

## Schedules/Events of Collaborative Time 2014-2015

Date	Activity	Attendance
September	<ul style="list-style-type: none"> <li>➤ MYP: objectives for each subject group and course, by grade.</li> <li>➤ Instruction of how to complete alignment</li> <li>➤ All staff were given assessment criteria for each subject group, copies of aims and objectives, as well as alignment document to work in subjects groups to complete.</li> <li>➤ Broke out into 9 subject groups: Arts, PE, SS, English, Modern Languages, Technology, Math, Science, and Resource.</li> <li>➤ Discussions of units between grades were made.</li> <li>➤ Discussion within Resource department for developing a school Special Needs Policy</li> </ul>	all staff and EA's were in attendance
October	<ul style="list-style-type: none"> <li>➤ Overview of role of Community and Service in MYP- discussion and feedback on the role of volunteerism and involvement in the community</li> <li>➤ Socials Studies discussion on the Next Chapter</li> <li>➤ Personal Project – criteria for New Staff</li> <li>➤ Incentive planning</li> <li>➤ started horizontal planning for grade 9's and 10's – Science, Fine Arts</li> <li>➤ Next Chapter planning – Home Ec, P.E.</li> <li>➤ Resource Teachers and EA's: worked on Special Educational Needs Policy.</li> </ul>	All staff
November	<ul style="list-style-type: none"> <li>➤ Understanding Student Learning</li> <li>➤ continuation worked on finishing curriculum objective alignment</li> <li>➤ horizontal and vertical planning for grade 9 and 10</li> <li>➤ resource and Educational Assistants worked on the special needs policy</li> </ul>	All staff and EA input
December	<ul style="list-style-type: none"> <li>➤ Developed Interim objectives for each grade level for each subject area</li> <li>➤ developed standard rubrics in all subjects in all grades for MYP assessment and criteria</li> <li>➤ Working on Approaches to Learning with Math</li> </ul>	All staff with EA input
January	<ul style="list-style-type: none"> <li>➤ Go over unit planner based on Backwards Design for MYP</li> <li>➤ Areas of Interaction</li> <li>➤ Approaches to Learning (work habits focus) in the Unit Planner</li> <li>➤ Planning Grade 9 and 10 units</li> <li>➤ Threat Assessment Information Session</li> </ul>	All staff with EA input
February	<ul style="list-style-type: none"> <li>➤ Continued working on grade 9 and 10 units</li> <li>➤ Grade 8 teachers met to develop interdisciplinary/cross-curricular units, options for performance based assessment</li> <li>➤ Hub intake template and file sharing</li> <li>➤ Science planning for SC 10 physics</li> <li>➤ Online course building</li> </ul>	All staff
February	<ul style="list-style-type: none"> <li>➤ Planning MYP Team Teaching Units</li> <li>➤ ELL MYP assessment</li> <li>➤ Went over Hugh Boyd Assessment Policy</li> <li>➤ Develop grade-wide standard for MYP descriptors and marks conversion</li> </ul>	All departments
May	<ul style="list-style-type: none"> <li>➤ Personal Project team marking</li> </ul>	Whole Staff

# School Initiatives/Focus during Collaborative Time 2014-2015

What particular events/curricular areas, etc. did we focus on? Why? Was it successful? How do we know?

<b>School Initiatives/ Focus for 2014-15</b>	<b>IV. Perceived Impact on Staff Initiatives</b>	<b>V. Perceived Impact on Students</b>
<b>1. School Special Needs Policy</b>	<ul style="list-style-type: none"> <li>➤ staff has a definitive policy to define the roles of counselors, resource teachers, EA's, teachers, etc. in supporting students with special needs</li> </ul>	<ul style="list-style-type: none"> <li>➤ awareness of school community for the needs of all students and information is available to have adaptations and more assistance</li> </ul>
<b>2. School Language Policy</b>	<ul style="list-style-type: none"> <li>➤ development of language in all students; stated support for mother tongue languages and importance of maintaining first Language.</li> </ul>	<ul style="list-style-type: none"> <li>➤ maintain mother tongue language while developing skills in an additional language</li> <li>➤ acknowledged importance of their first language by the school, and actual support in place to support maintenance of language</li> </ul>
<b>3. Horizontal and vertical planning of all classes and subjects</b>	<ul style="list-style-type: none"> <li>➤ staff work together to develop common units</li> <li>➤ opportunities for interdisciplinary units</li> <li>➤ sharing of resources and eventually opportunities for co-teaching due to alignment of grade alignments of units</li> </ul>	<ul style="list-style-type: none"> <li>➤ consistency of learning among subjects within their grade</li> <li>➤ understanding and awareness of the skills needed to build on each other, and how each year contributes to their knowledge and learning.</li> </ul>
<b>4. School Assessment and Academic Policy</b>	<ul style="list-style-type: none"> <li>➤ defined common assessment practices published for the school community</li> <li>➤ differentiates purposes of formative and summative assessment in the classroom</li> <li>➤ defines academic honesty, its importance, and consequences of violation of academic policy</li> <li>➤ inspires conversation and learning within subject groups and the entire staff</li> <li>➤ addresses differentiated learning practices to address strengths of different kind of learners</li> </ul>	<ul style="list-style-type: none"> <li>➤ understand how they will be assessed in their subjects</li> <li>➤ commonalities in assessment practices among teachers in their grades</li> <li>➤ assessment practices focused on student strengths and expanding their repertoire of showing their learning</li> <li>➤ understand from the beginning of their high school career the importance of academic honesty, and consistency in what it is and how it is dealt with in the school community</li> </ul>
<b>5. Common units across subjects and grades</b>	<ul style="list-style-type: none"> <li>➤ consistency of learning from class to class, teacher to teacher in each grade</li> <li>➤ opportunities to share resources, ideas, assessment practices, learning strategies</li> <li>➤ focused planning with the final end in mind</li> <li>➤ work with teachers in other departments to connect the classroom experience to the real world</li> </ul>	<ul style="list-style-type: none"> <li>➤ consistency across subjects and grades</li> <li>➤ reinforcement of fundamental concepts across subject areas</li> <li>➤ interdisciplinary application of new skills</li> <li>➤ application of acquired knowledge and skills in interdisciplinary areas</li> </ul>

<b>6. Alignment of subject aims and objectives; rubrics (within subject and across grades)</b>	<ul style="list-style-type: none"> <li>➤ discussion among departments the expectation for students in each grade</li> <li>➤ awareness of strategies and practices and learning outcomes from grade 8-12</li> </ul>	<ul style="list-style-type: none"> <li>➤ defined objectives in each subject area that is a continuum of learning from grade to grade</li> <li>➤ allows for continued development of skill that builds on each year on a consistent, transparent basis</li> </ul>
<b>7. Documentation of Approaches to Learning (Work Habit skills) for each subject area broken by grade level</b>	<ul style="list-style-type: none"> <li>➤ fosters discussion and awareness among teachers in subject groups and in different grades what each teacher does in their class to improve student learning and success</li> <li>➤ able to build on skills each year that guides their teaching and planning</li> </ul>	<ul style="list-style-type: none"> <li>➤ students are aware of skills they are expected to learn and be proficient in to be successful</li> <li>➤ continuation of learning that builds on each other, according to grade level</li> </ul>
<b>8. Learning and using Backwards Design Planning</b>	<ul style="list-style-type: none"> <li>➤ Focuses teaching on fundamental concepts within a teaching unit</li> <li>➤ Frames student activities, learning, and teaching strategies on inquiry based learning and unit question</li> <li>➤ Teaching with assessment and required skills in mind</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students know what they are expected to learn at the very beginning</li> <li>➤ Focus their learning and make connections to the outside world through deeper understanding of unit questions</li> <li>➤ Acquire skills needed to complete a final summative assessment, but having been given feedback on those skills throughout the unit.</li> </ul>