

## 2020-2021 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
<b>ONGOING</b>							
B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Grade 9 Applied Math OSSLT;	In - School Support for Secondary Schools: Participants: All Secondary Schools	Support the Principal in the emerging role as Instructional Leader, to support the engagement of staff, and to support PD development ideas.  <b>Timeline: As per request through SOs</b>	9-12	33	0	0	<b>0</b>
B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices		Support for school teams  <b>Timeline: As requested by Principals &amp; Staff</b>	9-12	33			<b>0</b>
B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	In - School Support for Elementary School: Participants: Targeted Elementary Schools (as Identified by Ministry and Board)	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.  <b>Timeline - Up to 2 days per school, as requested throughout the year</b>	6-8	40	1	2	<b>80</b>
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	Numeracy Leads and Mathematics Department Heads will engage and collaborate in learning sessions.  <b>Timeline: Ongoing</b>	9-12	33			<b>0</b>
D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	1. Professional Learning Modules (Pre-Recorded) Participants: Teachers in Grades 7-12	<b>"New to" Virtual Teaching:</b> Investigate and incorporate tools within high-impact pedagogical practices. These include: - Using EquatIO Mathspace - Using KnowledgeHook for Assessment - Using DESMOS Activities in Math - Coding in New Math Curriculum  <b>Timeline: Ongoing</b>	7-12	200	0	0	<b>0</b>
<b>SEPTEMBER TO DECEMBER</b>							
D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	2. Live Virtual Professional Learning Sessions (Single session) and Professional Learning Network (Multi-session) Participants: Teachers in Grades 7-12	<b>"New to" Virtual Teaching:</b> Investigate and incorporate tools within high-impact pedagogical practices. These include: - Using EquatIO Mathspace - Using KnowledgeHook for Assessment - Using DESMOS Activities in Math - Coding in New Math Curriculum  <b>Timeline: September to December</b>	7-12	200	0	0	<b>0</b>

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D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Co-Teaching and Co-Planning Participants: Teachers in Grades 9-12	Supporting teachers in implementing tools and high-impact pedagogical practices.  <b>Timeline: September to December</b>	9-12	33	1	0	<b>0</b>
<b>JANUARY TO JUNE</b>							
D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Professional Learning Network with co-teaching, co-planning and reflection of practices. Participants: Teachers in Grades 7-9 Code Days Allocation: 8 Intensive Secondary Schools 15 Increased Support Secondary Schools 4 Elementary feeder schools each Two teachers from each school	<b>Mathematics Curriculum (2020):</b> Develop the knowledge and tools needed by teachers to implement and support new curriculum expectations in Coding.  <b>Tentative plan: two group sessions for intensive and increased support schools plus two additional days for in-school support.</b>  <b>Timeline: January to June</b>	7-9	115	2	4	<b>920</b>
D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Professional Learning Network with co-teaching, co-planning and reflection of practices. (To work in conjunction with K-8 Math resource to support transitions) Participants: Teachers in Grades 9-12 with a focus on applied level courses Code Days Allocation: 8 Intensive support schools 15 Increased support schools 3 Teachers from each school  5 Code Days allocated for Other schools *Additional code days provided to St. Anne Virtual School	<b>Virtual Math Tools for Assessment and Instruction:</b> Support teachers in implementing math teaching tools such as EquatIO Mathspace, KnowledgeHook, and DESMOS and how they can be integrated in their classroom.  <b>Tentative plan: two group sessions for intensive and increased support schools. Other schools receive additional code days.</b>  <b>Timeline: January to June</b>	9-12	33	3	2	<b>198</b>
D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Assessment For and As Learning Professional Learning Cycle Support Participants: Principals (Grades 9-10)	<b>Assessment for and as learning</b> (KnowledgeHook Professional Learning Cycle): Supporting Principals as an instructional leader by providing support in the implementation of the Knowledgehook Professional Learning Cycle.	9&10	200	0	0	<b>0</b>
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	<b>Math Leadership Meetings:</b> Numeracy Leads and Mathematics Department Heads will engage and collaborate in learning sessions.  <b>Timeline: February</b>	9-12	32	2	1	<b>64</b>