

Appendix A

a) MATH SUPPORT: KINDERGARTEN TO GRADE 8

Supporting School Professional Learning Plans

- Resource teachers collaborate with principals – gathering and developing resources, analyzing data, developing PD opportunities for their staff.
- Resource teachers attend LSA and principal meetings for consultation.
- LSA and principal meetings are focussing on learning of mathematics, and how to transfer this understanding to staff.

New to Division PD (October)

- One-day sessions for teachers new to a division; 84 Primary/Junior/Intermediate teachers.
- Resource teachers lead sessions that focus on developing an understanding of mathematics program planning and instruction in relation to Ontario Mathematics Curriculum, EQAO assessment practices and board improvement goals such as learning goals, success criteria, and descriptive feedback.

EQAO Analysis PD (December)

- One day sessions for teachers new to EQAO – Grades 3 & 6; 120 teachers.
- Resource teachers lead sessions that focus on analysis of EQAO mathematics questions: analyze questions in all strand, look for trends, and identify characteristics of various levels of open-ended question achievement and ways to incorporate multiple-choice and open-ended questions into the daily math program.

Focused Learning Sessions – Individual and Multiple Schools as requested (Oct-May)

- Based on identified local needs, individual and multiple schools gather together to study math content (e.g., fractions, mental math, probability) or instructional strategies (e.g., learning goals, success criteria, descriptive feedback, 3-part problem solving)
- Professional learning is provided centrally by resource teachers, during the day - release time is provided centrally.

- Sessions may also be provided by resource teachers after school, lunch-and-learn, divisional meetings.

JUMP Math Schools (13 schools across the board)

- Resource teachers support the implementation of JUMP Math with teachers in Jump Math pilot schools.

Support for K and Gr 1 teachers

- Two sessions for combined Kindergarten / Grade 1 teachers; 30 teachers.
- Resource teachers support literacy and numeracy skills, mathematical thinking and mindsets.

Support for K-2 educators

- Series of 6 full-day sessions; 16 teachers and 6 Designated Early Childhood Educators (DECE).
- The focus of these learning sessions is on mathematical concepts and mindsets in primary-aged students.

Support for New Teacher Induction Plan (NTIP)

- 3 sessions for Primary, Junior and Intermediate newly hired teachers to be held in November, February, April.
- Learning sessions will be math study groups addressing curriculum needs in the Primary, Junior and Intermediate grades.

Mathematics Coaches

- 10 Coaches are assigned to the 8 families of schools.
- Coaches are allocated to schools, based on need, identified by local Superintendents. They provide support to grade 6 to 8 teachers to help improve student learning, including: co-planning and co-teaching with teachers, supporting students' mathematical thinking by asking effective questions, observing and recording students' mathematical thinking and sharing this with the classroom teachers, sharing resources on effective math strategies with teachers.

Mathematics Tutors

- 30-35 tutors are hired, in a Ministry of Education/TCDSB joint project. One or two tutors are assigned to elementary schools.

- Schools are selected for participation in this project, based on EQAO Grade 3 and Grade 6 achievement.
- Tutors are Faculty of Education candidates, qualified teachers, or university students and work with primary and junior students in the classroom, during literacy and numeracy blocks.

After School Literacy/Mathematics Program

- 60 elementary schools participate in the program – 30 for literacy, 30 for numeracy. Schools were selected based on low EQAO scores – schools volunteered for participation.
- The project is supported by a grant from the Ministry of Education – classrooms teachers conduct the program, twice per week, for 9 weeks.
- The mathematics program is offered to Grade 3 and Grade 6 students, free of charge. The focus of the program is to develop mental mathematics skills, problem solving, EQAO test taking skills, and mathematics across all strands.

b) LITERACY SUPPORT: KINDERGARTEN TO GRADE 8

Supporting School Professional Learning Plans

- For schools that have identified Literacy as their urgent critical need – schools will be provided with teacher release days to support this learning. The number of days will be differentiated based on need.
- Resource teachers will support instructional leaders in developing professional learning opportunities for teachers including co-planning to meet the needs of students.

New to division

- Sessions in October for teachers new to the primary, junior, or intermediate division; 255 teachers new to division.
- During these sessions, resource teachers support teachers new to their division; curriculum, assessment, programming, planning, learning environment, inquiry.

New to EQAO Grades 3 & 6

- One day sessions for Primary and Junior teachers; 120 teachers – teacher release time is provided.

- Resource teachers support teachers new to EQAO in Grades 3 and 6 in the administration of the assessment, curriculum connections to EQAO, and planning literacy programs for the development of skills and strategies related to EQAO.

Focused Learning Sessions - Individual Schools as requested (Oct-May)

- Based on identified local needs, individual schools staff gather together to study curriculum content or instructional strategies.
- During these sessions, resource teachers provide support after school, lunch-and-learn, divisional meetings.

Literacy Representatives

- Three meetings per year are held to support literacy leads in all elementary schools.
- During these meetings, resource teachers provide information, share strategies, review new materials including interactive and hands-on presentations and an open forum for schools to present needs.

Grade 7-9 Learning Series

- Three separate series – three days each for teachers in Grades 7-9 to help students develop literacy skills through student voice, student inquiry, learning skills, collaborative and cooperative learning, and 21C skills and competencies.
- All sessions are curriculum based, focussed on student inquiry and serve to bridge the gap between elementary and secondary schools.