



REPORT TO

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

TCDSB K-12 Professional Learning Plans to Support Student Achievement and Well-Being 2021-2022

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

Created, Draft	First Tabling	Review
November 22, 2021	December 2, 2021	Click here to enter a date.

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INFORMATION REPORT

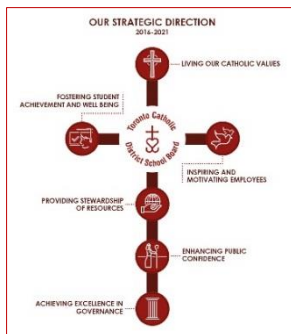
Vision:

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.



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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 by the Ministry of Education in this year's Board Learning and Equity Plan (BIEP). The Professional Learning plans are found in Appendices A to N.

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 and Equity Plan (BIEP) 2021-2022 as metrics continue to be collected.

C. BACKGROUND

1. Spring 2021 – Given the unprecedented events of the last school year requiring all boards to move to distance learning from January 2021 – February 2021 and then from April 2021 to June 2021 and the introduction of Elementary Teacher labour sanctions, planning efforts for professional learning were reduced during this time.
2. Fall 2021 – Central Staff have been engaged in the development and refinement of the professional learning plans to align with ministry direction on the BIEP. Note that Elementary Teacher labour sanctions continue to affect planning and implementation efforts for professional learning.
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. EQAO test results from 2018-2019 have been used to inform this plan as EQAO testing did not occur in:

- 2019-2020 due to provincial labour sanctions and the pandemic; and
- 2020-2021 due to the pandemic.

Literacy and Numeracy strategies are embedded throughout the professional learning plans of all areas, where applicable.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Central Staff, together with Educational Research staff, review board data to determine the progress toward achievement of priorities identified through the goals and action plans outlined in the Board Learning Improvement Plan (BLIP) and the Multi Year Strategic Plan (MYSP). Note that both the BLIP and the MYSP are currently under revision. 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 also focused on supporting the community of learners within St. Anne Catholic Academy (Jr), School of Virtual Learning, 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. 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
- Co-planning/Co-teaching opportunities upon request
- Professional learning support for teachers in their class

4. Support for Literacy and Numeracy professional learning will be differentiated based on the needs of the school as identified using achievement data, based on the following:
 - “Intensive Support” schools receive the highest level of support
 - “Increased Support” schools will receive some support
 - “Other” schools will receive the least amount of support

5. Central Staff and Field Superintendents will focus on supporting schools with instructional equity for mathematics through continued learning as outlined below:
 - A. Principals – continued professional learning:
 - with and based on the work of Marian Small (Grades K-12)
 - based on the work of Peter Liljedahl, using the research based strategies from *The Thinking Classroom* (Grades K-8)
 - on MathUP School (32 Elementary Schools)

 - B. Principals and Teachers – continued professional learning:
 - with Peter Liljedahl, undertaking the research based strategies from *The Thinking Classroom* (Grade 9 De-streamed)

 - C. Principals, Teachers and Students – continued learning:
 - Knowledgehook: An Instructional Guidance System for Math (Grades 4-12)
 - Zorbits Math Adventure (Grades K-3)
 - And other math related resources and tools

 - D. Teachers and Students – continued learning:
 - MathUp Classroom (Grades 6-8)

6. The professional learning plans are aligned with the Ministry of Education 2021-2022 Board Improvement & Equity Plan (BIEP) and each initiative this year is identified with one priority focus, from the following:

Goal	Priority Focus
Achievement	<ul style="list-style-type: none"> ● Improve math achievement ● Improve literacy achievement ● Improve conditions for learning
Human Rights and Equity	<ul style="list-style-type: none"> ● Support the implementation of de-streaming ● Culturally responsive pedagogy and instructional equity
Mental Health Well-Being and Engagement	<ul style="list-style-type: none"> ● Improve student mental health and well being ● Improve student, parent and community engagement
Pathways and Transitions	<ul style="list-style-type: none"> ● Improve graduation rates ● Improve student readiness for future success
Learning Recovery and Renewal	<ul style="list-style-type: none"> ● Early reading and math ● Re-engaging students

7. The K-12 PD plan for 2021-2022 is multi-faceted and has the following components:

a) PD for Teachers K-12 Numeracy (**Appendix A**) and K-12 Literacy (**Appendix B**).

b) PD to support student and staff well-being through our 7-12 Catholicity, Community, Culture and Caring (CCCC) Program and Safe Schools (**Appendix C**).

c) PD for Teachers in the English Language Learner Program (ELL) (**Appendix D**).

d) PD for Teachers in K-12 French as a Second Language (FSL) (**Appendix E**).

- e) PD for Teachers in K-12 Science, Social Studies and Eco Schools (**Appendix F**).
- f) PD for Teachers in Outdoor/Health/Physical Education (**Appendix G**).
- g) PD for Teachers in Indigenous Education (**Appendix H**).
- h) PD for Teachers in Arts and Music (**Appendix I**).
- i) PD for Pathways Planning (**Appendix J**).
- j) PD for Teachers in 21st Century Learning, AICT and STEAM (**Appendix K**).
- k) PD for Teachers in Special Services - PAT (**Appendix L**).
- l) PD for Staff in Equity (**Appendix M**).
- m) PD for Teachers and Early Childhood Educators in Early Years (**Appendix N**).

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.
2. Data for student achievement will be collected from report cards and standardized test results and informed by the triangulation of data (observations, conversations and student work).
3. The Ministry of Education introduced the Board Improvement and Equity Plan (BIEP) in September of 2021 to replace the previous Board Learning Improvement Plan (BLIP). The Board Improvement and Equity Plan (BIEP) establishes provincial education priorities, goals and performance indicators to support continuous quality improvement. The Ministry has described the BIEP below:

The BIEP will provide a standardized tool for school boards to identify local actions that will lead to improved achievement, equity, well-being and transitions for all students. The BIEP is a demographic data-driven

tool designed to capture the experiences and outcomes of Indigenous students, Black and other racialized groups of students, students with disabilities and/or special education needs (non-gifted), 2SLGBTQ+ students, and students from low-income households. School boards will provide baseline data and set aspirational targets for each performance indicator laid out in the BIEP, including relevant disaggregated demographic data.

In following Ministry of Education direction, during 2021-2022 a concerted focus will be on collecting baseline data to inform goals and actions based on the criteria set out in the BIEP. Schools will continue to focus on numeracy and literacy with respect to their goals and professional learning.

4. This year, both the Board Central Team and School teams will be engaged in collecting and analyzing data as per the direction of the Ministry BIEP.
5. It is important to note that while a new BIEP has been provided to boards, schools are adhering to provincial and Toronto Public Health (TPH) pandemic protocols. Due to the ongoing need to reserve Occasional Teachers to cover for absent staff, we will limit the amount of professional learning that requires an Occasional Teacher. Elementary teachers continue to adhere to labour sanctions.
6. Under the directions of the Principal, with the oversight of the Field Superintendent, school teams will follow the process described below for School Improvement and Equity Planning (SIEP) in 2021-2022:
 - Fall 2021: Identify areas for learning recovery and renewal as students return to the classroom. TCDSB has taken an asset approach, whereby teachers determine, through regular diagnostics, where the students are and how to build on their strengths.
 - By January of 2022: School teams will develop a School Improvement and Equity Plan (SIEP) related to their urgent critical learning need and will submit a Professional Learning Form (PLF).
 - January 2022 – March 2022: Midpoint Check – all Principals will meet with their Supervisory Officers to review their school plans and progress to date. Principals will be provided with feedback to inform next steps.
 - April 2022 – May 2022: Professional learning will occur as outlined in the SIEP.

- June 2022: End of Year Check – all Principals will report back on the implementation of their school plan.

NOTE: In addition to the school plan listed above, regular professional learning continues to be offered to support teachers in the implementation of the curriculum and in learning how to effectively use available resources and tools.

7. Below is the process used by senior staff to monitor School Learning Improvement Plans (SLIP). This year, the focus at the beginning of the school year has been on managing the revised school safety protocols. Additionally, introduction of the new BIEP and the refocusing on data collection will have some impact on the process this year.
 - Fall 2021: engage in data analysis, goal setting process, and the establishment of a professional learning plan with school staff while taking an asset approach to building on student strengths
 - January 2022: review all school professional learning plans
 - End of January 2022: School plans posted to the school website
 - February to May 2022: participate in professional learning with each staff to ensure that sessions are addressing student needs and school goals
 - March 2022 and May 2022: Field Superintendents will present summary of progress to date for schools in their area at Education Council
 - June 2022: Principals report on progress to date and next steps as related to their school plan to their Field Superintendent.
 - June (end): Field Superintendents will present summary of final progress for schools in their area at Education Council.

F. CONCLUDING STATEMENT

This report is for the information of the Board.