

2020-2021 TCDSB PROFESSIONAL LEARNING PLAN								
Supporting English Language Learners K-12								
BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days	
ONGOING								
B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Online Learning Modules Teachers self select and engage in learning when they choose (available anywhere/anytime) Some modules will include a series of sessions (3-4) Resource support offered to all participants	A video library of resources that support ESL classrooms and teachers. Topics may include: a."New To" ESL b. Understanding Differentiated Instruction c. Instructional Strategies to Support the English Language Learners d.Integrated Curriculum e.Using Read Aloud Strategies to Support English Language Learners Timeline: September-June 2021	Interest ed Grades K- 12 Teacher s	200	1			0
B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Professional Learning Networks Developed and structured as a follow up to the work done in our self selected learning modules Teachers self select, participate and commit to engage over a period of time	Build leadership in the area of ESL by: a. hosting regular online sessions that are responsive to teacher need; b. building capacity around the use of the STEP documents; c. initiating professional learning communities; d. providing an online learning platform (example: Google Classroom and professional learning site) to facilitate communication, community and collaboration; Timeline: October-June 2021	Interest ed Grades K - 12 Teacher s	200	1			0
D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Co-Planning and Co-Teaching	1. Develop professional learning opportunities with other departments to build capacity regarding effective instructional strategies and ways to support the English Language Learner in all curriculum areas. 2. To create opportunities to co-develop, co-plan and co-teach lessons that are adapted and differentiated to support English Language Learners. 3. Facilitate co-teaching experiences through the professional learning network. Timeline: November- June 2021	K - 12	200	1			0
D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Check & Connect Sessions - ESL Teachers	Monthly online check and connect sessions for ESL Teachers (voluntary) - topics generated based on teacher feedback and interest. Timeline: November - June 2021	K-12	200	1			0
D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Principal Learning Team	1. Provide virtual presentations or ESL updates at Principal meetings upon request 2. Support Principals in school capacity building 3. Liaise with Principals regarding ESL matters, board initiatives, and ministry priorities Timeline: September - June 2021	Interest ed Principa ls and VPs	200	1			0

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	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Collaborative Inquiry	The ESL Department's involvement in Collaborative Inquiry will be through co-planning with other departments to ensure that all inquiries maintain a mindset that is inclusive of English Language Learners. Some examples include: a. be a guest presenter at other departments' Collaborative Inquiry b. embed best practices in supporting English Language Learners in all Collaborative Inquiries c. create an intentional and explicit awareness regarding English Language Learners in all professional learning opportunities Timeline: September - June 2021	K-12	200	1		0