



REPORT TO

**STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE**

**TORONTO CATHOLIC DISTRICT SCHOOL BOARD  
K-12 PROFESSIONAL LEARNING PLAN TO SUPPORT  
STUDENT ACHIEVEMENT & WELL-BEING 2020-2021**

*The plans of the diligent lead surely to abundance, but everyone who is hasty comes only to want. Proverbs 21:5*

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**INFORMATION REPORT**

**Vision:**

*At Toronto Catholic we transform the world through witness, faith, innovation and action.*

**Mission:**

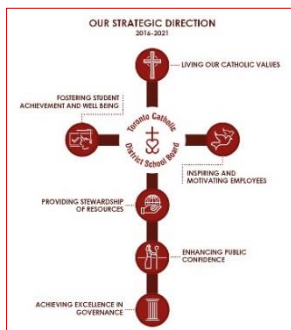
*The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.*

*We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.*

Brendan Browne, PhD  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

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Associate Director of Facilities,  
Business and Community  
Development, and  
Chief Financial Officer



## A. EXECUTIVE SUMMARY

This information report provides an overview of the central K-12 professional learning plan for teachers. The plan outlines the use of Ministry and Board financial resources to facilitate professional learning in the TCDSB in order to support student achievement and well-being. The initiatives outlined reflect and support the priorities identified in the Board Learning Improvement Plan (BLIP) and the Multi-Year Strategic Plan (MYSP). The Professional Learning plans are found in **Appendices A to Q**.

*The cumulative staff time required to prepare this report was 125 hours*

## B. PURPOSE

This annual report outlines the central professional learning initiatives that support the Board Learning Improvement Plan.

## C. BACKGROUND

1. **Spring 2020** – Given the unprecedented events of the last school year requiring all boards to move to distance learning from April to June 2020, planning efforts for professional learning were reduced during this time.
2. **Fall 2020** – Central Resource Staff engaged in the development and refinement of the professional learning plans.
3. **Consultation** occurs annually with federation partners at joint professional development committees.
4. **Funding**, to support this professional learning, is provided by the Ministry of Education, mainly through the *Math Strategy Budget* and the *Student Success Budget*.
5. **Professional Learning plans for Literacy and Numeracy are informed by data from EQAO.** Given that EQAO testing was cancelled for the last school year due to labour sanctions and Covid-19, test results from the previous school year (2018-2019) were used to inform the plans. Literacy and Numeracy strategies are embedded throughout the professional learning plans where applicable.

## **D. EVIDENCE/RESEARCH/ANALYSIS**

1. Central Resource Staff, together with Educational research staff, review board data to determine the progress toward achievement of priorities identified through the goals and action plan outlined in the BLIP and MYSP. The TCDSB professional learning plan is informed by this analysis of data, incorporating key Ministry initiatives.
2. At the start of the current school year, the work of the TCDSB Central Resource Staff focused on supporting the community of learners within St. Anne Virtual School by providing the following:
  - Self-directed modules and resources for teachers, students, and parents
  - Live online professional learning sessions for teachers
  - Live sessions for students/parents awaiting placement in the virtual school
3. In October 2020, all elementary Central Resource Staff were given .5 teaching assignment with the Virtual School. As new teachers are hired, the plan is to return elementary Central Resource Staff to their original assignment. The Professional Learning plans were created based on the premise that Central Resource Staff will be available to facilitate sessions in January.
4. Given the reduced availability of occasional teachers, the professional learning plan from September to December will be comprised of the following:
  - Self-directed Professional Learning Modules that can be accessed by teachers anytime
  - Live professional learning sessions offered outside of class time
  - Co-planning/Co-teaching opportunities upon request
5. Assuming that the Occasional Teacher Pool will be replenished by the end of December, the plan provides access to release time from January to June 2021 for teachers to take part in synchronous professional learning sessions. Self-directed sessions will continue to be available.

6. Literacy and Numeracy professional learning, from January to June 2021, will take a **Collaborative Inquiry** approach, with staff working in School Professional Learning Teams together with staff from other schools. The number of release days for professional learning and level of support from Central Resource Staff will be differentiated based on the following:
- “Intensive Support” schools receive the highest level of support and release days
  - “Increased Support” schools will receive some support and some release days, and
  - “Other” schools will receive the least amount of support and number of release days
7. The K-12 PD plan for 2020-2021 is multi-faceted and has the following components:
- a) PD for Teachers K-8 Numeracy (**Appendix A**) and K-8 Literacy (**Appendix B**).
  - b) PD for Teacher 7-12 Numeracy (**Appendix C**) and 7-12 Literacy (**Appendix D**).
  - c) PD to support student and staff well-being (i.e. Stop the Stigma, Mental Health Strategy) through our Catholicity, Community, Culture and Caring (CCCC) program, (7-12) and Safe Schools (**Appendix E**).
  - d) PD for Teachers in the 5<sup>th</sup> Block Program (**Appendix F**).
  - e) PD for Teachers in the Early Years Program (**Appendix G**).
  - f) PD for Teachers in the English Language Learner Program (ELL) (**Appendix H**).
  - g) PD for Teachers in French as a Second Language (**Appendix I**).
  - h) PD for Teachers in Science, Social Studies and Eco Schools (**Appendix J**).
  - i) PD for Teachers Outdoor/Health/Physical Education (**Appendix K**).
  - j) PD for Teachers in Indigenous Education (**Appendix L**).

k) PD for Teachers in Music & Arts (**Appendix M**).

l) PD for Pathways Planning (**Appendix N**).

m) PD for 21<sup>st</sup> Century Learning (**Appendix O**).

n) PD for Equity (**Appendix P**).

n) PD for Special Services (**Appendix Q**).

## **E. METRICS AND ACCOUNTABILITY**

1. With the use of a Common Professional Learning Feedback Form at all professional learning sessions, we will collect data on teacher learning and student achievement. (**Appendix R**)
  
2. **Annually, School Teams follow the process described below for School Learning Improvement Planning. The focus at the beginning of this school year has been the implementation of newly required school safety protocols. Therefore, some of the steps below have been revised/eliminated.**
  - May/June: review school progress and begin goal setting process for the following year
  - September: continue to review school data, determine an urgent critical learning need, set a SMART goal related to their urgent critical learning need and develop a Professional Learning Form (PLF)
  - September: workshop on data review for principals; working session for school learning improvement teams for PLF
  - October – January: professional learning occurs related to the school’s urgent critical learning need and the professional learning need
  - January: Midpoint Check – all Principals will present to a team of reviewers, information related to their school plans and progress to date. Reviewers will provide each Principal with feedback to inform next steps.
  - February – June: professional learning occurs related to the school’s urgent critical learning need and the professional learning need
  - June: End of Year Check – all Principals will present to a team of reviewers, information related to their school plans and progress to date. The reviewers will provide each Principal with feedback to inform next steps and begin goal setting for next year.

3. **Below is the process used by senior staff to monitor School Learning Improvement Plans. This year, the focus at the beginning of the school year has been managing the new school safety protocols. As a result, some of the steps listed have been revised/eliminated in the current year.**

- September: engage in data analysis, goal setting process, and the establishment of a professional learning plan with school staff
- October: review all school professional learning plans
- October 31: School plans posted to the school website.
- October – January: participate in professional learning with each staff to ensure that sessions are addressing student needs and school goals
- January: All academic senior staff, all principals, and Ministry Student Achievement Officers will participate in the Midpoint Check by providing feedback to each principal related to their School Learning Improvement Plan, progress to date in addressing student learning needs, and next steps
- January (end): Field Superintendents will present summary of progress to date for schools in their area at Education Council
- February: Principal Instructional Math Coach, Ministry Student Achievement Officers and Field Superintendents will meet with Principals to determine next steps
- February – June: participate in professional learning with school staff to ensure that sessions are addressing student needs and school goals
- June: All academic senior staff, all principals, and Ministry Student Achievement Officers will participate in the End of Year Check by providing feedback to each principal related to their School Learning Improvement Plan, progress to date in addressing student learning needs and next steps
- June (end): Field Superintendents will present summary of progress to date for schools in their area at Education Council.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.