

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
Supporting English Language Learners								
BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days	
								OVERALL TOTALS: 0
1	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Support for Principal Learning Teams	- Data analysis to determine Urgent Critical Need - Development of Smart Goal - Completing Professional Learning Forms - Providing Professional Development on a variety of topics Participants: Elementary/Secondary School Principals Timeline: Ongoing	K-12	All Elementary / Secondary Schools			
2	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Cross-Departmental Collaboration with Teacher Collaborative Inquiries	Provide professional learning with a focus on supporting English Language Learners during learning sessions in a variety of departments. Participants: Elementary and Secondary Teachers Timeline: Ongoing	K-12	Upon Request and responsive to teacher need			
3	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Collaborative Inquiry (C.I.)	Support School Learning Teams to address their Urgent Critical Learning Need, specifically those who have identified English Language Learners as a focus group. Participants: Elementary /Secondary School Professional Learning Teams Timeline: October 2019 - May 2020 - Inquiry Structures to be responsive to individual schools' needs	K-12	Upon Request - dependant on access to release time at a local level			
5	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	C.I. - STEPS for Kindergarten	3 day C.I., teachers will explore the K-STEP framework as a tool to support instruction and ongoing assessment of ELLs in their classroom. Collaboration with Early Years Department Participants: Kindergarten teachers in schools (10 selected) with high numbers of ELLs in Kindergarten Timeline: 3 group sessions - November 2019 - April 2020	Selected Kindergarten Teams				

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7	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	C.I.: Transitioning Students from ESL to Mainstream English Courses Participants: Intensive, Increase or Other	Promote common language and expectations between ESL and mainstream English teachers in regards to literacy expectations/skills Promote success in academic language development through assessment strategies, EBIS, differentiated instruction, and teaching of functional vocabulary Focus Group: ESL and ENG2P/2D teachers Timeline: 5 Group Sessions: Cycle 1: Semester 1 Cycle 2: Semester 2	9-12	ESL teachers from Intensive and Increased Support Schools			
8	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Supports for ESL Teachers	ESL Teacher Meetings Focus on unpacking documents/resources (ELL), reviewing Ministry documents, and new ESL initiatives. Participants: Elementary/Secondary ESL Teachers Timeline: Ongoing Meetings: 2 after-school meetings	K-12	Schools with full time ESL teacher(s)			