

Secondary School Focus on Learning Collaboration:

Subject Area: Social Studies

Purpose: The purpose of this collaborative exercise is to establish one Critical Learner Need (CLN) in a grade level and to develop an action plan to address that CLN. The CLN for a grade level might not apply to all students.

Steps:

- 1. Dig into Student Data:** *What is the Critical Learner Need?* Reflect upon all relevant data collected over the assessment period to establish the CLN. Look for the ‘story’ behind the data to establish the CLN. Data can be quantitative or qualitative.
- 2. Examine Instruction:** *What are we doing at the moment to address the CLN?* Reflect critically upon our practices in light of CLNs. Are our practices effective in addressing this CLN?
- 3. Develop an Action Plan:** *What are we planning to do differently to address the CLN?* List the practices that we are going to introduce, refine, innovate, do more of, etc. to address the CLN.
- 4. Plan to Assess, Act, and Assess:** *How will we know our Action Plan is working?* How and when will we assess progress?
 - a. How will we respond when some students do not learn?* List what we might do to further support students who are still struggling with the CLN? What are our next steps?
 - b. How will we respond when some students have already learned?* List what we might do to extend students who have resolved the CLN. What are our next steps?

Outcome: Please work with your teaching partner(s) to fill out the form below. Add a row for each course.

2024-2025

| Course (incl. Grade) | CRITICAL LEARNER NEED | TEACHER PROBLEM OF PRACTICE | | |
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| | | Examine Instruction <i>What are we doing at the moment to address the CLN?</i> | Develop an Action Plan <i>What are we planning to do differently to address the CLN?</i> | Plan to Assess, Act and Assess <i>How will we know our Action Plan is working?</i> <i>How will we respond when some students do not learn?</i> <i>How will we respond when some students have already learned?</i> |
| | Dig Into Student Data <i>What is the Critical Learner Need (CLN)?</i> | | | |

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| Cubs | To think on their own and have original ideas, and ask questions. | Open-ended questions encourage exploration, celebrate mistakes, provide choices, act on their ideas, and support problem solving. | Model thinking out loud, encourage predictions, use I wonder statements | Individual assessment and group assessment |
| Prek | To think on their own and come up with questions and ideas about how things work. | Asking many questions without giving answers. Requiring them to think. Encourage and praise any ideas that arise. Act on their ideas. Encourage exploration and play. | Model thinking out loud. Using I wonder statements. Encourage predictions. | Individual assessment and group assessment |
| KG | Brainstorm creative solutions, act on their ideas to solve problems, and recognizing Myanmar as a place they belong in. | Brainstorming and sequencing of events. Analyzing outcomes and reflecting on possible consequences. | Incorporate maps, flags, and local cultural stories. Scaffold design thinking. | Increased engagement and ownership during inquiry sessions. |
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| 2 | Add one self-driven research tool. (epic, books, google, etc) | Often incorporate math, reading, and writing during social studies. | Continue to introduce people who are making a positive change in the world. Also, continue with reading, writing, and math in this subject. Introduce research tool | Students will see the connection of one subject to the other core subjects. And are excited about picking their research. |
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| 5 | <p>Reading and understanding maps, tables, graphs, etc.</p> <p>Note-taking strategies for better comprehension of content reading connected to text structure lessons in reading.</p> <p>To facilitate the transition to Compassion in Action, we will incorporate and model service learning components in each of our units from the beginning of the year.</p> | <p>Instruction was part of science and social studies.</p> <p>Note-taking as a skill was taught during the exploration unit.</p> <p>Inquired into what service learning is and ended each unit with ideas for service learning.</p> | <p>Explicitly teach map skills by including the "World Lakes" Social Studies component.</p> <p>Introduce note-taking skills earlier in the year. Regularly provide exemplars.</p> <p>Explicitly teach and model one element of MISO action research with units in the first three quarters.</p> | <p>Use formal assessments to assess map skills</p> <p>Peer and self-assessment of note-taking strategies.</p> <p>Evidence of action research during Compassion in Action.</p> |
| SOST 6 | Check if a source is trustworthy by looking at the language used, comparing it with other sources, | Analyze information by sequencing, and comparing asking questions about the source. | Students analyze information by sequencing, comparing, and asking questions about the source. | Ensure students are confident and able to analyze information through sequencing, comparing, and asking |

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| | <p>Note-taking strategies for better comprehension of content reading</p> <p>Providing quality evidence in their writing and explaining it</p> | <p>Introduced students to outlining, map minds, and Cornell-style notes. Use a variety of graphic organizers to help them track their understanding.</p> <p>Circling back to lessons to review kinds of evidence, providing examples, having students highlight their evidence</p> | <p>Continue to revisit note-taking strategies and provide students with opportunities to choose what works best for them.</p> <p>Give more opportunities for students to have routine practice with feedback that is low-stakes.</p> | <p>questions about the source.</p> <p>In small groups guide students in making predictions, drawing inferences, and reaching conclusions to address societal issues.</p> <p>Looking at their writing samples</p> |
| SOST 7 | <p>Using information from sources (primary and secondary) - selecting and applying evidence to support claims.</p> <p>Making meaningful connections between past events and the world today.</p> | <p>Analyze information by sequencing, and comparing asking questions about the source. Circling back to lessons to review kinds of evidence, providing examples, having students highlight their evidence</p> <p>Making predictions, and drawing inferences and conclusions</p> | <p>Support students in making predictions, drawing inferences, and reaching conclusions to address societal issues. Give more opportunities for students to have routine practice with feedback that is low-stakes.</p> | <p>Looking at their writing samples</p> |
| SOST 8 | <p>Using information from sources (primary and secondary) - selecting and applying evidence to support claims.</p> <p>Making meaningful connections between past events and the world today.</p> <p>Check if a source is trustworthy by looking at the language used, comparing it with other sources.</p> | <p>Analyze information by sequencing, and comparing asking questions about the source.</p> <p>Making predictions, and drawing inferences and conclusions</p> <p>Guided reading of news articles Class discussions</p> | <p>Support students in making predictions, drawing inferences, and reaching conclusions to address societal issues.</p> | <p>Student work demonstrates originality Fewer cases to review, pen and paper assignments to compare</p> |
| WS 9 | <p>Understanding the question, rewording it in simple student friendly language. PEEL, focus in response to prompts, thinking of structure and the "reader". Critical thinking particularly Synthesize, Analysis</p> | <p>I do, we do, you do. Exemplars and written feedback. After school support and of course making material accessible through UDL strategies</p> | <p>At the beginning of Gr 9 start with accessible models and exemplars to help the students identify the "pattern" when it comes to assessment.</p> | <p>Looking at student surveys and feedback. Moderated samples, and of course grades.</p> |
| WS 10 | <p>Critical Thinking skills are an area that could be further developed - in Grade 10 this means Discussion and Evaluation.</p> | <p>At the moment students are being supported through exemplars, practice, peer and teacher feedback throughout the year. However, it can be a challenge to get students not to try to mimic exemplars.</p> | <p>Increase low stakes practice in class so that students can take risks and make mistakes without fear of getting a low score that could affect their final score.</p> | <p>If the plan is successful students will:</p> <ul style="list-style-type: none"> • Take more risks in critical thinking activities and practices. • Students will become reflective of their own critical thinking skills and what they |

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| | | | | <p>need to do to improve.</p> <ul style="list-style-type: none"> Produce stronger work against the criterion D section of the rubric. |
| DP ECON | <p>Interpreting and creating diagrams with proper stakeholder analysis, even for IA.</p> <p>Responses are lacking balance between strengths and weaknesses, conclusions are incomplete and repetitive.</p> <p>Few students are unable to read and interpret questions properly due to students being English second language learners.</p> | <p>Using Mini-boards and charts in class, giving students an opportunity to practice and interpret diagrams related to subject content.</p> <p>Exemplars for 10 and 15 markers, including IA's.</p> <p>Slides with guided instructions on how to successfully answer Paper 1, 2 and 3 questions.</p> <p>Use of simpler language when explaining economic concepts to students and making students aware of the importance of using the correct economic terminology in their responses.</p> | <p>Familiarity with the structures of P1, P2 and P3. More practice sessions, open-book assignments and cheat sheets.</p> | <p>Student self reflection and peer moderation. Comparing their writing at the beginning and end of the quarter.</p> |
| DP HIST | <p>Evaluating sources.</p> <p>Selecting sources (evidence).</p> <p>Using evidence to support a claim.</p> <p>* All of this in the context of AI.</p> | <p>Explicit discussion of steps required.</p> <p>Practice questions.</p> <p>Sample answers.</p> <p>Consistent use of rubrics.</p> | <p>At the moment, there is progress. It is slow, but we are moving forward. I will continue to monitor and assist individuals as required.</p> <p>More structured activities about using AI responsibly.</p> | <p>Students will reflect on their own progress.</p> <p>Students will be able to explain significant steps in their development (obstacles and achievements).</p> <p>Students are able to make better connections between performance and grades.</p> |
| DP PSYC | <p>Students are struggling to make effective study materials throughout the course.</p> <p>This means that when it comes to assignment preparation they waste time creating materials rather than studying.</p> | <p>I give them instructions on what they could do to prepare study materials and I have a study strategies document that I attach to all study guides that has details on what materials they could make.</p> | <p>I think I need to devote more class time and materials to allow students time to create materials and also set certain tasks related to this on Google Classroom as homework that could be checked periodically.</p> | <p>I will know that students have been successful in this if:</p> <ul style="list-style-type: none"> They create materials that they can use to revise from. I could survey them to see if they actually use the materials to study from. I see a significant improvement in grades and less exam related anxiety. |

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| WS CRITICAL LEARNER NEED | WS TEACHER PROBLEM OF PRACTICE |
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| | Dig Into Student Data <i>What is the Critical Learner Need (CLN)?</i> | Examine Instruction <i>What are we doing at the moment to address the CLN?</i> | Develop an Action Plan <i>What are we planning to do differently to address the CLN?</i> | Plan to Assess, Act and Assess <i>How will we know our Action Plan is working?</i> |
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| Spring 2025 | Providing a quality answer supported by evidence (this will vary in different grades from life-experience in lower grades to trust-worthy citations in higher grades.) | Coaching students on the correct way to formulate coherent answers to questions (both verbal for the younger grades and written for the higher grades). | Making use of exemplar questions and showing students the multitude of different questions they can expect and then formulating a recipe/menu on how to go about responding thoroughly and coherently. Exemplars database can be built from quality responses from previous students and these can be used as exemplars to show students in Grades 1 to 10. | Student responses compared to available rubrics would be an accurate measure of student success when providing quality answers. Instructions can then be adjusted according to the outcome of these results. |

2023-2024

| Course (incl. Grade) | CRITICAL LEARNER NEED | TEACHER PROBLEM OF PRACTICE | | |
|----------------------------|---|--|--|--|
| | Dig Into Student Data <i>What is the Critical Learner Need (CLN)?</i> | Examine Instruction <i>What are we doing at the moment to address the CLN?</i> | Develop an Action Plan <i>What are we planning to do differently to address the CLN?</i> | Plan to Assess, Act and Assess <i>How will we know our Action Plan is working?</i> <i>How will we respond when some students do not learn?</i> <i>How will we respond when some students have already learned?</i> |
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| Prek/K G | Conflict resolution and problem solving skills | Use puppets to demonstrate and get children to share ideas. Use Becky Bailey's conflict resolution steps. Reading and sharing books and short videos on problems. Questions and problems | Involve Ms. Patty around issues happening in the class for support. Use behavior modification for individuals as needed. | Observations, conversations, testing and anecdotal notes on the children |

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| | | prompted by the children. Open conversations. | | |
| 1 | An inability to cooperate productively and resolve disputes among students continues to be a challenge. While students have learned multiple conflict resolution techniques, they continue to struggle with applying them. | <ul style="list-style-type: none"> • Collaborative Projects / Team Building Activities. Encourage collaborative projects that emphasize teamwork and shared responsibilities within the classroom community. This hands-on approach helps solidify understanding. • Different groupings throughout the day | The entire Q4 unit has been updated to reinforce the concept of community and collaboration. | |
| 2 | Asking open ended questions, record questions, checking for new understanding. | Questions are asked or developed throughout daily lesson. Jenny has a question board in her classroom. Hot Seat with students and ISY Buddies - focus on open-ended questions | Schedule into Scope and Sequence | Students answers are visible on question board or in notebooks. |
| 3 | Showing understanding of important social studies content can be a challenge for students who have struggled with the selected reading texts as they are too high. | We are using a variety of videos to support these learners and also trying to find books that can be read aloud via the computer to help. | <p>When it comes time to ordering supplies for next year, we will intentionally choose sets of texts that support our learning objectives and EU's at a range of reading levels. These set texts can then be used during guided reading time. (note: the sets of books we found during ordering last year were out of stock so we'll go back to the same website and hope they are back in stock)</p> <p>Perhaps use other performance based activities to show understanding of each unit's EU and LO such as group skits? 'Camp fires' - group discussions about concepts learned and</p> | <p><i>How will we know our Action Plan is working?</i></p> <p>Students will be able to show their understanding through leveled readers by orally explaining social studies content using their own language.</p> <p><i>How will we respond when some students do not learn?</i></p> <p>Provide them with sentence starters when tasked with explaining texts in their own language. Have them draw their understanding after reading a text using labels.</p> <p><i>How will we respond when some students have already learned?</i></p> <p>We could have them write about what they learned from their social studies</p> |

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| | | | <p>producing posters or other visual to show understanding</p> <p>Using each unit's essential questions to form groups or individual project based learning, therefore giving more options and agency for student's to choose what they are interested in learning and then sharing with the rest of the class.</p> <p>Using our end of year market as a means of communicating what they learned.</p> | <p>texts and teach a partner using their own language.</p> |
| 4 | <p>Struggles with: Interpreting older maps from ancient times, understanding human migration patterns, understanding primary and secondary sources effectively</p> | <p>Presentations on relevant topics</p> <p>Supplemented with educational technology to explore broader earth science and historical concepts</p> | <p>Creating map of Myanmar: This hands-on activity will help students apply geographic skills and understand regional dynamics.</p> <p>Incorporating local culture: By bringing local and regional cultural elements into the curriculum, we aim to make learning more relevant and engaging.</p> <p>Expanding resources on China and Asia: This will provide a broader context and deeper insight into the region being studied, enhancing comprehension and connection to the material.</p> <p>Use of educational technology: Integrate technology to provide interactive and immersive learning experiences, particularly in analyzing historical data and maps.</p> | <p>Tests and Quizzes: assessing comprehension</p> <p>Map Construction Project: Evaluation of the maps created by students will demonstrate their practical understanding of geographical concepts and skills.</p> <p>Presentations: Students will present topics related to their studies, showcasing their ability to research, understand, and communicate social studies content effectively.</p> |
| 5 | <p>Reading and understanding maps, tables, graphs, etc.</p> <p>Note-taking strategies for better comprehension of content reading</p> | <p>Use the teaching of Coordinate Planes to make real-world connections to latitude and longitude.</p> <p>Introduced students to outlining, map minds, and Cornell-style notes. Use a</p> | <p>Revisit and explicitly teach during each social studies unit that follows.</p> <p>Continue to revisit note-taking strategies and provide students with</p> | <p>Formative assessments during each unit.</p> <p>Overall, students have demonstrated an improvement in their note-taking</p> |

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| | | variety of graphic organizers to help them track their understanding. | opportunities to choose what works best for them. | strategies and comprehension of content reading in Social Studies. Most students, however, need to continue developing organizational skills as evidenced by their work in Compassion Project. Reading and understanding of maps. Tables, graphs, etc. were targeted during the Plastics Service Learning Unit and will be revisited with students partnering with SDGs for the Compassion Project. This is still an area to develop. |
| SOST 6 | <p>Check if a source is trustworthy by looking at the language used, comparing it with other sources,</p> <p>Supporting your conclusions</p> <p>Applying to a broader community</p> | <p>Analyze information by sequencing, and comparing asking questions about the source.</p> <p>Comparing, contrasting, finding the main idea, summarising, making generalizations</p> <p>Making predictions, and drawing inferences and conclusions</p> | <p>Students analyze information by sequencing, comparing, and asking questions about the source.</p> <p>Help students compare, contrast, find the main idea, summarize, and make generalizations to address critical needs effectively.</p> <p>Support students in making predictions, drawing inferences, and reaching conclusions to address societal issues.</p> | <p>Ensure students are confident and able to analyze information through sequencing, comparing, and asking questions about the source.</p> <p>Using UDL strategies ,help students develop skills to compare, contrast, find the main idea, summarize information, and make generalizations effectively.</p> <p>In small groups guide students in making predictions, drawing inferences, and reaching conclusions to address societal issues.</p> |
| SOST 7 | <p>Supporting claims from sources</p> <p>Justifying conclusions</p> <p>Extrapolating into a wider society</p> | <p>Discussions and prompts of 'how do you know this'</p> <p>Structured writing and thought prompts</p> <p>So what? So what then? Transfer of learning to a new context</p> | <p>Stronger exemplars to be drawn upon from past work</p> <p>Challenging other perspectives</p> <p>Ensuring that the connection is made clearer and more apparent in instruction</p> | <p>Student work will show greater use of explicit evidence. Peer questioning on work to strengthen if needed. Debates will be more intense with a greater number of contributors.</p> <p>Interdisciplinary assessments will have differentiated expectations.</p> |
| SOST 8 | <p>Using information from sources (primary and secondary) - selecting and applying evidence to support claims.</p> <p>Making meaningful connections between past events and the world today.</p> | <p>Regular research activities. Activities to develop skills in using evidence (essays, presentations, discussions, current affairs article analysis).</p> <p>Organize group discussions to discuss connections.</p> | <p>Continue compilation of "Useful sources" texts aligned to curricular objectives.</p> <p>Provide opportunities for students to practice these skills</p> <p>Develop student reflection and self-assessment skills.</p> | <p>How will we know our Action Plan is working?</p> <p>- analyze formative and summative assessment data, keep running records</p> <p>How will we respond when some students do not learn?</p> <p>- small-group instruction for targeted individuals</p> |

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| | <p>Writing effective extended pieces (informative or persuasive).</p> <p>General knowledge, especially current affairs</p> | <p>Scaffolded activities - stages of producing an essay (unpack the question, identify areas to research, gather evidence, plan, write, check, rewrite).</p> <p>Guided reading of news articles Class discussions</p> | <p>Develop more accurate system for monitoring progress</p> <p>Make more graded assignments relating to current affairs</p> | <p>How will we respond when some students have already learned? - provide more challenging sources to explore; offer more choice in areas of exploration</p> <p>Students are able to make informed judgements on current affairs issues, taking into account multiple perspectives</p> |
| SOST 9 | <p>1. Writing</p> <p>2. Not reading/understanding/following instructions</p> <p>3. Understanding rubrics</p> <p>4. Plagiarism</p> <p>5 Analysis</p> | <p>Using data from assignments to inform teaching:</p> <ul style="list-style-type: none"> - Scores - Areas of strength/weakness - Stages of the writing process (Plan and use PEEL) - Using exemplars <p>Conference one on one with each student have them explain what the assignment asks in their own words.</p> <p>In consultation with the learning support team, rubrics have been modified</p> <ul style="list-style-type: none"> - Using TurnItIn as a teaching tool - Using notes to show students how to process information legally (ie put things into their own words) <p>It forms part of "larger" assignments.</p> | <p>Giving comprehensive written feedback in assignments Give an exemplar with PEEL that addresses the question. Focus on the question/command terms. Did I show how or why it was important, and did I judge?</p> <p>Asking students one on one to reword assignments in their own words. Asking them to explain the next steps in the assignment.</p> <p>Reworded consistent rubrics using the same format each time with the command terms</p> <p>Continue monitoring TurnItIn, and notes. Adjust instruction as necessary. Ask students to explain language and answers that sound too perfect. Emphasise the appropriateness of grade level language.</p> <p>Giving specific small focused activities for analysis only. Not part of a larger task.</p> | <p>Data from assessments. Post assignment discussion with students concerned Discussions and feedback from Learning Support post unit.</p> <p>Student work demonstrates closer adherence to instructions, etc Less info dumping</p> <p>Teachers meet periodically to review efficacy of rubrics(also forms part of the curriculum docs)</p> <p>Student work demonstrates originality Fewer cases to review, pen and paper assignments to compare</p> <p>Look for growth based on the assessment data</p> |
| SOST 10 | <p>1. Writing</p> | <p>Using data from assignments to inform teaching:</p> <ul style="list-style-type: none"> - Scores - Areas of strength/weakness - Stages of the writing process | <p>Work closely with learning support dept to help identified students Work with peer-to-peer student tutors group</p> | <p>Data from assessments. Post assignment discussion with students concerned Discussions and feedback from Learning Support post unit.</p> |

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| | <p>2. Not reading/understanding/following instructions</p> <p>3. Understanding rubrics</p> <p>4. Plagiarism</p> | <p>(research, plan, draft, redraft, etc) - Using exemplars</p> <p>Suggesting techniques to organize work etc (eg taking notes) Lots of checking questions</p> <p>In consultation with the learning support team, rubrics have been modified</p> <p>- Using TurnItIn as a teaching tool - Using notes to show students how to process information legally (ie put things into their own words)</p> | <p>Seek student feedback on best ways to give instructions</p> <p>Seek student feedback on user-friendly rubrics Ask students to create rubrics</p> <p>Continue monitoring TurnItIn, Exam.net and notes. Adjust instruction as necessary.</p> | <p>Student work demonstrates closer adherence to instructions, etc</p> <p>Teachers meet periodically to review efficacy of rubrics(also forms part of the curriculum docs)</p> <p>Student work demonstrates originality</p> |
| DP ECON | Connections between syllabus topics and real world situations | Bring in real world situations whenever possible/relevant | Set up a presentation schedule in which students analyze real world situations. Case studies. | Measure frequency and quality of student analysis of real world situations |
| DP PSYC | <p>1. Critical Thinking on Research methods</p> <p>2. Using evidence to make an argument.</p> | <p>Direct instruction on the strengths and weaknesses of the various research methods. Group discussion of the research methods.</p> <p>Direct instruction on the structure of the requirements of the Short answers and extended response questions. Repeated practice on both short answer and extended response questions</p> | <p>Evaluate student responses to past paper questions on research methods</p> <p>Use debate structure to develop arguments. Use graphic organizers to help with structuring arguments. Model effective writing</p> | <p>Analyze the data from research methods, questions and answers.</p> <p>Analyze the results of practice IB past papers and compared to the markscheme</p> |

2022-2023

April 24, 2023: Instructions:

1. Please read through the Critical Learner Needs (CLN) that have been identified in your courses and grade levels.
2. **Group Dialogue:** Are there any CLNs that need to be addressed across the school (e.g. the CLN is appearing in multiple courses/grade levels or a CLN in younger grades needs to be addressed for success in older grades or there is another reason why a CLN needs to be prioritized for students to succeed in this subject)
3. **Identify CLNs:** Please record *up to* 3 CLNs that your group feels need to be addressed school wide (e.g. in a curriculum review). Please record these CLN in order of priority (CLN 1 being top priority).

4. **Draft Action Plans:** Please then spend the remaining time brainstorming Teacher Problem of Practice Action Plans for the CLNs you have identified. You may do this in a variety of ways:
- The whole group could work on the action plans together. If so, please start with CLN 1.
 - The group can split into smaller groups that can each work on a different CLN. If so, once completed, please share your action plans with the whole group.
5. Each group shares their action plan addressing their CLN 1.

| Critical Learner Need | CRITICAL LEARNER NEED | TEACHER PROBLEM OF PRACTICE ACTION PLAN | | |
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| | Dig Into Student Data <i>What is the Critical Learner Need (CLN)?</i> | Examine Instruction <i>What are we doing at the moment to address the CLN?</i> | Develop an Action Plan <i>What could we do differently to address the CLN?</i> <i>What help and/or resources might we need?</i> | Plan to Assess, Act and Assess <i>How will we know our Action Plan is working?</i> |
| CLN 1 | Questioning strategies for connection between self and content Asking questions with intention | Using the ISY lenses to frame questioning Teacher led questioning to provoke further questioning Provoke using different modes. Using Videos, images (stimulating material) | Student-led questioning PD on questioning strategies Greater openness to student agency with resource use (proper use of available resources) Service learning connections to MISO and real-world application | Questions in class conversations, teacher conferences with students and written expression of ideas. Students ask questions through deep and clear connections to the discussion in the classroom Greater student engagement in SL and CAS |
| CLN 2 | Comprehension strategies understanding and engagement | Whole class instruction, conferencing with students, repeated student instructions, technology support | Prompt students in the right direction (guided questioning strategies such as socrates hats), taking away the fear of failure, enabling students to ask good questions displaying comprehension in the received responses. Space to reflect and prepare prior to spotlight ISY concepts to drive the process? | Mistakes are in relevant subject/topic area and show understanding of task but needed improvement in skill/ability rather than understanding |
| CLN 3 | Motivation strategies for effective engagement for a wider variety of perspectives | Student led seminars, Working on spotting errors and review, | Analyze, evaluate, POV, materials that allow for learner success and engagement (leveled readers for example) | Greater questioning of how subject content material relates to the real world and different perspectives |

November 14:

6. Please share the Critical Learner Needs (CLN) that you have identified in your courses and grade levels.
7. As you share, are there any CLNs that need to be addressed across the school (e.g. the CLN is appearing in multiple courses/grade levels or a CLN in younger grades needs to be addressed for success in older grades or there is another reason why a CLN needs to be prioritized for students to succeed in this subject)
8. Please record *up to* 3 CLNs that your group feels need to be addressed school wide (e.g. in a curriculum review). Please record these CLN is order of priority (CLN 1 being top priority).

CLN 1: Writing with clarity and brevity. Ability to construct sentences with intention and making sentence choices that are informative.

CLN 2: Construct coherent arguments with support or evidence that links back to the question/ thesis

CLN 3: Academic honesty. Be able to identify plagiarism in writing and avoid plagiarism.

| Course (incl. Grade) | CRITICAL LEARNER NEED | TEACHER PROBLEM OF PRACTICE | | |
|----------------------------|---|--|---|--|
| | Dig Into Student Data <i>What is the Critical Learner Need (CLN)?</i> | Examine Instruction <i>What are we doing at the moment to address the CLN?</i> | Develop an Action Plan <i>What are we planning to do differently to address the CLN?</i> | Plan to Assess, Act and Assess <i>How will we know our Action Plan is working?</i> <i>How will we respond when some students do not learn?</i> <i>How will we respond when some students have already learned?</i> |
| SOST PK | Asking Questions | Using time that Parents came to share for children to ask questions. | Include more time for children's specific questions. Finding out what they want to know. | Hearing questions from the children. |
| SOST KG | Asking Questions is a difficult concept for KG students. | Learning to ask questions during sharing time each morning. So that questions do not becoming mundane and repetitive in. | Scaffold some question starters that can be used for sharing time and any other topic work. Modeling question asking. | They begin to ask questions naturally without using prompts. |
| SOST 1 | <ul style="list-style-type: none"> For EAL students, certain concepts are sometimes more difficult to impart. Due to the challenge of language | <ul style="list-style-type: none"> Currently employing Google translate at times to help prepare them for an upcoming lesson so | In conjunction with the former, perhaps communicate to the English speaking parents about a | <i>How will we respond when some students do not learn?</i> <ul style="list-style-type: none"> Meet with said students |

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| | <p>This can affect their ability to understand the concepts being taught.</p> <ul style="list-style-type: none"> Asking questions? | <p>that they can make more sense of it.</p> <ul style="list-style-type: none"> Using a lot of visual information, cues, and front-loading lesson vocabulary to assist with understanding Modeling and practicing asking questions when responding to student presentations. Developing student confidence to ask questions. | <p>specific unit in a more detailed fashion than is currently advanced in the bi-weekly newsletter? That is, provide new vocabulary associated with lessons to parents in advance to assist their children's understanding.</p> | <p>and inquire with them why this might be?</p> <ul style="list-style-type: none"> Address the issues stated if they are sensible, e.g. speak more slowly so EAL students understand instruction better. Provide a list of vocabulary in English and the students' home language? Reteach? Break lessons into even smaller parts to be taught over multiple days. Seek guidance from colleagues and / or learning support. <p><i>How will we respond when some students have already learned?</i></p> <p>When students already know the content, Encouraging students to extend their knowledge and thinking on a given topic by allowing them to independently (periodically check upon and assist) research the topic further (via texts or technology). This would enable them to extend their knowledge on the topic of study. Maybe have them present their findings to the class to reinforce the latter's understanding.</p> |
| SOST 2 | <p>Ask questions and seek answers to their questions</p> | <p>S.S. lessons are often guided by questions, but students are not given much opportunity to seek out the answers on their own.</p> | <p>Allow time, perhaps during reading rotations, to read books (most likely on Epic) that will allow them to find answers to the questions/topics they have shown an interest in.</p> | <p>Students will have found the answers to their questions. We will also see more evidence of them learning and exploring topics on their own, at the library or while at home.</p> <p>Students not learning will be given access to other resources (if available) or be allowed to work in</p> |

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| | | | | <p>partners. Maybe they also focus on just one question rather than a topic.</p> <p>Students who have already learned will be encouraged to move onto new questions or plan ways to pass their knowledge on to their peers.</p> |
| SOST 3 | <p>Showing understanding of important social studies content can be a challenge for students who have struggled with the selected reading texts as they are too high.</p> | <p>We are using a variety of videos to support these learners and also trying to find books that can be read aloud via the computer to help.</p> | <p>When it comes time to ordering supplies for next year, we could intentionally choose sets of texts that support our learning objectives and EU's at a range of reading levels. These set texts can then be used during guided reading time as well.</p> <p>Perhaps use other performance based activities to show understanding of each unit's EU and LO such as group skits? 'Camp fires' - group discussions about concepts learned and producing posters or other visual to show understanding</p> <p>Using each unit's essential questions to form groups or individual project based learning, therefore giving more options and agency for student's to choose what they are interested in learning and then sharing with the rest of the class.</p> | |
| SOST 4 | <p>Reading and understanding maps, finding locations on the map, understanding how to find a location (Latitude longitude etc..) Note-taking strategies for better comprehension of content reading linked to the topic.</p> | <p>Unit of "World maps". Understanding the vocabulary used and its meaning. Finding countries/cities on the map using longitude and latitude.</p> <p>Note taking on text read related to this unit.</p> | <p>Next unit "Middle Ages"</p> <p>Teach facts and look at places affected during that time using maps. Use of text and note taking to discuss main events.</p> | <p>Formative assessments during each unit.</p> |
| SOST 5 | <p>Reading and understanding maps, tables, graphs, etc. Note-taking strategies for better comprehension of content reading</p> | <p>First unit, "World Lakes," taught lines of latitude and longitude. Introduced students to outlining, map minds, Cornell style notes.</p> | <p>Revisit and explicitly teach during each social studies unit that follows. Continue to revisit note taking strategies and provide students with opportunities to choose what works best for them.</p> | <p>Formative assessments during each unit.</p> |
| SOST 6 | <p>Understanding texts, making connections, explaining and justifying</p> | <p>We are using the same strategies as we are in ELA in SS</p> | <p>Keep targeting understanding, via modeling and differentiated group or individual work</p> | <p>Our assessment is lower stakes, higher fun, but targets all the outcomes.</p> |

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| SOST 7 | <ul style="list-style-type: none"> - Following instructions - Understanding the task - "What does the assignment want me to do?" - Using rubrics <p>Using evidence from research to support claims. Integrating my ideas with the ideas of the research/source. Using tools such as TurnItIn to modify a final draft before submission.</p> | <ul style="list-style-type: none"> - Intentional, explicit instructions and discussion of the (reasons for the) process - eg pointing out to students that if the questions asks for two examples an answer which contains four examples will not score more (follow instructions) <p>Explicit instruction in all of these areas. Show students exemplars.</p> | <ul style="list-style-type: none"> - Streamline rubrics to make them more user-friendly for students - Continue to give explicit instructions and make sure that students understand the (reasons for the) process <p>Guided activities.</p> | <p>Measure student performance in assignments regarding:</p> <ul style="list-style-type: none"> - Understanding instructions - Focus on task - Addressing rubric requirements <p>Performance in these areas should show improvements.</p> |
| SOST 8 | Integrating ideas with citations, reasoning and detail with fluidity | ELA focus on argumentative essays to filter over during iMPACT | Real world context of iMPACT | Written and oral work shows higher fluidity and transitions between ideas naturally |
| SOST 9 | <p>Checking for understanding of instructions</p> <p>Making insightful connections to the past and its impact on the present and future</p> | <p>Asking to articulate instructions in their own words</p> <p>Writing tasks, breaking up into increments</p> <p>Group work and whole class discussions</p> | <p>Break the instructions into chunks</p> <p>Targeted instructions using different mediums (chat,emails, written, verbal)</p> <p>Creating timelines</p> | <p>Fewer requests for retakes and resubmission</p> <p>FAs</p> |
| SOST 10 | <p>Checking for understanding of instructions articulation in own words</p> <p>Using support/ evidence when building arguments</p> | Writing tasks, breaking up into increments | <p>Modeling using exemplars</p> <p>Building rubrics together as a class and discussing examples</p> | Formative assessments |
| DP ECON | Connections between syllabus topics and real world situations, students are not keeping up with current events. | Bring in real-world situations whenever possible or relevant, and relate them to current events in the economics field around the world. | Schedule student-led seminars where students have an opportunity to display knowledge of the current syllabus and how it relates to what's happening in the world at the moment. | Measure frequency and quality of student ability to apply knowledge to current real world situations. |
| DP PSYC | Use of evidence and research to support knowledge and understanding (Student must be able to select and support argument with relevant research studies) | Making predictions, and drawing inferences and conclusions | <p>Exemplars to help build the skill</p> <p>Model writing exercises in the classroom (Using PEEL)</p> <p>Peer assessment and feedback on the rubrics</p> | <p>Reflection activity</p> <p>Comparative analysis of before and after</p> <p>Students that have learned will proceed to independent practice and progress through the rubrics</p> |

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| | | | | Students who have not will be provided with reading homework and one on one feedback sessions with the teacher |
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2021-2022

| Course (incl. Grade) | CRITICAL LEARNER NEED | TEACHER PROBLEM OF PRACTICE | | |
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| | Dig Into Student Data <i>What is the Critical Learner Need (CLN)?</i> | Examine Instruction <i>What are we doing at the moment to address the CLN?</i> | Develop an Action Plan <i>What are we planning to do differently to address the CLN?</i> | Plan to Assess, Act and Assess <i>How will we know our Action Plan is working?</i> <i>How will we respond when some students do not learn?</i> <i>How will we respond when some students have already learned?</i> |
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| SOST 6 | | | | |
| SOST 7 | Supporting claims from sources Justifying conclusions Extrapolating into a wider society | Discussions and prompts of 'how do you know this' Structured writing and thought prompts So what? So what then? Transfer of learning to a new context | Stronger exemplars to be drawn upon from past work Challenging other perspectives Ensuring that the connection is made clearer and more apparent in instruction | Student work will show greater use of explicit evidence. Peer questioning on work to strengthen if needed. Debates will be more intense with a greater number of contributors. Interdisciplinary assessments will have differentiated expectations. |
| SOST 8 | Pulling information from primary sources Making meaningful connections between past events and the world today | Analyzing primary texts as part of every unit Teacher models the analysis process Organize group discussions to model and | Acquire a collection of appropriate primary sources that are aligned to curricular objectives Develop student reflection and self-assessment skills; provide | How will we know our Action Plan is working? - analyze formative and summative assessment data, keep running records |

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| | | rehearse connection building | opportunities for students to practice these skills | <p>How will we respond when some students do not learn?</p> <ul style="list-style-type: none"> - small-group instruction for targeted individuals <p>How will we respond when some students have already learned?</p> <ul style="list-style-type: none"> - provide more challenging sources to explore; offer more choice in areas of exploration |
| SOST 9 | <p>1. Writing</p> <p>2. Not reading/understanding/following instructions</p> <p>3. Understanding rubrics</p> <p>4. Plagiarism</p> | <p>Using data from assignments to inform teaching:</p> <ul style="list-style-type: none"> - Scores - Areas of strength/weakness - Stages of the writing process (research, plan, draft, redraft, etc) - Using exemplars <p>Suggesting techniques to organize work etc (eg taking notes)</p> <p>Lots of checking questions</p> <p>In consultation with the learning support team, rubrics have been modified</p> <ul style="list-style-type: none"> - Using TurnItIn as a teaching tool - Using Exam.net in the same way - Using notes to show students how to process information legally (ie put things into their own words) | <p>Work closely with learning support dept to help identified students</p> <p>Work with peer-to-peer student tutors group</p> <p>Seek student feedback on best ways to give instructions</p> <p>Seek student feedback on user-friendly rubrics</p> <p>Ask students to create rubrics</p> <p>Continue monitoring TurnItIn, Exam.net and notes. Adjust instruction as necessary.</p> | <p>Data from assessments.</p> <p>Post assignment discussion with students concerned</p> <p>Discussions and feedback from Learning Support post unit.</p> <p>Student work demonstrates closer adherence to instructions, etc</p> <p>Teachers meet periodically to review efficacy of rubrics(also forms part of the curriculum docs)</p> <p>Student work demonstrates originality</p> |
| SOST 10 | <p>1. Writing</p> <p>2. Not reading/understanding/following instructions</p> | <p>Using data from assignments to inform teaching:</p> <ul style="list-style-type: none"> - Scores - Areas of strength/weakness - Stages of the writing process (research, plan, draft, redraft, etc) - Using exemplars <p>Suggesting techniques to organize work etc (eg taking notes)</p> <p>Lots of checking questions</p> | <p>Work closely with learning support dept to help identified students</p> <p>Work with peer-to-peer student tutors group</p> <p>Seek student feedback on best ways to give instructions</p> | <p>Data from assessments.</p> <p>Post assignment discussion with students concerned</p> <p>Discussions and feedback from Learning Support post unit.</p> <p>Student work demonstrates closer adherence to instructions, etc</p> |

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| | <p>3. Understanding rubrics</p> <p>4. Plagiarism</p> | <p>In consultation with the learning support team, rubrics have been modified</p> <ul style="list-style-type: none"> - Using TurnItIn as a teaching tool - Using Exam.net in the same way - Using notes to show students how to process information legally (ie put things into their own words) | <p>Seek student feedback on user-friendly rubrics Ask students to create rubrics</p> <p>Continue monitoring TurnItIn, Exam.net and notes. Adjust instruction as necessary.</p> | <p>Teachers meet periodically to review efficacy of rubrics(also forms part of the curriculum docs)</p> <p>Student work demonstrates originality</p> |
| DP ECON | Connections between syllabus topics and real world situations | Bring in real world situations whenever possible/relevant | Set up a presentation schedule in which students analyze real world situations | Measure frequency and quality of student analysis of real world situations |
| DP PSYC | <p>3. Critical Thinking on Research methods</p> <p>4. Using evidence to make an argument.</p> | <p>Direct instruction on the strengths and weaknesses of the various research methods. Group discussion of the research methods.</p> <p>Direct instruction on the structure of the requirements of the Short answers and extended response questions. Repeated practice on both short answer and extended response questions</p> | <p>Evaluate student responses to past paper questions on research methods</p> <p>Use debate structure to develop arguments. Use graphic organizers to help with structuring arguments. Model effective writing</p> | <p>Analyze the data from research methods, questions and answers.</p> <p>Analyze the results of practice IB past papers and compared to the markscheme</p> |

Notes from May 13 Social Studies / ELA Meeting:

Summary of CLNs:

Need Student Exemplars

Student Self-Assessment Skills

Following Instructions

Understanding Command Terms

Understanding how to use a rubric

Writing Cycle

Grammar - applying what they know to their writing

Drawing on Evidence

- *In 9th Grade Common Lit has been very useful in exposing students to Non-Fiction Text - broken down into themes which match with ISY Themes - Prosperity, People, etc..*

- Newsela good for non-fiction too - want to keep Social Studies package for Newsela
- 6th Grade capable re: conventions and grammar but don't seem to care enough to make sure their writing is grammatically correct. 'Patterns of Power' is a good teacher resource re: conventions.
- [Talk Read Talk Write \(Nancy Motley\)](#) is a good teacher resource for getting kids to talk and use information they have read in reading groups.
- Notice and Note ([Fiction](#) and [Non-Fiction](#)) are good teacher resources for ideas in book groups - getting kids to talk and deepen understanding. Good frameworks for independent book groups.
- Re: Rubrics - students seem to be good at knowing why they got a grade but not so good at taking feedback during the writing process to improve a grade. Idea of teachers using consistent 'adult' rubrics throughout all grades - and then adapting those adult rubrics to meet specific needs of students, create checklists instead of 4-column rubrics, having students create their own rubric guided by teacher.
- Grade 11 students more descriptive than analytical in their writing - better understanding of command terms such as analyse, explain, etc, would help students write for purpose.
- Research - everything comes back to 'claim and evidence' - common research terms in all subjects would be useful - based on ISTE Knowledge Constructor standards/benchmarks/continuum..
- Topic sentences are very important and need to be reinforced in all grades.

This protocol is based upon the Data Wise Improvement Process and Richard DuFour's 4 Essential PLC Questions:

- What do we expect our students to learn?
- How will we know they are learning?
- How will we respond when they don't learn?
- How will we respond if they already know it?

Data Wise Improvement Process 'Koru'

