



## REPORT TO

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

## TCDSB Professional Learning Plans To Support Student Achievement And Well Being 2022-2023

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

Proverbs 21:5

### Drafted

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### Meeting Date

December 1, 2022

### INFORMATION REPORT

**Vision:** *IN GOD'S IMAGE: Growing in  
Knowledge, with Justice and Hope.*

**Mission:** *Nurturing the faith development and academic  
excellence of our Catholic learning community through the  
love of God, neighbour, and self.*



MULTI-YEAR STRATEGIC PLAN  
2022 - 2025

IN GOD'S IMAGE: Growing in Knowledge, with Justice and Hope



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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 TCDSB schools in order to support student achievement and well-being. This plan assists schools in the implementation of their School Improvement and Equity Plans (SIEP). The professional learning plan also supports the implementation of the Board Improvement and Equity Plan (BIEP) and the Multi-Year Strategic Plan (MYSP). 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 for teacher professional learning that support the Board Learning and Equity Plan (BIEP) 2022-2023, as metrics continue to be collected.

## **C. BACKGROUND**

1. Fall 2022 – Central Staff have been engaged in the development and refinement of the professional learning plans to align with ministry direction, as prescribed by the BIEP expectations provided by the Ministry of Education.
2. Consultation occurs annually with federation partners at Joint Professional Development Committee meetings.
3. Funding to support this professional learning, is provided by the Ministry of Education, mainly through the Math Strategy and the Student Success Budgets.
4. Professional Learning Plans for Numeracy and Literacy are informed by EQAO assessment data. EQAO test results for the 2021-2022 academic year serve as a new baseline given the various issues that prevent a trend analysis to previous years (as outlined in the EQAO Annual Report presented at the December 1, 2022 Student Achievement and Well-Being Committee of the Board meeting).

5. Numeracy and literacy strategies intentionally target the following three areas of focus as identified in the EQAO Annual Report:
  - primary reading (use of screening tools) with a particular focus on special needs and English language learners;
  - grade 3, 6 and 9 math instruction ensuring resource awareness and an equitable access to resources and central supports; and
  - explicit professional learning and central supports to enhance student performance in grade 9 de-streamed courses, with a heightened focus on grade 9 math.
6. Numeracy and literacy strategies are intentionally embedded throughout the professional learning plans of all areas, where applicable.

## D. EVIDENCE/RESEARCH/ANALYSIS

1. The professional learning plans are aligned with the Ministry of Education BIEP priorities and each initiative this year (**see appendices**) is identified with a BIEP goal, from the following:

Goal	Priority Focus
Achievement	<ul style="list-style-type: none"> <li>• Improve math achievement</li> <li>• Improve literacy achievement</li> <li>• Improve conditions for learning</li> </ul>
Human Rights and Equity	<ul style="list-style-type: none"> <li>• Support the implementation of de-streaming</li> <li>• Promote culturally responsive pedagogy and instructional equity</li> </ul>
Mental Health, Well-Being and Engagement	<ul style="list-style-type: none"> <li>• Improve student mental health and well-being</li> <li>• Improve student, parent and community engagement</li> </ul>
Pathways and Transitions	<ul style="list-style-type: none"> <li>• Improve graduation rates</li> <li>• Improve student readiness for future success</li> </ul>

2. 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 BIEP and the MYSP. The TCDSB

professional learning plan is informed by a revised Data Plan, and incorporates key Ministry initiatives.

3. The analysis of EQAO assessment data collected in 2021- 2022, and as outlined in the EQAO Annual Report is being used to:
  - refocus professional learning efforts on targeted interventions;
  - re-engage students and staff in focused and differentiated high impact instructional practices;
  - encourage teachers to actively participate in the design of the local SIEP and to disaggregate student EQAO results to inform local planning;
  - inform the plans for Professional Learning in this report; and
  - include parent and student voice in offering focused tutoring interventions.
4. Given the reduced availability of Occasional Teachers, the professional learning plan from September to December will be comprised of the following:
  - co-planning/co-teaching with central resource staff upon request;
  - professional learning support for teachers in their class;
  - professional learning sessions in small groups; and
  - self-directed Professional Learning Modules that teachers can access anytime.Availability of Occasional Teachers and the impact on professional learning will be reassessed in January.
5. Equitable assignment of resources and support for Numeracy and Literacy professional learning will be differentiated according to the needs of the school, the school's exposure to socio-economic stressors and as identified using current 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 a lower level of support.
6. 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 networking and learning in mathematics:
    - 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-12);
    - informed by the work of Shane Safir & Jamila Dugan and equitable leadership practices in *Street Data*; and

- through the support of a team of centrally trained school Principals who will lead learning in their areas to develop and align capacity in instructional leadership.
- B. Principals and Teachers – continued professional learning in math through:
- the implementation of the research-based strategies from *The Thinking Classroom* (Peter Liljedahl) (Grade 9 De-streamed);
  - the implementation of high impact instructional practices in grade 9 de-streamed classes in the areas of Math, Science, Social Studies, French and English;
  - cross-curricular professional dialogue to share promising instructional practices to support the needs of students in de-streamed classes;
  - the direct engagement of the Principal in co-designed success criteria, goal setting and the analysis of student work.
- C. Principals, Teachers and Students – continued learning in math:
- Knowledgehook: An Instructional Guidance System for Math (Gr 4-12)
  - Zorbits Math Adventure (Gr K-3)
  - Edwin Digital Learning Environment (Gr 9 De-streamed Math and Science)
- D. Teachers and Students – continued learning in mathematics:
- MathUp Classroom (Grades 1-8);
  - Mathology (Gr 1-2);
  - Intensive utilization of online and community tutoring supports
7. The K-12 Professional Learning Plans for teachers 2022-2023 is multi-faceted and has the following components:
- |                                                      |                                                         |
|------------------------------------------------------|---------------------------------------------------------|
| a. Mathematics (Appendix A)                          | h. Special Services (Appendix H)                        |
| b. Literacy (Appendix B)                             | i. Arts and Music (Appendix I)                          |
| c. Nurturing our Catholic Community (Appendix C)     | j. Pathways (Appendix J)                                |
| d. Indigenous Education (Appendix D)                 | k. 21 <sup>st</sup> Century Learning (Appendix K)       |
| e. Equity and Diversity (Appendix E)                 | l. Social Studies, Science and Eco Schools (Appendix L) |
| f. Supporting English Language Learners (Appendix F) | m. Student Success and Guidance (Appendix M)            |
| g. French as a Second Language (Appendix G)          | n. Early Years K-2 (Appendix N)                         |

- o. Health and Physical  
Education (Appendix O)

## **E. METRICS AND ACCOUNTABILITY**

1. The BIEP establishes provincial education priorities, goals and performance indicators to support continuous quality improvement, especially in underserved communities.
2. With the use of a Common Professional Learning Feedback Form at all professional learning sessions, we will collect data on teacher learning. This collected information is shared with the research department and is used to:
  - inform the need for further professional learning;
  - inform the need to adjust workshop content / focus;
  - determine impact of the professional learning
3. 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).
4. Schools have developed their SIEP to guide the learning focus in their communities. Most schools will continue to focus on numeracy and literacy goals in alignment with the achievement of their students on large scale and local assessments. School SIEP goals will be supported with professional learning as outlined in this plan.
5. The Board Central Team and School teams will continue to be engaged in collecting and analyzing data as per the direction of the Ministry BIEP.
6. Due to the ongoing need to reserve Occasional Teachers (OT) to cover for absent staff, we will continue to monitor the availability of OTs for the purpose of teacher professional learning.
7. Under the direction of the principal and with the oversight of the Field Superintendent, school teams will follow the annual process described below for the SIEP process in 2022-2023:
  - Fall 2022: 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. Schools will also use results from students participating in the EQAO assessment to inform the implementation of strategies to support their learning as appropriate.
- By November 2022: School teams will develop a SIEP related to their urgent critical learning need and will submit a Professional Learning Form (PLF) in consultation with their Supervisory Officer. Plans will be posted on school websites.
  - Ongoing throughout the year: Professional learning will occur to support implementation of the SIEP.
  - January 2023: Midpoint Check – all Principals will meet with their Supervisory Officer to review progress to date for their school plans. Principals will be provided with feedback to inform next steps.
  - June 2023: End of Year Check – all Principals will report back on the implementation of their school plan and will begin planning for the coming year using feedback received.

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

8. Below is the process used by senior staff to monitor SIEP implementation:

- Fall 2022: 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. Engage in school visits.
- January 2023: Mid-Point Check – review all school professional learning plans and provide feedback for next steps.
- February to May 2023: participate in professional learning with each staff to ensure that sessions are addressing student needs and school goals.
- June 2023: Principals report on progress to date and next steps as related to their school plan to their Field Supervisory Office, and begin planning for the upcoming year.
- June (end): Field Superintendents will present a summary of final progress for the schools in their area at Education Council.

## **F. CONCLUDING STATEMENT**

This report is for the information of the Board of Trustees.