2018-2019 TCDSB PROFESSIONAL LEARNING PLAN							
Department: 21st Century Learning							
BLIP Goal(s)	**Central Department Initiative**	**Details and Timeline**	**G** Grades	**S** # of schools	**T** # of teachers	**D** # of Days	**Monitoring**
• On EQAO scores in Junior Math, there will be an increase from 46% to 52% of students achieving Level 3/4 • On EQAO scores in Grade 9 Applied Math, there will be an increase from 49% to 55% of students achieving Level 3/4	**21C Innovators Lead Learners Planning** **Day 1** Digital Tools, Privacy and the Acceptable Use Policy PD **Day 2** NeXt Lesson/Global Competencies/Ontario Catholic Schools Graduate Expectations, 3D Printing **Day 3** Robotics STEAM	Our planning team will comprise three lead teachers per area and the 21st Century Learning team. As a planning team, we will design and facilitate two full day sessions for participating teachers. Our sessions will focus on fostering 21st Century Learning skills and competencies and STEAM (Science, Technology, Engineering, Arts, and Mathematics). Our planning team will meet three times: Session 1 November-December Session 2 January-March Session 3 May-June	K-12	12	1	36 (12 x 1 x 3 days)	• Monitor effectiveness of professional learning opportunities using standard feedback forms and evidence of collaborative inquiry
• On EQAO scores in Junior Math, there will be an increase from 46% to 52% of students achieving Level ¾ • On EQAO scores in Grade 9 Applied Math, there will be an increase from 49% to 55% of students achieving Level 3/4	**21C School Innovators** **Day 1** Digital Tools, Privacy and the Acceptable Use Policy PD **Day 2** NeXt Lesson/Global Competencies/Ontario Catholic Schools Graduate Expectations, 3D Printing, Robotics, STEAM	As a planning team, we will design and facilitate two full day sessions for participating teachers. Our sessions will focus on fostering 21st Century Learning skills and competencies and STEAM (Science, Technology, Engineering, Arts, and Mathematics) As well, our collective and individual learning will centre on an inquiry focus. 2 sessions per Area: Session 1 November-December Session 2 January-March	K-12	196	1	392 (196 x 1 x 2 days)	• Monitor effectiveness of professional learning opportunities using standard feedback forms and evidence of collaborative inquiry
• On OSSLT, there will be an increase from 37% to 43% of students	**Device Training** **Day 1** Cloudbook/Chromebook training PD Makey-Makey PD	Our schools have a variety of devices, like laptops, chromebooks, cloudbooks, and iPads that support technology enabled learning. This training aims to support teachers as they adopt technology and integrate into their	K-12	20	1	120 (20 x 1 x 6 days)	• Monitor effectiveness of professional learning opportunities using standard feedback forms

success in the applied course ● On giving and receiving timely feedback on how to improve their work, positive response will increase from 62% to 75% in secondary Student Voice	Epson Projector Training **Day 2** MDM and VPP refresher iPad Training **Day 3** AR/VR training PD Arduino PD	classroom. Our sessions will help teachers become familiar with a variety of devices and how they connect to curriculum. One of each session type per Semester: Semester 1 ● Day 1 October ● Day 2 November ● Day 3 December-January Semester 2 ● Day 1 February ● Day 2 March ● Day 3 April-May					and evidence of collaborative inquiry
● On OSSLT, there will be an increase from 37% to 43% of students success in the applied course ● On giving and receiving timely feedback on how to improve their work, positive response will increase from 62% to 75% in secondary Student Voice	**Assessment/Blended Learning/Coding/STEAM/Minecraft** **Day 1** Brightspace portfolio app PD Assessment through google apps **Day 2** Minecraft PD OneNote Training **Day 3** Maker Day PD OSMO/Robotics	Our sessions will focus on how students can document their learning, create portfolios, and collaborate with students and teachers on a variety of activities. The main themes being highlighted are assessment, engagement, and fostering 21st century learning skills and competencies. One Series per Semester: Semester 1 ● Day 1 October ● Day 2 November ● Day 3 December-January Semester 2 ● Day 1 February ● Day 2 March ● Day 3 April-May	k-12	20	1	120 (20 x 1 x 6 days)	● Monitor effectiveness of professional learning opportunities using standard feedback forms and evidence of collaborative inquiry
● On EQAO scores in Junior Math, there will be an increase from 46% to 52% of students achieving Level 3/4 ● On EQAO scores in Grade 9 Applied Math, there will be an increase from 49% to 55% of students achieving Level 3/4	**Google Camp** Google Camp Catering, Gifts for Presenters, Miscellaneous costs Google certification	On October 27th 2018 TCDSB Staff participate in a day of professional learning solely focused on promising practices and applications of Google Apps of Education. This will be our first ever Google Camp, but it will be in response to our growing usage of G Suite. As well, many of our teachers have expressed an interest in learning more about how G Suite can support all learners, while fostering skills in our students that are needed in our modern world.	K-12	TBD	200	Saturday, no code days	● Monitor effectiveness of professional learning opportunities using standard feedback forms and evidence of collaborative inquiry

• On OSSLT, there will be an increase from 37% to 43% of students success in the applied course • On giving and receiving timely feedback on how to improve their work, positive response will increase from 62% to 75% in secondary ioStudent Voice	**Catholic Education Centre Based Professional Development** Hour of Code Skype Training Digital Learning Day	October - May We celebrate many special moments at the Catholic Education Centre, and this year the 21st Century Learning department will continue to do so starting with our third round of Hour of Code. During our TCDSB event students and staff participate in a coding activity. There are numerous reports that indicate a shortage in computer programmers, and events like this try to spark an interest in Computer Science in our students. As part of Computer Science Education week, we will host a teacher and their students to the CEC. During our time together most of the TCDSB staff at the CEC engage with students and also complete some coding! There are many ways to communicate, but Skype for Business takes online communication to new possibilities. Our sessions with central staff will help them leverage this communication tool to extend there office beyond the CEC, while being able to video conference, record, and share with others. Digital Learning Day is a day that TCDSB celebrates everything digital that has impacted on learning in the classroom. Our 21st Century Learning team hosts a full day of activities and engaging our TCDSB staff using Twitter, Outlook, Google Classroom, and the Virtual Learning Environment. Our goal is create a platform to share promising practices and leverage digital tools that enhance teaching and learning.	K-12	1	1	1 (1 teacher x 1 day for Hour of Code) (No Code days for Skype as it is for Central Staff) (No Code days for Digital Learning Day as this is virtual PD)	• Monitor effectiveness of professional learning opportunities using standard feedback forms and evidence of collaborative inquiry
• On EQAO scores in Junior Math, there will be an increase from 46% to 52% of students achieving Level ¾ • n EQAO scores in Grade 9 Applied Math, there will be an increase from	**21Camp (Spring 2019)** 21Camp	May This year will be 21Camp 4.0! Our day of professional learning centers on TCDSB coming together to share promising practices that foster 21st Century Learning skills and competencies. Not only will plenty of learning take place as teachers participate in teacher-led breakout sessions, but plenty of networking takes place and teacher's build their personal learning network.	k-12	TBD	150	Saturday, no code days	• Monitor effectiveness of professional learning opportunities using standard feedback forms and evidence of collaborative inquiry

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● On EQAO scores in Junior Math, there will be an increase from 46% to 52% of students achieving Level ¾ ● n EQAO scores in Grade 9 Applied Math, there will be an increase from 49% to 55% of students achieving Level 3/4	**Partially Funded Professional Development in Partnership with The Learning Partnership** Dragon's Nest support (1/2) Coding Quest (1/2) iCubed (1/2) Entrepreneurial Adventure (1/2)	October-May Our 21st Century Learning team continues to partner with many departments and external organizations on a variety of learning opportunities. Our partnership with The Learning Partnership allows us to co-plan and co-facilitate sessions that are focused on Coding (Coding Quest Gr. 3-5), iCubed Investigate! Invent! Innovate! (Gr.7) that is focused on Problem Solving, Innovation and Ontario Curriculum, Entrepreneurial Adventure (K-12) that fosters the entrepreneur in our students, and Dragon's Nest (Secondary) which is an experiential learning program.l	k-12	TBD	60 (15 teachers for each event)	60 (15 x 4 days)	● Monitor effectiveness of professional learning opportunities using standard feedback forms and evidence of collaborative inquiry
A. Home, Parish, School: Nurturing our Catholic Community Continue to design and implement faith-based initiatives, which promote innovation and 21C competencies with the Catholic Social Teachings as a focus. **B. Curriculum, Teaching and Learning: A Focus on Assessment** Engage in collaborative, inquiry-based professional learning focused on assessment for learning	Elementary STEAM (Science, Technology, Engineering, Arts, Math) Maker Space Professional Learning Series	November- May As the TCDSB continues to develop STEAM programming within its schools, this series of sessions aims to build awareness, capacity, and a collaborative approach to STEAM programming. Day 1 - Introduction to the Maker Space and STEAM philosophy. At the end of our day, teachers will return to their schools with a STEAM challenge to explore in their communities Day 2 - Building upon day 1, teachers will continue to explore the challenge and through collaborative support teachers will be able to design STEAM programming. At the end of day 2, teachers are asked to design a locally developed STEAM challenge prior to day 3. Day 3 - Each teacher will have the opportunity to share promising practices in STEAM programming that foster 21st century	K-8	20	1	60 (20 x 1 x 3 3 days)	● Monitor effectiveness of professional learning opportunities using standard feedback forms and evidence of collaborative inquiry

		learning skills and competencies.				
C. Pathways, Planning and Programming: Student Engagement and Well-Being Increase communication regarding the value of experiential learning **D. School and Classroom Leadership: Professional Learning, Collaboration, and Engagement** Engage in professional learning focused on inquiry, equity, and culturally responsive school and classroom practices;	Secondary STEAM (Science, Technology, Engineering, Arts, Math)	November-May As the TCDSB continues to develop STEAM programming within its schools, this series of sessions aims to build awareness, capacity, and a collaborative approach to STEAM programming. Day 1 - A general discussion on how STEAM programming is being developed within each school. Teachers will have the opportunity to share promising practices, and reflect on challenges. Day 2 - A discussion about enrichment opportunities, excursions and guest speakers. Establishing design principles for STEAM programming through collaborative professionalism. Day 3 - A hands on session where teachers will participate in one iteration of a STEAM activity that stems from STEAM programming.	9-12	7	2	42 (14 x 3 days)	● Monitor effectiveness of professional learning opportunities using standard feedback forms and evidence of collaborative inquiry

(Sept) Total Projected Number of Code Days to be Used: 831	(June) Final Total of Code Days Used: