



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

Teaching Learning Critical Pathways (TLCP):
An Investigation into the Implementation of TLCP

Prepared by ...

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Background:

The Niagara Catholic District School is a participating member of the Leading Student Achievement initiative (LSA). The LSA is a collaborative venture between the Catholic Principals Council of Ontario, the Ontario Principals Council, the Association des direction et directions adjointes des écoles franco-ontariennes, and the Literacy and Numeracy Secretariat. As part of its LSA project, the Niagara Catholic District School Board had 5 Lead LSA Principals who coordinated LSA initiatives within the school district.

During the 2008 – 2009 school year, the LSA focussed on the development of TLCP practices within its participating school districts. The use of TLCP within classrooms is supported by LNS in its publication “Teaching-Learning Critical Pathways: a *Suggested Model for Ontario Professional Learning Communities* (June, 2008). In this document, the LNS states:

“The teaching-learning critical pathway (TLCP) is one model for learning and inquiry that holds a great deal of promise for improving student learning. In Ontario, it has been adapted and piloted with a number of Ontario Focused Intervention Partnership (OFIP) schools where many superintendents, principals and teachers credit improvements in student achievement to its use.”

The five LSA Lead Principals, along with a TLCP lead teacher from their school, participated in LSA TLCP regional workshops. After the first workshop on TLCP, a six week period past before the second workshop took place. The LSA Lead Principal with their TLCP lead teacher facilitated the TLCP process within their own schools.

According to the LNS, the TLCP process is divided into three stages and these are indicated in the excerpt below (LNS – TLCP, June 2008).

“First Stage – Setting Up the TLCP

1. Gather evidence.
2. Determine area of greatest need.
3. Build clusters of expectations related to the area of greatest need.
4. Review current practice.
5. Design classroom assessments.

Second Stage – TLCP Actions

1. Plan a six-week teaching block and build collective understanding about how you are going to teach it.
2. Share evidence of student learning (PLC “check-ins”)
3. Have students complete the agreed-upon culminating task.

Third Stage – Outcomes of the TLCP

1. Conduct teacher moderation.
2. Set up reflection session.”

“The basic idea of the pathway is that classroom practice can be organized in a practical, precise and highly personalized manner for each student, with the intended

outcome being increased achievement for all students. The model which sequences the work of each PLC is an organizer for deep learning and inquiry. However, it should be noted that a teaching-learning pathway is not simply a technical exercise. It also involves new ways of working together” (LNS – TLCP, June 2008). As such, once the five LSA schools completed the TLCP cycle, these schools were partnered with additional schools within the district forming a TLCP network of schools.

The funding for this Action Project was provided by the London Region MISA PNC.

Purpose:

The purpose of this TLCP investigation is to measure the how TLCP facilitates student instruction, student learning, and the development of Professional Learning Communities.

Methodology:

An invitation to those teachers who participated in the TLCP program was sent out via an email invitation to School Principals who forwarded the invitation to TLCP participating teachers. Within the email was a link for teachers to access an online survey. The survey was presented using the Survey Monkey platform. The survey was administered at the completion of the six week TLCP cycle. The following are questions contained in the survey:

1. Prior to these networking sessions, what was your knowledge of the Teaching Learning Critical Pathways?
2. By participating in the Teaching Learning Critical Pathways Network Sessions, do you believe that these network sessions facilitate the development of Teaching Learning Critical Pathways knowledge?
3. By participating in the Teaching Learning Critical Pathways Network Sessions, do you believe that these network sessions facilitate the implementation of Teaching Learning Critical Pathways within your classroom?
4. Teaching Learning Critical Pathways has facilitated student learning. To what extent do you agree with this statement?
5. Do you believe that the Teaching Learning Critical Pathways has facilitated the ongoing development of Professional Learning Community at your school?
6. Do you believe that the Teaching Learning Critical Pathways has fostered professional communication between schools?
7. As a result of the Teaching Learning Critical Pathway Initiative, teachers are better able to use the curriculum documents in the clustering of expectations. To what extent do you agree with this statement?

Results

The responses to the survey questions listed above are presented in the Table 1 – Survey Responses.

TABLE 1 – Survey Responses

Prior to these networking sessions, what was your knowledge of the Teaching Learning Critical Pathways?		
Answer Options	Response Frequency	Response Count
no knowledge	47.7%	37
very little knowledge	31.4%	25
some knowledge	19.8%	15
extensive knowledge	1.2%	1
<i>answered question</i>		78
By participating in the Teaching Learning Critical Pathways Network Sessions, do you believe that these network sessions facilitate the development of Teaching Learning Critical Pathways knowledge?		
Answer Options	Response Frequency	Response Count
yes	96.2%	75
no	0.0%	0
not sure	3.8%	3
<i>answered question</i>		78
By participating in the Teaching Learning Critical Pathways Network Sessions, do you believe that these network sessions facilitate the implementation of Teaching Learning Critical Pathways within your classroom?		
Answer Options	Response Frequency	Response Count
yes	93.6%	73
no	1.3%	1
not sure	5.1%	4
<i>answered question</i>		78
Teaching Learning Critical Pathways has facilitated student learning. To what extent do you agree with this statement?		
Answer Options	Response Frequency	Response Count
agree	50.0%	39
somewhat agree	43.6%	34
somewhat disagree	1.3%	1
disagree	0.0%	0
not sure	5.1%	4
<i>answered question</i>		78

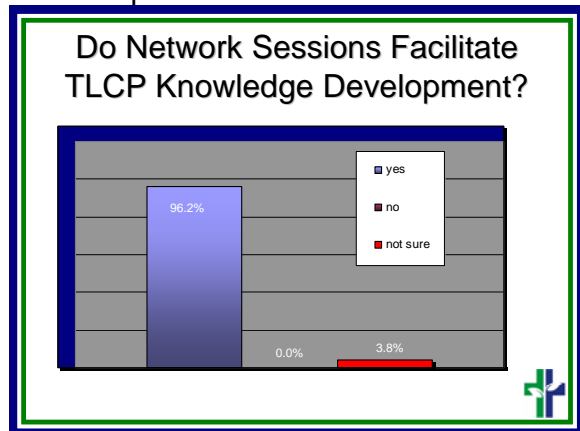
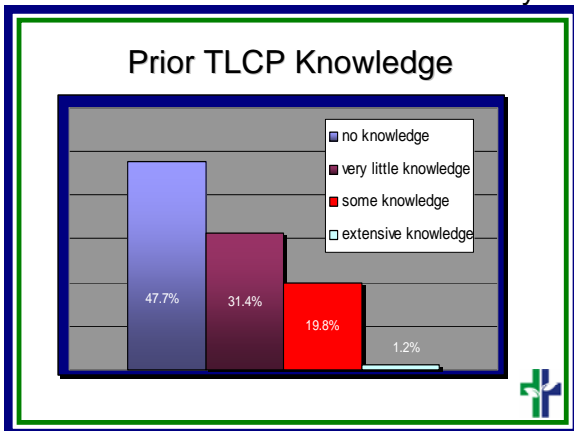
Do you believe that the Teaching Learning Critical Pathways has facilitated the ongoing development of Professional Learning Community at your school?		
Answer Options	Response Frequency	Response Count
yes	87.2%	68
no	3.8%	3
not sure	9.0%	7
<i>answered question</i>		78

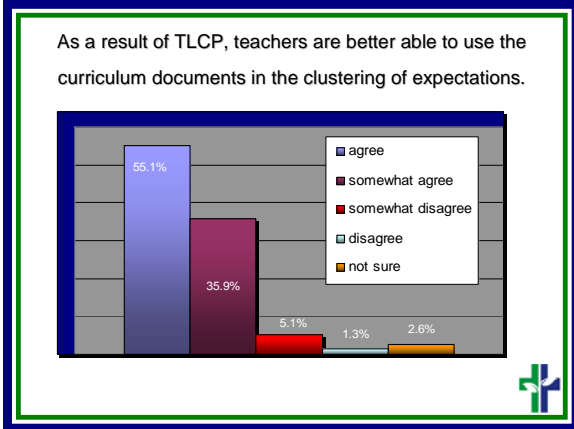
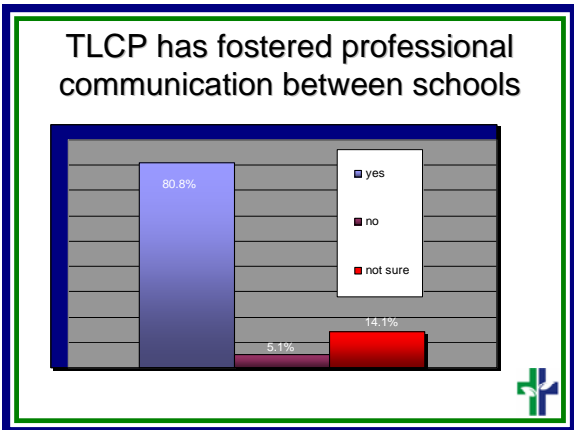
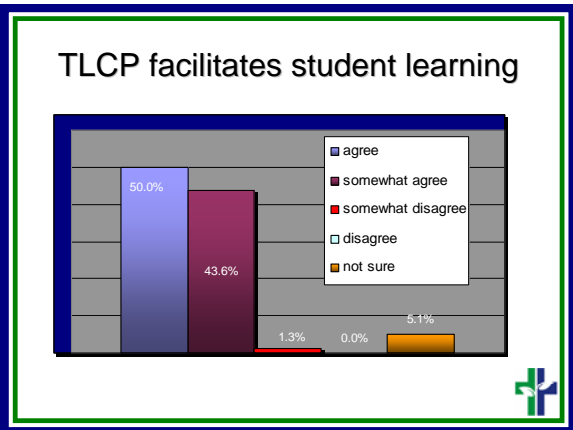
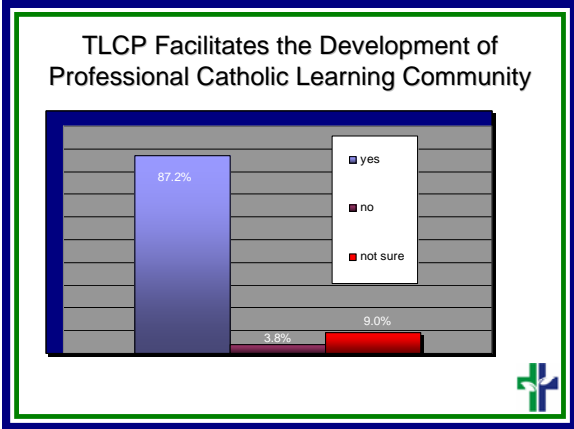
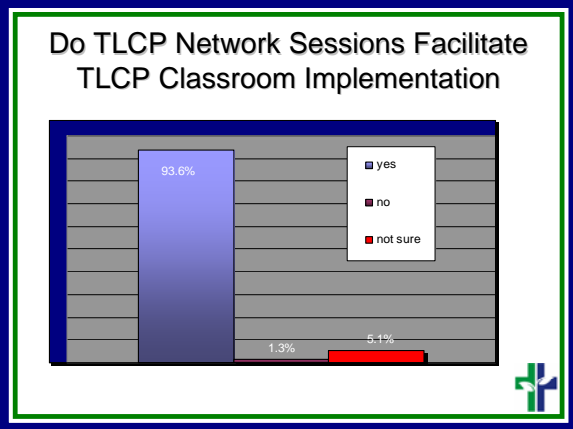
Table 1 – Survey Responses (con't)...

Do you believe that the Teaching Learning Critical Pathways has fostered professional communication between schools?		
Answer Options	Response Frequency	Response Count
yes	80.8%	63
no	5.1%	4
not sure	14.1%	11
<i>answered question</i>		78

As a result of the Teaching Learning Critical Pathway Initiative, teachers are better able to use the curriculum documents in the clustering of expectations. To what extent do you agree with this statement?		
Answer Options	Response Frequency	Response Count
agree	55.1%	43
somewhat agree	35.9%	28
somewhat disagree	5.1%	4
disagree	1.3%	1
not sure	2.6%	2
<i>answered question</i>		78

That data set shown in Table 1 – Survey Responses is represented in chart format below.





Significant Correlations

Performing a Pearson Product Moment 2-Tailed on the data set, the following correlations were found with a $p < 0.05$.

- Those that believed Network Sessions facilitated TLCP Knowledge Development also believed that the Network Sessions facilitated TLCP classroom implementation.
- Those that believed Network Sessions facilitated TLCP Knowledge Development also believed that TLCP facilitated student learning.
- Those that believed Network Sessions facilitated TLCP classroom implementation also believed that TLCP facilitated student learning.
- Those that believed TLCP facilitated student learning also believed that it facilitated cluster learning.

Discussion

From the data there are several conclusions that can be drawn:

1. Teachers believe that TLCP Networking Sessions provide an excellent opportunity in the TLCP knowledge development;
2. TLCP networking sessions facilitate the implementation of TLCP with classrooms;
3. TLCP networking facilitates professional learning communities;
4. TLCP fosters communication between educators within the school district.
5. TLCP teachers agree and somewhat agree that TLCP facilitates student learning;
6. Teachers agree and somewhat agree that TLCP assists in the clustering of curriculum expectations;
7. Those teachers that believed TLCP facilitated knowledge development also believed that it facilitated TLCP implementation;
8. Those teachers that believe that TLCP facilitated knowledge development also believed that it facilitated student learning;
9. Those teachers that believe that TLCP facilitate classroom implementation also believed it facilitated student learning; and
10. Those teachers who believed that TLCP facilitated student learning also believed that it allowed for the clustering of expectation.