

2018-19 WOTP English Teacher PDIG -- Final Report

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Project Description:

The WOTP English Teacher PDIG was carried out in the nature that was originally intended. Some elements were added to the original plan to meet the specific needs of the group, but the heart of the plan remained on course. The heart of the original plan was **to empower teachers to meet their students' literacy needs**. Over the course of the PDIG, the teachers requested more information on the following topics:

- Supporting students with language disorders
- IEPs
- Assistive Technology
- Confidential Files
- Second Language learning

From this, I reached out some of my consultant colleagues (Assistive Tech & ALDI, IEPs, etc.) as well as the Center of Excellence for Speech and Language to fit these topics into the PDIG.

Caroline Erdos proved to be a tremendous ally as her role of ALDI Coordinator aligned with the fact that WOTP teachers are also resource teachers. It is an understatement to state that she brought a wealth of expertise throughout this PDIG process.

WOTP students' literacy remained at the forefront of the PDIG by presenting the "Supporting Struggling Readers" information in Day 1. The additional topic exploration then enriched this original theme.

A BRIEF Synthesis of Journal Entries (further details found in PDIG Journaling):

Day 1 (September 5)

- 1) Caroline Erdos presents: "Supporting Struggling Readers " session 1

Day 2 (Sept 17)

- 1) Struggling Readers review questions 1 to 6 slide
- 2) Review denormalized Confidential file. Share exemplars of what to look for in confidential files / IEPs to identify students specific area(s) of difficulty (decoding, reading comprehension, etc...)

Day 3 (Oct 3)

1. CE: "Supporting Struggling Readers -- part 2"

2. CE: Corrective Feedback
3. Conf files/ planning stations to meet student needs.

Day 4 (Oct 15)

1. **RON Turchyniak (IT consultant): Assistive Technology to Support Students with Learning Difficulties**
2. **Caroline (pm): Multilingualism and transfer**

Day 5 (Oct 31)

Center of Excellence presentation: "Supporting Students with Code 34 in the Classroom"

Day 6 (Nov 14)

1. Code 34 presentation follow-up
2. Caroline: Confidential File Cheat Sheet
3. Jenny Svetec (Spec Ed consultant): IEPs
4. Ron: Assistive Tech follow-up

Challenges:

The key challenge to my original proposal is that the teachers involved in the PDIG will not be able to present at the MEES WOTP Mentoring session on April 10 as planned. Although the PDIG will not be shared with the greater WOTP community in this way, the teachers who were going to present did benefit from preparing their presentation and consolidating the knowledge gained through the PDIG in this way. (presentation attached).

Project Goals:

My original goal that was approved for this PDIG is as follows:

"Students who go into WOTP are 15 years + and often have not felt successful with reading and writing experiences. This is extremely demotivating for them and if their needs are not met adequately, they continue to experience failure and often drop out of school. This is such a shame. **My goal is to help teachers develop skills to support these at risk learners so that the students can experience success in school and ultimately, in life. The knowledge and information explored and discovered throughout this PDIG will be able to be shared with the greater Quebec community when it is shared at the quarterly MEES organized WOTP Mentoring: Communities of Practice (Teachers teaching Teachers component) and at the DEEN CREATE meetings.**"

Did the PDIG meet these goals? Yes. This PDIG certainly did **help teachers develop skills to support at risk learners** (See *Project Outcomes* below for skills developed). The teachers involved came together as a community to explore their students' needs and were highly invested in developing their skills and putting them into practice between meetings.

Due in part to scheduling restrictions and in another part to the fact that my dossiers as a consultant changed to no longer hold WOTP, the goal of being able **to be shared with the greater Quebec community when it is shared at the quarterly MEES organized WOTP Mentoring: Communities of Practice (Teachers teaching Teachers component) and at the DEEN CREATE meetings**, could not however be met. So although this was a very powerful model of professional development for the teachers involved, the greater WOTP community did not get to benefit as I'd hoped. Participants are however encouraged to share with their school teams. Also, one member did help to present the PDIG to the Resource Teacher Network that took place on February 11, 2019, helping to bring the PDIG to another SWLSB community.

All resources and materials used to present new information (attached to report) were shared with participants via our PDIG 2018-19 Outlook group. Some of which are shared on the Sir Wilfrid Laurier School Board Pedagogical Services web page.

Project Outcomes

First and foremost, the teachers involved gained skills in the area of **supporting struggling readers**.

To enrich this, they also gained skills in the following areas:

- Reading, understanding and using students' confidential files.
- Providing corrective feedback
- Supporting Multilingual students
- Supporting students with Assistive Technology
- Supporting students with language impairments (code 34)
- Understanding IEPs

Not to mention that the teachers have created a fantastic support system among themselves.

Reinvestment

By improving their skill to support struggling readers, these teachers will have a hugely positive impact on their WOTP students for years to come. They are now equipped with the skills to be key teachers in their school's WOTP team and advocates for all students who pass through their school's WOTP program. The teachers who were expecting to present at the MEES WOTP Mentoring session, have a presentation that they would be happy to present, perhaps at one of next year's sessions, should the greater WOTP community be interested.

In my and the teachers involved, opinion, this PDIG was highly beneficial (see attacher PDIG evaluation forms). The involvement of Caroline Erdos was absolutely enriching. In her current

role of ALDI Coordinator, she would be happy to consult/ share her expertise with teams in all of the English School Boards of Quebec.

We were very lucky to have 6 days to work on this PDIG. Even more time would be the only thing that could have made it even better. More time would have allowed us to go into each other's classrooms to model or observe the application of the new skills acquired. This hands on component would have been very enriching.