



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 2017-2018

*I can do everything through Him who gives me strength.
Philippians 4:13*

Created, Draft	First Tabling	Review
October 23, 2017	November 2, 2017	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 key 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 72 hours.

B. PURPOSE

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

C. BACKGROUND

1. **Spring 2017** – Professional development planning begins for the 2017-2018 school year.
2. **Fall 2017** – Plans are revised as per any new ministry announcements, and then implemented.
3. **Consultation** occurs with federation partners at joint professional development committees.
4. At the Corporate Services, Strategic Planning & Property Committee meeting of the Board on Thursday October 12, 2017 there was a motion by the board:
 - a. That the Professional Development report that is coming back in November include a breakdown of major strands for Grades 3, 6, and 9 mathematics and a plan for how we are seeking to increase the percentage of students that have an understanding of the learning expectations
 - b. That we include a breakdown of students at all levels on a cohort basis from the past 5 years
 - c. That the report include how trustees could assist to improve math scores.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The plan is informed by input from students, parents, teachers, federations, principals, superintendents and trustees.
2. In response to the question of how Trustees can assist to improve math scores:
 - i. In all public meetings and conversations, it is important that we (all adults, not just trustees or staff) have a positive response to mathematics. An example would be rather than saying I was never good at mathematics, make a comment about how math is important and relevant to everyday life.
 - ii. Advocate to the Ministry for continued and additional support (human resources) to facilitate focused intervention at the classroom level.
 - iii. Trustees will receive a toolkit with information that can be used in meetings, conversation and newsletters to emphasize the importance for parents to:
 - a) be positive role models and show that you value Math
 - b) learn along with your child (having your child explain their learning to you helps them to deepen their understanding)
 - c) talk about Math in the world around you (during meals and when shopping read nutrition labels and discuss; when cooking/baking from a recipe measure quantities; when shopping estimate total cost before getting to the cash register, etc.)
 - d) focus on vocabulary words related to math (eg. Greater than, simplify, evaluate, etc.)
 - e) read charts, tables and. schedules with your child
 - f) select reading material that includes math vocabulary
 - g) use Ministry provided online resources (Math Homework Help <https://homeworkhelp.ilc.org/>, Edugains Math Tips for Parents www.edugains.com, *Doing Mathematics with your your Child*, <http://www.edu.gov.on.ca/eng/literacynumeracy/parentGuideNumEn.pdf> etc.)

- h) use online applications or tablet applications that reinforce math skills (eg. Prodigy, etc.)
3. 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 2017-2018 school year, PD plans also reflect professional learning required to support Ontario's Renewed Mathematics Strategy. The data that is being used to inform Professional Learning Plans in the TCDSB can be found in **Appendix M**.
 4. 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.

From **Appendix M, section 1**: the EQAO Item Information Report (IIR) analysis reveals the following with regard to achievement chart categories and the mathematical strands:

Primary – Open response questions continue to be an area of need, as do the categories of Thinking and Application. Strong performance in the category of Knowledge and Understanding.

Junior – Strand of greatest strength is Number Sense and Numeration. The following strands continue to be areas of need: 1. Geometry and Spatial Sense; 2. Patterning and Algebra; and 3. Data Management and Probability. Strong performance in the category of Knowledge and Understanding while Thinking and Application continue to be categories for improvement.

Grade 9 (Academic) – Strands requiring further improvement 1. Measurement and Geometry; and 2. Linear Relations. Thinking presented as the category in which students struggled the most.

Grade 9 (Applied) – Students had difficulty with both multiple choice and open response questions. Better performance in the category of Knowledge and Understanding. Thinking continues to be a category requiring considerable improvement. Application is also a category requiring further improvement to a slightly lesser degree than Thinking.

5. From **Appendix M, section 2**: The breakdown of students in each of the levels of achievement over 5 years shows the following:

Primary Math

- Percentage of students at Level 4 has remained stable
- Percentage of students at Level 3 has decreased
- Percentage of students at Level 2 and Level 1 has increased

Junior Math

- Percentage of student at Level 4 and Level 2 has remained stable
- Percentage of students at Level 3 has decreased
- Percentage of students at Level 1 has increased

Grade 9 Academic

- The percentage distribution across levels has remained consistent for all levels

Grade 9 Applied

- Percentage of students at Level 1 and Level 3 has remained stable
- Percentage of students at Level 2 has decreased
- Percentage of students at Level 4 has increased.

6. Cohort data is a collection of data for a group of students for which you have data for more than one year of assessment for the purpose of comparison (eg. data available for a group of students when they were in Gr 3 and then in Gr 6, etc.) Cohort Data from the last five years can be viewed in **Appendix M, Section 2**.
7. 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 understanding of powerful and precise instruction for students. Central staff support local school professional learning.
8. 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 2017-2018 school year will be numeracy across the curriculum.

9. 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 2017-2018 school year (**Appendix B**). 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.
10. 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.
11. Superintendent school visits to monitor progress of School Learning Improvement Plans. Superintendents to report back to Education council, to inform dialogue for next steps for the system in terms of supporting student needs.
12. Numeracy-focused Student Success Learning Networks (SSLN) will promote collaboration between panels and improve teacher efficacy through cross-panel, numeracy-focused professional learning (grade 7-10 teachers).
13. **New this year:** To ensure equity of outcomes, Culturally Responsive Teaching and Learning is a focus of all centrally delivered professional learning. It is important to improve student engagement by ensuring that all resources used in our schools and work reflect the identities of our diverse population of students.
14. **New this year:** Assessment for Learning strategies will be reinforced through all centrally provided professional learning to ensure that all student needs are met. Gathered information from these strategies will be used to inform next steps in instruction.

15. **Renewed Math Strategy-Specific PD Initiatives (Elementary)**

- Schools identified as requiring intensive support (9) receive the support of a Math Facilitator to assist in identifying learning needs and to work with teachers to implement evidence-based strategies
- Schools identified as requiring increased support (31) and intensive support (9) have of a Numeracy and Literacy Coach assigned to work in Grade 6-8 classes to assist with focused intervention strategies in math and literacy
- Each school has identified 1-3 mathematics lead teachers (depending on school size). Each math lead has 5 release days to plan and support the urgent critical learning needs of the school.

New this year:

- Principal Math Instructional Coach to assist Principals in identifying areas of need in mathematics and to plan strategies and professional learning sessions for the staff.
- Fifth Block Primary Literacy Intervention Program (42 schools, increased significantly from last year) was rewritten in the summer to include text and vocabulary to assist with understanding of mathematics and numeracy.
- Small school support (for 33 schools that were too small to receive a Fifth Block Allocation). These schools receive the support of resource teachers to introduce strategies from the Fifth Block program into primary classrooms for students who require literacy and numeracy intervention.
- JUMP math sessions will be planned for Gr 3 and 6 teachers, Principals and Superintendents from the JUMP math pilot schools (14) to unpack EQAO data and identify gaps that need to be addressed in the area of thinking and application mathematics questions.
- Increased and intensive support schools will be receiving Mathology resources to use in Grade 1 and other primary classes

as necessary. Workshops will be offered to support the implementation of this resource.

- Professional learning sessions for Gr 7-8 teachers focusing on refining literacy skills while solving EQAO mathematical questions and
- Professional learning sessions for Gr 7-8 teachers focusing on intervention strategies in mathematics
- Special Services Assessment and Planning Teachers (APTs) will be trained in the use of PRIME. PRIME is a diagnostic tool that helps to identify the phases of development that students go through while learning key math skills, in order to plan next steps. By introducing this to the APTs, they will be able to reinforce the use of this resource with the staff and students with whom they work. This resource was supplied to all schools last year and all math leads were trained in the utilization of this program.

16. **Renewed Math Strategy-Specific PD Initiatives (Secondary)**

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, technological education teachers) focus on strategies for promoting numeracy across the curriculum and assessment for learning strategies.
- 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.

- 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.

New this year:

- Redistribution of AEAC release days to give more central support to intensive support schools (4) and increased support schools (21) to focus on intervention strategies
- Technological Education teachers will be offered a workshop on numeracy across their specific curriculum area (construction, automotive, communications technology, hospitality, etc.)
- Introduction of Ontario College Math Test Diagnostic and Remediation Online Tool, as part of an Ontario Centres of Excellence \$250 000 grant in partnership between Humber College, TCDSB and Vretta Inc.
- Expansion of the implementation of Numeracy Across the Curriculum for all disciplines (Guidance and numeracy, Pathways and numeracy, etc.)
- The Annual Department Heads Symposium will focus on Culturally Responsive Pedagogy and Assessment for Learning.
- Expansion of grade 9 Applied Math initiative where students have the option to enrol in MAT1L (Locally Developed Math Course) in

Semester One and then MFM1P (Applied Level Math Course) in Semester Two.

17. The K-12 PD plan for 2017-2018 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**).
 - l) Special Education Specific PD for staff (**Appendix N**).

18. 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. Other areas of focus will include: robotics, coding activities, maker, experiential learning, and Science-Technology-Engineering-Arts-Mathematics (STEAM) related programming.
19. 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.
20. In addition to the above, schools are supported through the School Effectiveness Framework (SEF) - District Review Process.

CONCLUDING STATEMENT

This report is for the consideration of the Board.