



REPORT TO

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

TCDSB K-12 PROFESSIONAL DEVELOPMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL BEING 2015-2016

"Let the wise hear and increase in learning, and the one who understands obtain guidance"
Proverbs 1:5

Created, Draft	First Tabling	Review	Approval	Implementation
October 19, 2015	November 4, 2015	Click here to enter a date.	Click here to enter a date.	Click here to enter a date.

D. Koenig, Superintendent of Curriculum and Accountability
N. D'Avella, Superintendent of Student Success
L. Di Marco, Superintendent of 21st Century Learning
V. Burzotta, Superintendent of Student Success, School Support Lead

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 rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity



G. Poole
Associate Director of Academic Affairs

A. Sangiorgio
Associate Director of Planning and Facilities

Angela Gauthier
Director of Education

A. EXECUTIVE SUMMARY

This Information Report, for the consideration of the Board, provides an overview of the K-12 professional development (PD) plan for teachers to support student achievement. The plan outlines the use of Ministry funds to support professional learning in the TCDSB. The teacher PD initiatives reflect the Multi-Year Strategic Plan (MYSP) priorities and the Board Learning Improvement Plan (BLIP) goals.

B. BACKGROUND

1. Each year central staff reviews board data with our research staff to determine our progress toward the achievement of the priorities articulated in the MYSP and the goals within the BLIP.
2. Based on the patterns, trends and needs identified in the data, professional development and learning sessions are developed to support improved student achievement and well-being.
3. The plan is informed by input from students, parents, teachers, federations, principals, and superintendents.
4. With the current change in Board structure and the reductions in funds allocated to professional development, the PD plan has integrated key concepts from the Ministry document entitled Strong Districts and Their Leadership. Moving from a good to great school system depends on a devolution of direction from the centre. The senior team has developed a graphic representation of a professional learning and school support model to highlight this key concept (Appendix A). This PD plan supports the principal as the instructional leader in the school and provides resources for the school improvement team to implement a school improvement plan that establishes ambitious but realistic student performance standards. The principal will include teachers in instructional improvement work and assist them in developing understandings of powerful and precise instruction for students.
5. All schools are required to complete a Professional Learning Form (Appendix B) that describes the school's urgent critical student learning need based on school data analysis. The Professional Learning Form includes the school's plan to address this particular student learning need. Code days will be differentiated based on need

to support the schools in attaining their student learning goals for the 2015-2016 school year (Appendix C 1-8). Professional learning related to improving teaching practice to address student learning needs will be conducted at each school under the direction of the principal. Networks based on similar student needs may be formed to allow for greater collaboration amongst staff. Resource staff will be available as supports to these schools and also to any established learning networks.

6. Upon the completion of each professional learning session conducted at the school level, schools will be responsible for submitting a reconciliation form to outline the learning goals and the agenda for the usage of these allocated code days (Appendix D). Area Superintendents will monitor the achievement of the learning goals and schools will provide evidence of student improvement to the Superintendent during their annual school learning improvement plan visits.
7. The main foci of our BLIP and hence our PD plans include:
 - a) A culture of high expectations that supports the belief that all students can learn, progress and achieve so that we can reduce the gaps in numeracy and literacy.
 - b) Collaborative inquiries for staff and students. Support will be given to create and implement learning cycles which will use data and evidence to guide Professional Learning Teams in the identification of high yield learning strategies that address student learning needs.
 - b) Coherence and alignment in our work related to supports provided to improve student learning needs.
 - c) Building curriculum leadership capacity in our system through the inquiry process.
8. The K-12 PD plan for 2015-2016 is multi-faceted and has the following components:
 - a) PD for teachers in the Early Years Program (Appendix E)
 - b) PD for Teachers K-6 in Literacy (Appendix F) and Numeracy (Appendix G)
 - c) PD for Teachers 7-12 in Literacy (Appendix H) and Numeracy (Appendix I)
 - d) PD for cross panel professional learning (Student Success Learning Networks) (Appendix J)

- e) PD for School Administrators – Leading Student Achievement (LSA) K-8, Secondary Schools Principals’ meetings 9-12.
 - f) PD for Secondary Schools’ Department Heads and Principals
 - g) Student Success Initiative (SSI)
 - h) PD to support faith development, religion curriculum workshops, sacramental preparation and pastoral care
 - i) PD to support student and staff well-being (i.e. Stop the Stigma, Mental Health Strategy)
 - j) PD for Pathways Planning (K-12)
 - k) PD for Safe and Caring Schools
9. In addition to the above, we support schools through the District Reviews process, Student Work Study Schools, Early Primary Collaborative Inquiry, and Numeracy/Literacy PD for the New Teacher Induction Program.
10. Our planning and progress is shared with the Ministry and monitored by our own System Improvement and Monitoring Team.

C. CONCLUSION

This report is for the consideration of the Board.