

2018-19 Resource Teacher Learning Community PDIG -- Final Report

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Project Description:

The Resource Teacher Learning Community 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 bring Resource teachers together to enrich their knowledge and develop a learning community**. The topics outlined in the original PDIG application included RTI, Supporting Struggling Readers, Assistive Technology, IEPs, etc. Over the course of the PDIG, the teachers requested more information on the following topics:

-Confidential Files

-Second Language learning

To meet my originally proposed goals and to address their requests, 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 properly present these topics in the PDIG. ALDI's Caroline Erdos proved to be a tremendous ally and wealth of expertise throughout this PDIG process.

All teachers involved in this PDIG had attended one of the previous sessions of "Supporting Struggling Readers" given by Caroline Erdos. Therefore on Day 1, we reviewed this content and set out a plan for topic exploration that enriched this original theme.

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

Day 1 (Sept 14)

- 1) **Jenny Svetec (Spec Ed consultant): Present on the Resource Teacher role**
- 2) Review/ discussion of RTI (resource =Tier 2)
- 3) "Struggling Readers" review questions 1-6.
- 4) **Review denominalized confidential file.**

Day 2 (Sept 28)

1. **Jenny Svetec(Spec Ed consultant): How to use file info to build IEPs.**
2. **"The Golden Rules of Resource" + "Target the Problem"**
3. **CE: "Supporting Struggling Readers -- part 2"**

Day 3 (Oct 12)

1. **Multilingualism & Transfer & Confidential File Cheat Sheet :CE**
2. Confidential File reviews

Day 4 (Oct 25)

1. **Adriana Pace (Sanctions consultant) : adaptations, modifications & exemptions**
2. **Caroline (pm):WIAT-II + Numeracy presentation & Corrective Feedback & discuss**
3. Confidential File reviews

Day 5 (November 2)

- 1) **CENTER OF EXCELLENCE presentation “How to best support Students with Code 34”**

Day 6 (November 23)

1. **Ron Turchyniak (IT Consultant): Assistive Technology to Support Students with Learning Difficulties**
2. **Caroline : CELF-5**

Dec 19 follow-up: Lise, Melissa & RTN prep

Feb 11: Resource Teacher Network presentation

Challenges:

Not so much a challenge as a disappointment, was the fact that fewer resource teachers from across the board were present for the SWLSB Resource Networking session on February 11. Regardless of the numbers, it was the perfect opportunity for the teachers who presented the PDIG to reinvest and consolidate their learning from the PDIG.

Project Goals:

My original goals that were approved for this PDIG are in **bold** as follows:

“ There is a need for **collaboration and overall professional development among resource teachers**. English Resource teachers in our school board tend to be hired for the position without having received specialized training. Because of this, resource teacher are often hungry for knowledge to be able to **support their students with learning difficulties**. Resource teachers in the SWLSB have expressed a need for professional development in the areas of: supporting students coded 34 (language disorder), supporting students who struggle with reading, Assistive Technology to support students with learning difficulties, supporting students with Math difficulties & the Response to Intervention model. The **knowledge gained by the teachers in this PDIG will be shared at our bi-annual Resource Teacher Network meeting to benefit the other resource teachers** in our school board. Furthermore, the **knowledge will be shared with the ALDI Initiative and offered to the other English school boards across the province that the ALDI Initiative supports..”**

Did the PDIG meet these goals? Yes. This PDIG certainly did help the teachers involved develop knowledge and skills in the areas they requested to meet their students' needs (See *Project Outcomes* for more information). The teachers involved came together as a community to explore topics related to their students' needs and were highly invested in developing their skills and putting them into practice between meetings.

All resources and materials used to present new information to the teachers (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.

On February 11, during the SWLSB Resource Teacher Network meeting, the teachers involved in the PDIG presented the topics & skills that they learned through the PDIG to other resource teachers.

Caroline Erdos, the ALDI coordinator is very happy to work similarly with the other school boards she supports across Quebec.

Project Outcomes:

The teachers involved gained skills in the following areas:

- Supporting struggling readers (Identifying & Intervention)
- 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, adaptations, modifications, flexible pedagogy
- Numeracy & Math resource support

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

Reinvestment:

By improving their skills in the above mentioned areas, these teachers will have a hugely positive impact on their students for years to come. They are now equipped with the skills to be key teachers in their school and advocates for all students. By presenting at the SWLSB Resource Teacher Network session, the PDIG teachers shared their knowledge with others and reinvested and consolidated the learning for themselves.

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 given us the opportunity 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.