

TCDSB 7 - 12 NUMERACY PROFESSIONAL LEARNING PLAN STOP, START, CONTINUE FOR 2015-2016

Goals	Initiative/ Subject	Details	Grades	# Schools	# Teachers	# Days	Time Lines	STOP, START AND CONTINUE
Develop understanding of mathematics program planning and instruction in relation to Ontario mathematics curriculum, EQAO assessment practices and board improvement goals, like LG, SC, DF	EQAO Assessment Analysis	Focus on organization, planning, teaching and assessment strategies in preparation for grade nine EQAO Assessment of Mathematics.	Gr.9	34 schools	1-2 teachers per school	4 days x 25 teachers = 100 teachers	Oct 2015, Feb 2016	Continue EQAO sessions with four sessions (two October and two February, two East and two West) that teachers participate.
		Gr 7/8 teachers analyse Gr. 3 & 6 EQAO data of their students to further inform and improve classroom strategies	7 - 8	N/A	PAL-sessions	4 days x 20 = 80 teachers	Oct 2015, Jan 2016	Start- one session per grade; low achieving schools; (2 sessions (7 and 8) in the West and 2 sessions (7 and 8) in the East)
		LG, SC, DF learning sessions	7-10	N/A	PAL-sessions	6 days x 25 teachers = 150 teachers	Oct 2015, Feb 2016 May 2016	Continue LG, SC, DF, sessions, (two Fall, two Winter, two Spring), (three East and three West)
Develop math content and pedagogical knowledge in relation to analysis and monitoring of student learning and achievement using collaborative inquiry study sessions with whole math department (division) and co-teaching.	Collaborative inquiry	Collaborative inquiry/ study sessions with math department.	7 – 10		15 to 20 teachers x 4 groups = 80 teachers	3 days per SSLN group	Oct 2015 to May 2016	Continue - high schools with their feeder schools (SSLN-grades 7, 8, 9 and 10) .
		This sessions are facilitated by numeracy resource team	7 - 10			3 day per group	Oct 2015 to May 2016	Continue – local or group of schools math professional learning sessions, 2-3 schools in a group - inquiry based learning, co-teaching.
Develop math content and pedagogical knowledge within the context of school and regional leadership contexts	Math Leadership	Learning session on math leadership strategies (e.g., math department heads sessions, math reps, and coaches).	7 -8	14 schools	14 teachers	3 days x 14 teachers = 42 days	Dec 2015 to June 2016	Start-
			9-12	34 schools	34 heads+ 34 numeracy leads	3 sessions from 2pm-4pm 3 x34x2=204 teachers	Sept 2015 Feb 2016 May 2016	Continue

APPENDIX I

Develop math content and pedagogical knowledge in relation to analysis and monitoring of student learning and achievement using focused learning sessions.	Focused Learning Sessions	Sessions, PAL sign-up, focused on hot topics; e.g., learning skills in mathematics, learning and teaching through problem solving, enrichment in mathematics, implementing technology in mathematics classrooms, learning trajectories, inquiry based learning lessons/units design, spiraling through curriculum-unit design)	Gr 7 - 12	192 schools	20 teachers per session= 9x 20x2= 360 teachers	9 topics x 2 sessions=18 days x20 teachers= 360 teachers	Nov 2015 to March 2016	-continue- learning skills in mathematics, learning and teaching through problem solving, enrichment in mathematics, implementing technology in mathematics classrooms, learning trajectories, inquiry based learning lessons -Start- units design, spiraling through curriculum-unit design
Investigate, study math content, implement related instructional strategies and analyze and monitor its impact on student learning and achievement; Summarize results of study and analysis in a curriculum resource document.	Math Working Group	Monthly sessions I-Pad in Mathematics	Gr. 7/8 Gr.9	10 elementary schools all high schools	20 teachers per session 20 teachers per session	20 x 4days =80 days (x 2 east and west) = 160 20 x 3 days = 60 days (x2 east and west) = 120	Sept 2015 to June 2016 Nov 2015 to April 2016	start - focus on division; grade 7 and 8; schools and teachers who are interested regardless of achievement, but group schools who are in common; 4 sessions with the last session as a local study (AMP) Continue to explore iPad apps and to plan math lessons using iPads
Develop strategies for using Knowledgehook web-based program for student self-directed learning and classroom instruction	Knowledge hook Implementation	Student and teacher use of web-based self-directed learning, practice and assessment program designed with gaming principles	Gr 9	9 schools	3 teachers x 9 schools = 27 teachers	2 days x 27 = 54 days	Oct 2015 to June 2016	continue- classroom visits, focus on teachers new to KN
Develop math content and pedagogical knowledge	OAME Local Conference Toronto Math AQ and ABQ Courses	Educator self-selected mathematics learning sessions (after school) – - 50% subsidization of AQ Senior and ABQ Intermediate Math	7 to 12 7 to 12	 N/A	2 teachers x 50 schools = 100 teachers 28 teachers	None None	Oct 2015 Year long	Oct 2015, May 2016 Sept 2014 to July 2015