-Applied to Applied Pathway: Students have the option to enrol in MAT1L (Locally Developed Math Course) in Semester One and then MFM1P (Applied Level Math Course) in Semester Two, thereby having Math all year round.
 - Equat10 Pilot - Focused Learning Series: Using an assistive technology tool to support students with special needs in Grade 9 Applied classrooms.
 - Working with Targeted Schools: Central staff to work with targeted schools that, through an analysis of trend data, require additional support; in-class support via co-planning and co-teaching.
18. The K-12 PD plan for 2017-18 is multi-faceted and has the following components:
- a) PD for Teachers K-8 Numeracy (**Appendix F**) and K-6 Literacy (**Appendix G**).
 - b) PD for Teacher 7-12 Numeracy (**Appendix H**) and 7-12 Literacy (**Appendix I**).
 - c) PD to support student and staff well-being (i.e. Stop the Stigma, Mental Health Strategy through our Catholicity, Community, Culture and Caring (CCCC) program, (7-12) (**Appendix J**).

- d) PD for Teachers in the Early Years Program (**Appendix K**).
- e) PD for Teachers in the English Language Learner Program (ELL) (**Appendix L**).
- f) PD for Teachers French (**Appendix M**).
- g) PD for Teachers Outdoor/Health/Physical Education (**Appendix N**).
- h) PD for Teachers in Indigenous Education (**Appendix O**).
- i) PD for Teachers in Music (**Appendix P**).
- j) PD for Pathways Planning (**Appendix Q**).
- k) PD for Safe School (**Appendix R**).
- l) PD for 21st Century Learning (**Appendix S**).
- m) PD for Library Teachers and Technicians K-12 (**Appendix T**).

E. METRICS AND ACCOUNTABILITY

1. The development of a new Common Professional Learning Feedback form will allow for the collection of data to determine impact of PD on teacher learning and student achievement (**APPENDIX U**)
2. This year a new School Learning Improvement Plan process has been implemented for all schools:
 - May / June: review school progress and begin goal setting process for 2018-2019
 - September: continue to review school data, determine an urgent critical learning need, set a SMART goal related to their urgent critical learning need and develop a Professional Learning Form
 - September: Regional PD for Secondary Schools to review data
 - October – January: professional learning occurs related to the school’s urgent critical learning need and the professional learning need
 - January: Midpoint Check – all Principals will present to a team of reviewers information related to their school plans and progress to date. The reviewers will provide each Principal with feedback to inform next steps.

- February – June: professional learning occurs related to the school’s urgent critical learning need and the professional learning need
 - June: End of Year Check – all Principals will present to a team of reviewers information related to their school plans and progress to date. The reviewers will provide each Principal with feedback to inform next steps and begin goal setting for next year.
3. This year a new School Improvement Learning Plan monitoring process will be implemented and supported by Central Superintendents, Associate Director and Director:
- September: Field Superintendents will engage in data analysis and goal setting process with school staff.
 - October: Field Superintendents will review all school plans. School plans will be posted on the school website.
 - October – January: Field Superintendents will participate in professional learning with each staff to ensure that sessions are addressing student needs and school goals
 - January: All academic senior staff, all principals, Coordinators and Ministry Student Achievement Officers will participate in the Midpoint Check by providing feedback to each principal related to their School Learning Improvement Plan, progress to date in addressing student learning needs and next steps
 - February: Principal Instructional Math Coach, Ministry Student Achievement Officers and Field Superintendents will meet with Principals to determine next steps
 - February – June: Field Superintendents will participate in professional learning with each staff to ensure that sessions are addressing student needs and school goals
 - June: All academic senior staff, all principals, coordinators and Ministry Student Achievement Officers will participate in the End of Year Check by providing feedback to each principal related to their School Learning Improvement Plan, progress to date in addressing student learning needs and next steps

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.