

## 2018-2019 TCDSB PROFESSIONAL LEARNING PLAN

**Department: ELL**

BLIP Goal(s)	Central Department Initiative	Details and Timeline	G Grades	S # of schools	T # of teachers	D # of Days	Monitoring
<p><b>Curriculum Teaching and Learning: A focus on assessment</b></p> <p>On assessment for, as, and of learning, positive response will increase from 74% - 84% to 80% - 90% on elementary Teacher Voice survey</p>	<p><b>Collaborative Inquiry: Building Capacity with Steps to English Proficiency (STEP)</b></p> <p>-Curriculum -Assessments -Strategies and Approaches -Resources</p>	<p>- provide a 2 day professional learning opportunity to ESL/ELL teachers on effective teaching strategies and scaffolds as well as assessment practices for ELLs, STEP, and the use of the ELL Companion.</p> <p>- support evidence informed inquiry and instructional practices focused on improving achievement and language acquisition for ELLs</p> <p>- collaborative facilitation between ELL/21C/Research</p> <p>Funded by Student Success/MISA/ ELL Gains</p>	1 - 8	50	1	100 (50 x1x 2 days)	<ul style="list-style-type: none"> <li>• Common Feedback form</li> <li>• Online Surveys for Teachers</li> </ul>
<p><b>Curriculum Teaching and Learning: A focus on assessment</b></p> <p>On OSSLT there will be an increase from 37% to 43% of success for students in applied English</p>	<p><b>Collaborative Inquiry: Building Capacity with Steps to English Proficiency (STEP)</b></p> <p>-Curriculum -Assessments -Strategies and Approaches -Resources</p>	<p>- provide a 2 day professional learning opportunity to content area teachers focused on building capacity with STEP, instructional strategies and scaffolds to support ELLs, and effective assessment of ELLs</p> <p>- support evidence informed inquiry and instructional practices focused on improving achievement and language acquisition for ELLs</p> <p>- collaborative facilitation between ELL/21C/Research</p> <p>Funded by Student Success/MISA/ ELL Gains</p>	9 - 12	30	1	60 (30x1x 2 days)	<ul style="list-style-type: none"> <li>• Common Feedback form</li> <li>• Online Surveys for Teachers</li> </ul>

<p><b>Curriculum Teaching and Learning: A focus on assessment</b></p> <p>On EQAO, scores in Junior Math, there will be an increase from 46% to 52% of students achieving Level 3/4</p>	<p><b>Collaborative Inquiry: Binogi Pilot Project</b></p> <p>-Curriculum -Assessments -Strategies and Approaches -Resources</p>	<p>This pilot project will focus on the use of Binogi as a resource to support Arabic speaking Grade 6 ELLs in mathematics and science. Binogi staff will provide the teacher training. ELL, Research, Mathematics and Literacy Resource teaches will support this pilot project.</p> <p>This pilot project will run from mid October 2018 until June 2019</p> <p>Collaborative project with ELL, Research, Mathematics, and Literacy teams</p> <p>Funded by Student Success</p>	Grade 6	St. Andrew	10 3 Gr. 6 6 ESL 1 Spec. Ed	10 (1x10x1 day)	<ul style="list-style-type: none"> <li>• Common Feedback form</li> <li>• Online Surveys for Teachers</li> <li>• Classroom visits</li> </ul>
<p><b>Curriculum Teaching and Learning: A focus on assessment</b></p> <p>On assessment for, as, and of learning, positive response will increase from 74% - 84% to 80% - 90% on elementary Teacher Voice survey</p>	<p><b>Collaborative Inquiry: Steps to English Proficiency (STEP) framework for Kindergarten educators</b></p> <p>-Curriculum -Assessments -Strategies and Approaches -Resources</p>	<p>Through a 3 day collaborative inquiry, Kindergarten teachers will explore the K-STEP framework as a tool to support instruction and ongoing assessment of ELLs in their classroom.</p> <p>- support evidence informed inquiry and instructional practices focused on improving achievement and language acquisition for ELLs</p> <p>Collaborative facilitation between ELL and Early Years</p> <p>Funded by Student Success and Early Years</p>	Kindergarten and ESL/ELL	ES with high numbers of ELLs in K	3 (selected)	75 (25 x 3 x 1 day)	<ul style="list-style-type: none"> <li>• Common Feedback form</li> <li>• Online Surveys for Teachers</li> <li>• Classroom visits</li> </ul>
<p><b>Curriculum Teaching and Learning: A focus on assessment</b></p> <p>On assessment for, as, and of learning, positive response will increase from 74% - 84% to 80% -</p>	<p><b>Mental Health and Well Being: Support teachers who are new to ESL/ELL</b></p> <p>-Curriculum -Assessments -Strategies and Approaches -Resources</p>	<p>New to ESL/ELL Elementary Teachers with an ESL portfolio are invited to a one-day hands-on session. Topics include: ELL Companion, ELL Tracking form, STEP, programming for ELLs and resources. Ongoing support at the school level is also provided.</p>	4 - 8	Variable	25	25 (25x1 day)	<ul style="list-style-type: none"> <li>• Common Feedback form</li> <li>• Online Surveys for Teachers</li> </ul>

90% on elementary Teacher Voice survey		Funded by Student Success					
<p><b>Pathways, Planning, and Programming: Student Engagement and Well-Being</b></p> <p>On awareness and use of the TCDSB Student Mental Health Strategy, there will be an increase from 75% - 86% to 80% - 90% on the Teacher Voice Surveys</p>	<p><b>Mental Health and Well Being: Suicide Risk Awareness and Newcomer Mental Health</b> All schools will nurture Catholic Social Teachings that form the heart and foundation for our students in all classrooms.</p>	<p>Professional Learning for building mentally healthy and engaging classroom environments through increasing awareness and understanding of suicide risk in students. (SAFEtalk evidence-based program) Collaboration between ELL and TCDSB's Mental Health Team Funded by Student Success and Mental Health</p>	7-12	Schools with high ELL international student and refugee populations will be invited	50	50	<ul style="list-style-type: none"> <li>Common Feedback form</li> <li>Online Surveys for Teachers</li> </ul>
<p><b>School and Classroom Leadership: Professional Learning, Collaboration, and Engagement</b></p> <p>On satisfaction with involvement in decisions that affect their work, positive responses will increase from 65% - 75% to 70% - 80% on Teacher Voice Surveys</p>	<p><b>Mental Health and Well Being: Provide self-selected learning opportunities for ESL/ELL teachers</b></p>	<p>Provide a professional learning opportunity through participation in the Celebrating Linguistic Diversity Conference at OISE. This conference is hosted by TDSB and is scheduled for spring 2019</p> <p>Funded by Student Success</p>	K - 12	Upon request	50	50 (50 x 1 day)	<ul style="list-style-type: none"> <li>Online Surveys for Teachers</li> </ul>
<p><b>School and Classroom Leadership: Professional Learning, Collaboration, and Engagement</b></p> <p>On collaborative instruction and job embedded inquiry – based professional</p>	<p><b>Collaborative Inquiry: Support administrators as instructional leaders as they address urgent critical needs with educators through their PLP</b></p>	<p>-educator inquiry focused on student learning and dilemma of practice -different structures responsive to individual schools (i.e. individual school &amp; division; grouping schools together, etc.)</p>	K - 12	Upon request	Upon request	Variable - dependent on access to release time at local level	<ul style="list-style-type: none"> <li>Online surveys for teachers</li> <li>School and classroom visits</li> <li>Common Feedback form</li> </ul>

learning, positive responses will increase from 55% - 70% to 65% - 80% on Administrator Voice surveys							
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(Sept) Total Projected Number of Code Days to be Used: 370	(June) Final Total of Code Days Used:
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