Christiana Harrington & Jenn DeBruin
Gwendolyn Brooks & Percy Julian

Strengthening Middle School Instruction

@CharringtonOP97 @JennDebruin
#BeBrooks97 #JulianWorks #WhyIB
Strengthening Middle School Instruction

- Providing feedback and support
Scaffolding up to the Building
Quality Curriculum

Scaffold to Success
To bridge obstacles and discover new learning

Currently...
- Questioning
- Hint cards
- Model answers
- Demonstrations
- Written instructions
- Visual step by step guides

Prepare for them
Guide them
Challenge & Confuse them

I will try...

Scaffold to Success

Challenge & Confuse them
1. The answer is only the beginning
   Question the answers and question the answers
to your questions. This not only allows you
diagnose the understanding behind a student’s
answer but also to develop it and deepen
understanding further.

2. Synoptic links to challenge
   Can students see the links? Challenge them
to find the areas of your subject that their
current skill links to so that they can see the
relationships and don’t view their learning
as discrete blocks.

3. Pre-seeing the skill from all angles
   Consider the standard question that you
   might ask. Ask them different questions that
   may be asked on the same
   content. Question the students on the
   misconceptions and then challenge them to
   apply the skill to contextual questions and
   to spot links.

Prepare for them
1. Small steps
   When planning to teach a unit of work break the topic down
   into small steps.

2. Misconceptions
   Prepare for possible misconceptions students may have.

3. Structure slips
   Bookmarks can be a useful way to scaffold longer answer questions. Allows
   students the flexibility to use the scaffold as and when needed.

Guide them

March 6, 2019
Slide 5
School Year 16-17

• Statement of Inquiry

Every MYP unit is guided by

a statement of inquiry
School Year 16-17

- Summative Assessment

**FORMATIVE** **SUMMATIVE**

When the **chef** tastes the soup

When the **guests** taste the soup

FROM STEVE WHEELER’S BLOG “THE AFL TRUTH ABOUT ASSESSMENT”
School Year 16-17

- **Action: Teaching and Learning**
### Evaluating MYP Unit Planners

**Name:** Reality Shaping a Modern Consciousness

#### Statement of Inquiry

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<tr>
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<th>Emergent 1-2</th>
<th>Capable 3-4</th>
<th>Exemplary 5-6</th>
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</table>
| The statement of Inquiry: | - Offers limited potential for transferring understanding  
                          - Does not clearly include an identified MYP key concept, related concepts, global context and exploration  
                          - Limited description of the unit's purpose and significance  
                          - Is content specific  
                          - Uses language that might overwhelm students, limit their ability to engage with the inquiry or articulate for themselves its purpose and value | - Clearly explains a significant conceptual understanding of appropriate complexity  
                          - Identifies a specific global context and exploration  
                          - Communicates in a student friendly language that invites inquiry and engagement  
                          - Is somewhat content specific  
                          - Has potential for the development of transferable understanding | - Establishes the unit's relevancy and long-term value by articulating a clear, meaningful purpose for the inquiry  
                          - Establishes the unit's purpose within a specific, relevant and engaging exploration of a global context  
                          - Effectively connects key and related concepts in a student friendly manner  
                          - Is free of content  
                          - Develops knowledge that supports transferable understanding |

**Comments:** Solid, universal Statement of Inquiry. Broad enough to apply to different disciplines. Could be more student friendly. Maybe not in present tense. 5
School Year 17-18
Approaches to Learning into the Action!

Key Concept
Related Concepts
Global Context
Statement of Inquiry

Questions
Factual Conceptual Debatable

Assessment
Formative Summative

ATL Skills

Reflection of unit
Was it interesting?
Did it meet the objectives?
What worked well?
What needs changing?
Were the resources used appropriate & adequate

Does the assessment reflect & include the questions?

Teaching Learning

ATL Skills

Does the IOL & GC drive the focus for the questions?

Which ATL skills will be taught to enhance learning?

Are the questions & GC driving the learning activities?

Is the teaching leading to what will be assessed?

Is the assessment fair, differentiated & reflective of what was learned?

Which ATL skills are needed for the student to achieve the subject criteria?

Subject Criteria

Dianne McKenzie 2015 @dimac4 diannecm@gmail.com
## Evaluating Unit Plans Tracking

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1. The IB provides schools with a self-study document to evaluate each unit planner. This is the summary section of the “Evaluating MYP unit plans” guide.
2. Department heads work collaboratively to self-evaluate unit planners.

3. Department heads choose eighteen unit planners (with the self-evaluations) to upload to the IB.
4. The IB will send back feedback on each unit planner. Feedback includes detailed comments on each of the documents and general feedback regarding observations about the school documents as a whole.
5. Teachers work collaboratively to analyze feedback to improve all unit planners.
## BQC Submission

**Brooks Julian Middle School BQC submission organizer (to be completed by the school)**

DIRECTIONS: Please type your information as indicated by the BLUE boxes.

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Feedback from IB

April 15
Tax Deadline
D97 Middle School Design Cycle for Student Learning

- Unit Design + Common Assessments
- Establishing a positive learning environment that is equitable, inclusive and focused on the whole child.
- Reflection and Revision of the Learning Design
- Artifacts of Student Learning + Student Reflection

Learning Experiences