2018-2019 TCDSB PROFESSIONAL LEARNING PLAN
Department: LITERACY 7-12

Strand of Focus: Reading (Implicit Understanding, Inferencing, Making Connections)

BLIP Goal(s)	Central Department Initiative	Details and Timeline	G Grades	S # of schools	T # of teachers per school	D # of Days	Monitoring
Curriculum, Teaching and Learning: A Focus on Assessment -OSSLT results for students in Applied English will increase from 37% to 43%	**Literacy Team Data Analysis Session** **Participants: All Schools**	**Literacy Data Session**: analyzing data (school achievement and OSSLT Data) to identify student needs to inform school planning; focus on assessment for learning, equity and inclusive education (CRRP) and monitoring student achievement *Timeline - One session in the fall* **In-School Support Secondary Schools:** Supporting the development and implementation of School Professional Learning Plans (Secondary & Elementary) *Timeline - As requested, throughout the year*	9 – 12 7-12	32	4	128 (32 x 4 x 1 day) 50	Common Feedback Form Anecdotal Feedback
Curriculum, Teaching and Learning: A Focus on Assessment Dependent on Inquiry Focus: -OSSLT results for students in Applied English will increase from 37% to 43%	**Literacy: Collaborative Inquiry** **Participants: All Schools**	**Support teachers in Collaborative Inquiry** ● Multi school approach group based on need/theme, data driven ❖ **The Applied Level Student --Reading for Meaning** ❖ **The Applied Level Student --Process of Reasoning Inferring/Implicit**	9 - 12	32	4	384 (32 x 4 x 3 days)	Exit Cards Online Surveys for Teachers

- On giving and receiving timely feedback on how to improve their work, positive response will increase from 62% to 75% in secondary Student Voice		**Groups Include:** English Department Head / Teacher Student Success Teacher Special Education Teacher Religion Department Head / Teacher ● Developing literacy strategies in response to those gaps ● Work with school teams to plan and implement the use of assessment for learning strategies to meet student needs **Timeline:** Ongoing Throughout the Year					
Curriculum, Teaching and Learning: A Focus on Assessment	**Cross Curricular Literacy Curriculum OSSLT Links** **Based on OSSLT:** **Item Information Report (IIR)** **Participants: Targeted Schools**	● Support teachers in Collaborative Inquiry ● These sessions are designed for English, Grade 9 Geography, Special Education and Religion teachers to explore the links between respective curriculum and OSSLT test expectations. ● Promote strategies and target skills to maximize student success, To support gaps in skill development ● support based on OSSLT trend data ● To support student needs in order to improve/address past EQAO scores ● 5 full-day sessions ● Three group sessions ● Two In school support sessions ● up to 4 teachers per school ● to address and support OSSLT **Timeline:** November/December 2018	9-10	10	4	200 (10 x 4 x 5 days)	Common Feedback Form
Curriculum, Teaching and Learning: A Focus on Assessment	**OSSLT Readiness** **Based on EQAO School**	● Release days to support school Literacy Teams to prepare for OSSLT, based on local school need	9-12	32	4	128 (32 x 4 x 1 day)	Google Form Survey

-OSSLT results for students in Applied English will increase from 37% to 43% - On giving and receiving timely feedback on how to improve their work, positive response will increase from 62% to 75% in secondary Student Voice	**Report for 2017/2018** **TCDSB Board Results Indicate areas of need:** 1) **Inferring** 2) **Multiple Choice** 3) **Making Connections** **Participants: All Schools**	● School teams meet to identify needs to prepare students for OSSLT ● **Teachers supporting OSSLT administration** ● School Principal & Secondary Literacy **Timeline:** Ongoing Throughout the Year					Post OSSLT April 2019
School and Classroom Leadership: Professional Learning, Collaboration, and Engagement - On satisfaction with involvement in decisions that affect their work, positive responses will increase from about 60%-70% on Teacher Voice and Administrator Voice Surveys	**Reading for the Love of it** **Participants: All Schools**	● Provide release day for one teacher from each elementary and two teachers from each secondary school to attend ● Conference cost also covered (Secondary) ● Promote good literacy practices ● Offer diverse selection of PD topics **Timeline:** February 21 and 22, 2019	7-12	230 (All Secondary and Elementary Schools)	1	230 (230 x 1 x 1 day)	Online Surveys for Teachers
Curriculum Teaching and Learning: A Focus on Assessment:	**Elementary Literacy Symposium**	● Literacy Reps from all elementary schools will be invited to participate in a Literacy Symposium ● Reinforce TCDSB Literacy Framework ● Inspire Literacy Reps and restore liaison role ● Strengthen the incorporation of Global Competencies (i.e., skilled	7-8	elementary schools	80	80 (80 x 1 day)	Online Surveys for Teachers

		communication, knowledge construction, etc.) ● Presentation (Keynote Speaker) ● Break Out Sessions based on literacy needs identified by schools and teams Topics Include: ● effective literacy practice ● assessment to drive instruction ● integrated curriculum ● inquiry **Timeline: Fall 2018**					
School and Classroom Leadership: Professional Learning, Collaboration, and Engagement - On satisfaction with involvement in decisions that affect their work, positive responses will increase from about 60%-70% on Teacher Voice and Administrator Voice Surveys	**Literacy Leads PLC** **Participants: All Schools**	● One full Day PD unpacking the Adolescent Literacy Guide November 12, 2018 Location: St. Conrad ● Work with literacy leads to create and implement a cross curricular plan for literacy ● 3 meetings per year 2:00- 4:00pm ● **Literacy Leads** invited to participate in discussion/PD around targeted feedback from literacy leads and identified areas of need ● Promising Practices ● Strategies ● Dissemination of BLIP, Ministry policies, new literacy initiatives **Timeline: Ongoing Throughout the Year**	9-12	32	1	32 (32 x 1 x 1 day)	Common Feedback Form
School and Classroom Leadership: Professional Learning, Collaboration, and Engagement - On satisfaction with involvement in decisions	**English Department Heads Meeting** **Participants: All Schools**	● One full Day PD unpacking the Adolescent Literacy Guide November 12, 2018 Location: St. Conrad ● **English Department Heads** invited to collaborate on best practices, curriculum, resources, etc. - topics	9-12	32	1	32 (32 x 1 x 1 day)	Common Feedback Form

that affect their work, positive responses will increase from about 60%-70% on Teacher Voice and Administrator Voice Surveys		based on feedback from participating DHs ● 3 meetings per year 2:00 - 4:00 pm ● Promising Practices ● Strategies ● Dissemination of BLIP, Ministry policies, new pedagogical initiatives **Timeline:** Ongoing Throughout the Year					
Curriculum, Teaching and Learning: A Focus on Assessment	**The Spoken Word Project 7 - 12** **Participants: All Schools**	● in-class support ● connecting social justice to literacy expectations ● communicate with meaning and purpose to an audience through a central performance ● Students use design thinking to respond to a world issue using Spoken Word. ● Examine real world issues through a Social Justice lens ● Use Catholic Graduate Expectations. ● develop research skills ● use design thinking and to construct knowledge of real-world issue encompassing all strands of the Literacy Curriculum ● students will "communicate – that is, read, listen, view, speak, write, and represent – effectively and with confidence" (Ontario Language Curriculum 1-8 2006 p. 4) **Timeline:** Ongoing to Spring 2019	7-12	16 (2 schools per area)	2	16 (16 x 1 x 1 day)	Exit Cards Online Surveys for Teachers Feedback form from students
Curriculum Teaching and Learning: A Focus on Assessment:	**New To Intermediate Literacy** **Participants: All Schools**	● workshop for teachers (LTO and Permanent) who are new to a division. ● introduction to curriculum expectations, the literacy	7-8	50	1	50 (50 x 1 x 1 days)	Common Feedback Form

		framework, assessment and strategies for student success ● familiarize teachers with essential literacy resources to inform practice **Timeline**: Fall 2018						
Curriculum Teaching and Learning: A Focus on Assessment	**Literacy Innovation Camp** **Participants: All Schools**	● voluntary one-day workshop led by TCDSB teachers ● promote innovate literacy practices (e.g., integrated curriculum, design thinking, real world connections) ● foster collaboration and spark creativity	any	all schools	up to 75			Common Feedback Forms
Curriculum, Teaching and Learning: A Focus on Assessment -OSSLT results for students in Applied English will increase from 37% to 43% - On giving and receiving timely feedback on how to improve their work, positive response will increase from 62% to 75% in secondary Student Voice	**Closing the Gap in Literacy - EPO Funding** **Based on five-year OSSLT results (FTE)** **Participants: Targeted Schools**	● Ministry funded Initiative to support students who require additional support to prepare for the OSSLT ● Supporting teachers to use data and assessment to inform teaching and small group instruction in order to improve success rate on OSSLT ● Collaborative Inquiry - 3 days of meeting, plus additional days for ● Resource teachers to support participating teachers in-class schools selection will be based on data (5 year trend on OSSLT) in addition to teachers from other schools who are interested. **Timeline:** Ongoing to Spring 2019	Grade 10 English Teachers	10	3	120 (10 x 3 x 4 days)	Common Feedback Forms

(Sept) Total Projected Number of Code Days to be Used: 1450	(June) Final Total of Code Days Used: