



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 2016-2017

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

Created, Draft	First Tabling	Review
October 24, 2016	November 3, 2016	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, 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 resources to support professional learning in the TCDSB. The teacher PD initiatives reflect and support the Multi-Year Strategic Plan (MYSP) priorities and the Board Learning Improvement Plan (BLIP) goals.

The cumulative staff time dedicated to developing this report was 66 hours.

B. PURPOSE

This report is intended to outline the key professional development initiatives undertaken by staff to support its Board Learning Improvement Plan.

C. BACKGROUND

1. **Spring 2016** – Professional development planning begins for the 2016-2017 school year. Consultation occurs with federation partners at joint professional development committees.
2. **Fall 2016** – Plans are revised as per any new ministry announcements, and then implemented.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Each year central staff reviews board data with Research staff to determine the progress toward the achievement of the priorities articulated in the MYSP and the goals within the BLIP. In addition the professional development plan incorporates professional learning support for key Ministry Initiatives. For the 2016-2017 school year, PD plans reflect professional learning required to support Ontario's Renewed Mathematics Strategy.
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. Under the current Board structure and the continued 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.

<https://education-leadership-ontario.ca/en/resource/strong-districts-their-leadership/>

5. The current delivery model for professional development hinges on the local identification of professional learning needs. This PD model 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.
6. All schools are required to complete a Professional Learning Form (**Appendix A**) 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. A key focus for the 2016-2017 school year will be numeracy across the curriculum.

RMS-Specific PD Initiatives

7. The Ontario Ministry of Education's Renewed Mathematics Strategy (RMS) is committed to helping all students gain the mathematics knowledge and skills they will need for the future. The strategy offers support to all schools of the board differentiated on the basis of need as determined through achievement on the EQAO Assessment of Mathematics. The following are key strategies for RMS-specific professional development:
 - Release days for the Implementation of the learning cycle – Achieving Excellence in Applied Classrooms (AEAC)

- Fall Regional Professional Development Sessions: School Improvement Teams (principals, student success teachers, guidance counsellors, special education teachers, numeracy leads, literacy leads, geography teachers) focus on strategies for promoting literacy across the curriculum.
 - Professional Learning Sessions for grade 9 and 10 Math teachers: Teachers will work collaboratively, on the effective assessment and analysis of student work, plan instruction in response to students' strengths and needs, and share evidence of informed instructional strategies.
 - Numeracy-focused Student Success Learning Networks (SSLN): SSLN's will promote collaboration between panels and improve teacher efficacy through cross-panel, numeracy-focused professional learning (grade 6-9 teachers).
 - Professional development to refine Assessment FOR/AS/OF learning: Teachers will focus on learning skills in mathematics, learning and teaching through problem solving, integrating technology (the use of iPads in applied mathematics classrooms, learning trajectories, inquiry-based learning lessons/units design, and spiralling through curriculum-unit design.
 - Two EQAO sessions in October with focus on organization, planning, teaching and assessment strategies in preparation for grade nine EQAO Assessment of Mathematics.
 - In-depth analysis of EQAO School Item Information Report (IIR) results takes place (e.g., EQAO Grade 9 Applied and Academic math results, Open Response and Multiple Choice questions, Tracking a Cohort's Achievement, etc.) Schools will address the overall and specific mathematics curriculum expectations identified as critical learning needs of students.
8. Code days (release days for teacher professional learning by providing an occasional teacher) will be differentiated based on need to support the schools in attaining their student learning goals for the 2016-2017 school year (**Appendix B 1-8**). Professional learning related to

improving teaching practice to address student learning needs will be conducted at each school under the leadership 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.

9. 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 C**). 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.
10. The main foci of our BLIP and hence our PD plans include:
 - a) A culture of high expectations supporting 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.
 - c) Coherence and alignment in the work related to supports provided to improve student learning needs.
 - d) The promotion of numeracy across the curriculum and the implementation of Ontario's Renewed Mathematics Strategy.
 - e) Building curriculum leadership capacity in the system through the inquiry process.
11. The K-12 PD plan for 2016-2017 is multi-faceted and has the following components:
 - a) PD for teachers in the Early Years Program (**Appendix D**).

- b) PD for Teachers K-6 in Literacy (**Appendix E**) and Numeracy (**Appendix F**).
 - c) PD for Teachers 7-12 in Literacy (**Appendix G**) and Numeracy (**Appendix H**).
 - d) PD for cross panel professional learning (Student Success Learning Networks) (**Appendix I**).
 - 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) The former Student Success Initiative (SSI) has been replaced with the Ministry of Education’s initiative, “Achieving Excellence in Applied Courses” (AEAC).
 - h) PD to support faith development, religion curriculum workshops, sacramental preparation and pastoral care.
 - i) PD for Pathways Planning (7-12) (**Appendix J**).
 - j) PD to support student and staff well-being (i.e. Stop the Stigma, Mental Health Strategy) through our Catholicity, Community, Culture and Caring (CCCC) program, (7-12) (**Appendix K**).
 - k) PD for Safe and Caring Schools (**Appendix L**).
12. TCDSB21C will continue to offer professional development through the 21C Innovators program, New Teacher Induction Program, and through the work of various central academic resource departments (such as literacy and numeracy). Regular workshops continue to be offered to support the use of the Growing Success Elementary Report Card and Webmarks for Secondary Teachers. Google Apps for Education will be promoted through departmental and cross departmental Professional Development work. The 21C department will support other departments in this work. Other workshops to support curriculum through the use of technology are planned. These will be offered based on consultation with various user groups.

13. TCDSB21C team will support local initiatives such as Robotics programs, coding activities, experiential learning, and expanding secondary school curricular programs such as Science-Technology-Engineering-Mathematics (STEM).
14. Professional Development will be offered through the Special Education Amount Assistive Technology Team to support staff who work directly with students who receive technology through the SEA grant process.
15. In addition to the above, schools are supported through the School Effectiveness Framework (SEF) - District Review Process.

E. CONCLUDING STATEMENT

This report is for the consideration of the Board.