

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
Numeracy 7-12								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
								OVERALL 1 2973
1	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Grade 9 Applied Math OSSLT;	Assist schools in developing and implementing School Professional Learning Plans Participants: All Elementary and Secondary Schools	Support School Professional Learning Teams to: Analyze data, identify student needs, and develop school professional learning plans; focus on assessment for learning, equity and inclusive education and monitoring student achievement and in-school follow up. <i>Timeline:</i> K-12 Principals Meetings, September 24-27th	K-12	198	3	2	1188
2	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Grade 9 Applied Math OSSLT;	Principal Meetings (K-12) Support	Support Principal Learning Teams: support the principal as Instructional Leader; foster collaboration among principals in order to share promising practices. <i>Timeline:</i> Monthly at Principal Meetings	K-12	32	0	0	0
3	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Collaborative Inquiry Strand specific focus for the Collaborative inquiry will be based on Professional Learning Plan of schools.	Formative Assessments: Guiding Teaching and Learning: Investigating assessment for and as learning practices and instructional strategies as they apply to an applied mathematics classroom. <i>Timeline:</i> Intensive and Increased Support Schools: 3 group sessions per semester; Other Support Schools: 3 group sessions for semester 1	9-10	32	4	6	768
4	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Grade 9 Applied Math OSSLT;	Student Achievement in Applied Level Courses Participants: Intensive Support Secondary Schools based on Ministry Identification	In-School Professional Learning in Applied Math Classes: Providing collaborative inquiry and classroom support (co-planning and co-teaching) by Math Facilitators and Math Lead for schools that have been ministry identified as intensive support . <i>Timeline:</i> 2 days per semester	9 Applied	8	4	4	128
5	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Cultivate and Develop Math Leadership to build capacity in schools. Participants: All Secondary Schools	Math Leadership Meetings: Mathematics Department Heads and Numeracy Leads will engage and collaborate in learning sessions. <i>Timeline:</i> 3 Sessions - November, March, May	9-12	32	2	3	192
6	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Math Facilitators and Math Leads	To support the implementation of the Numeracy Professional Learning Plan, Board Learning Improvement Plans and Ministry Initiatives through a co-planning/co-teaching model	9-12	3	1	3	9
7	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Grade 9 Applied Math OSSLT;	Student Achievement in Applied Level Courses Participants: All Secondary Schools	Additional Support for Applied Level Math Classes: Additional code days to provide in-class, small group support to Grade 9 Applied Math classes. <i>Timeline:</i> Up to 5 days per semester (up to 10 total per school year), as requested by schools throughout the year.	9 Applied	32	1	10	320

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8	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Grade 9 Applied Math OSSLT;	Monitoring Student Achievement in Applied Level Courses Participants: All Secondary Schools	Monitoring Achievement in Applied Level Math Sessions (Improving Student Performance in Math): Providing schools with support as they monitor and track student progress to inform next steps to improve achievement utilizing pre and post assessment data. <i>Timeline: 3 sessions per semester</i>	9-10 Applied	32	3	3	288
9	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	In - School Support for Elementary School Participants: Intensive Support Elementary Schools	Supporting schools in the implementation of School Professional Learning Plan by providing schools with resources, co-planning, and co-teaching from Numeracy and Literacy Coaches. <i>Timeline: Up to 2 days per school, as requested throughout the year</i>	6-8	40	1	2	80
10	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	In - School Support for Secondary Schools Participants: All Secondary Schools	Supporting the development and implementation of School Professional Learning Plans <i>Timeline: As requested by Principals & Staff</i>	9-12	32	0	0	0
11	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Webcast Series Principals and teachers will utilize a technological approach to address student assessment and instructional practices.	Formative Assessments (Webinars): Guiding Teaching and Learning: Investigating assessment for and as learning practices as they apply to mathematics. <i>Timeline: All Elementary Other Support Schools, term 2</i>	7-10	111	0	0	0
12	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Leaders of Your Own Learning Supporting the Student Success Department Participants: All Secondary Schools	Supporting the implementation of a professional development day for all Secondary School Teachers	9-12	32	0	0	0