
Jiangsu and Shanghai MYP Network

Job-A-Likes



Setting a Job-a-Like Agenda

Thank you for agreeing to facilitate an MYP Job-a-Like.

MYP Job-a-Likes are an opportunity for teaching professionals to grow in their practice through collaboration and sharing. Many of the best ideas are the result of a conversation between practicing teachers from a variety of backgrounds and experiences.

The aim of the Jiangsu MYP Network is:

To provide a platform for MYP practitioners to share effective teaching and learning experiences in our schools.

The focus for SY2014-2015 is:

The Next Chapter

Our network offers MYP Job-a-Likes for all disciplines of the MYP, in addition to Personal Project, Action for Service/Community, and MYP Coordinators.

To ensure these Job-a-Likes are used well and are meaningful, the MYP Coordinators have agreed on a set of protocols and guidelines. The following documents will help you get organized:

- JAL Responsibilities
- Essential Agreements for Participants
- Preparing for Job-a-Like

As the Facilitating Teacher, you will outline an agenda of discussion topics, probably divided into sessions. Included in this document are thoughts and ideas to help stimulate conversations. Select those most relevant to you subject group or ask participants to select which they would like to discuss.

The role of facilitator is to help keep the conversation moving in a productive direction. The facilitator does not have to be an expert in all areas of MYP, nor should they take the role of workshop leader.

On that important note - these are not workshops. Consider these definitions to help set the stage for a collaborative, collegial sharing session.

A Workshop is for learning and sharing under the direction of an expert. The focus is to learn new skills and gather information from an expert trained in the subject. The participant becomes a student.

A Job-a-like is for learning and sharing in a collegial setting, with no experts. The focus is on developing a group of collaborative teachers sharing skills and information on a variety of topics within a single subject. No teacher is an expert, teachers come from a variety of backgrounds and leave with a shared understanding. The participant is both teacher and student.

Thank you again for agreeing to facilitate an MYP Job-a-Like.

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MYP coordinators have agreed that each job-a-like will adhere to a set of agreed principles on how to host a meeting. This document must be used in conjunction with the Hosting a job-a-like Protocol. Your MYP coordinator will be able to assist you.

Necessary Materials:

1. Reflection on MYP changes - Discuss the inquiry questions in the section below to facilitate exchanging experiences in implementing the changes in the MYP.

2. Sample Unit Plans (or IDU) – These may be ‘model’ units or units that teachers want collaborative feedback on in order to make improvements. Ideally, unit plans are shared in advance of the workshop and teachers have some time to read through them prior to the meeting.

3. Sample Assessment Tasks – Most likely these would be for the unit plans also shared. Bring assessment tasks to discuss the implementation of the current criteria.

4. Example Student Work – Participating teachers should select a standard moderation sample (5 pieces of work; 1 weak, 3 average, 1 strong) and send scanned/digital copies to the participating teachers. Reading should be done in advance. Criteria grades are measured and discussed, and the aim is for a standardized understanding of the criteria values. Teachers may also opt to send previous moderation student samples. As the MYP has already moderated these, they serve as good benchmarks for other student work.

5. MYP and/or DP Documentation – To help establish a common framework for discussion, the following documents are recommended:

MYP: From Principles into Practice

MYP and/or DP Subject Guide (which includes the Learner Profile Attributes)

Rubrics for Evaluating an MYP Unit Plan

6. School-based Documents – To reinforce each school’s individual philosophy and mission, it is also beneficial to have relevant school-based documents available. For SSIS, this includes:

SSIS Learning Principles

Various SSIS Policy documents (assessment, etc)

Scope/Sequence documents for any grade levels to be discussed

Vertical Articulation Document as necessary

7. Exchanging Resources

Setting an Agenda

The remainder of this document is dedicated to possible agenda items and talking points. It is not intended that any single Job-a-Like 'cover' all of this content. On the contrary, one topic discussed in a rich and meaningful manner is far more valuable. This document may be shared with participants as needed.

Topic #1 – Reflection on MYP changes

Discuss the following inquiry questions to discuss your experiences in working with the new MYP curriculum requirements:

1. What makes a good inquiry statement?
 - a. *Share your examples.*
2. How do we make students aware of the Global Contexts?
 - a. *Discuss examples & attempts.*
3. How do we design inquiry-based learning engagements?
 - a. *Discuss examples & attempts.*
4. How do we design concept-based vertical planners?
 - a. *Discuss examples & attempts.*
5. What makes a good inquiry question? Share your examples.
 - a. *What makes a good factual question? Share your examples.*
 - b. *What makes a good conceptual question? Share your examples.*
 - c. *What makes a good debatable question? Share your examples.*
6. How do you incorporate Action (for Service) into your units?
 - a. *Discuss examples & attempts.*
7. How do your formative assessments lead into you summative assessments?
 - a. *Discuss examples & attempts.*
8. How do you differentiate between a formative and summative assessment?
 - a. *Discuss examples & attempts.*
9. How successful are your interdisciplinary units?
 - a. *Discuss examples & attempts.*
10. How do you teach the ATL to support your summative assessment task?
 - a. *Discuss examples & attempts.*
11. How do you differentiate for your subject?
 - a. *For ESL students?*
 - b. *For Learning Support students?*
 - c. *For gifted and talented students?*
 - d. *For learning styles and/or teaching strategies?*
12. How do you differentiate based on prior knowledge?

Topic #2 – Sample Unit Plans and/or IDUs

1. Using the MYP Unit Plan Evaluation Rubrics and the Subject Guide - Aims & Objectives (pages 3-6 of the Language A guide), evaluate and discuss unit plans brought to the discussion.
 - a. Distribute copies of the unit plans electronically or on paper so all members have copies of all unit plans available.
 - b. Determine which unit plan to begin with and use the document “Evaluating MYP Unit Planners – 2011” to work through each unit, one at a time. This can be done by individual teachers at first, giving the unit a ‘grade’ for each category and then discussing the results.
 - c. Conversation can move to a review of the unit based on the results of the information shared, a common understanding of good MYP and Subject-specific practices, and a student-centered learning approach.
 - i. Use the descriptors on the Evaluating MYP Unit Planner Rubrics document to guide discussion
 - ii. Use the Subject-specific aims & objectives to guide discussion
2. Work can then either move to evaluating another unit or to the next topic.
3. IDU: evaluate the interdisciplinary aim and review the effectiveness of the unit (use Teaching & Learning guide).

Topic #3 – Sample Assessment Tasks

1. Examine the assessments submitted with the unit plans you have evaluated. The following pages in the MYP Principles into Practice will be useful in conjunction with the subject manual:
 - a. Pages 46-49 – Planning Assessment and various assessment types
 - b. Scope/Sequence documents for courses being discussed
2. Discuss assessment practices at your school, in your department, and in your classroom.
 - a. How do teachers ensure that assessments are in line with the Criteria?
 - i. What checks and balances ensure that all criteria are measured appropriately?
 - ii. How are unit objectives and concepts used to create assessment tasks?
 - b. Is there a variety of assessment strategies in practice throughout the year?
 - i. Known in advance and unknown in advance?
 - ii. Prepared and spontaneous?
 - iii. Individual and Small-group?
 - iv. Selected Response and open-ended?
 - v. Performance through visible evidence?
 - vi. Spoken, written, performed?
 - c. Do the MYP assessments prepare students for the DP program?
 - i. Are some MYP assessments modelled on the DP methods? Especially G9 and G10?
 - ii. Are MYP assessments rigorous enough to prepare students for SL/HL study in G11? Do the MYP assessments gradually build students up to this level?
3. Examine the assessments brought for consideration:
 - a. Are the Aim and Objectives clearly stated for the students?
 - b. Are the instructions clearly written? Are all aspects of the task clearly outlined for the teachers and students? If this is a project-based assessment or performance-based assessment, is the timeline clearly communicated to the students?
 - c. How do these tasks allow for students to reach the highest level of achievement? Is the rubric modified to include task-specific information?
 - d. Which specific subject objectives are being evaluated? Is the method of evaluating these objectives challenging and engaging? What are other possible options for evaluating these objectives? Share best practices for this topic as well as examining the assessments provided.

Topic #4 – Standardizing Assessment Tasks/Student Example Work

1. If G10 Moderation tasks have been brought, these are good to begin with.
 - a. Distribute electronic copies in advance if possible. It may be helpful to distribute the Moderated F3.1s also, or bring them to the meeting.
 - b. Decide on the best method for sharing and comparing results. You might:
 - i. Each grade/score the papers under discussion individually, in advance of the meeting or at the meeting.
 - ii. Create a table of scores like the one below and complete it with scores from individual teachers.

Teacher	Crit A	Crit B	Crit C
Moderated score			

- iii. Discuss criteria that deviated from the Moderated score. Bring the discussion back to specific information from the criteria in the Subject Guide or the school's MYP Moderation Report.
2. Follow a similar procedure for each task brought to share. Base discussion on the G10 moderated report and papers as well as the school's Modified Criteria and the MYP published criteria in the Subject Manual.
 - a. The aim is to come to a common understanding of what represents each level of achievement. For example: For a Grade 6 student, what is the difference between a 6/10 and an 8/10? And what would 'perfect' look like? The samples brought can serve as anchor papers for the unit of work and/or grade level. Anchor papers are passed from year to year within a school and serve as a model of what each score looks like for each grade level. Ideally, a school could have a collection of anchor papers for each assessment task within a grade level. This practice serves for both MYP and DP.
 - b. When difficulties arise or in areas of diverging opinions –
 - i. refer directly to each individual criteria sentence in the MYP guide and/or modified criteria to evaluate the student work
 - ii. model the mark on the modified MYP G10 scores and feedback
 - iii. base the common score on visible evidence only, not assumed evidence
 - iv. be open-minded and willing to see/hear differing perspectives
 - v. be willing to adjust

Topic #5 – MYP and/or DP Documentation – To help establish a common framework for discussion, the following documents are recommended:

- MYP: From Principles into Practice (which includes ATLS, GCs and Key Concepts)
- MYP and/or DP Subject Guide (which includes the Learner Profile Attributes)
- Rubrics for Evaluating an MYP Unit Plan

Topic #6 – School-based Documents – To reinforce each school’s individual philosophy and mission, it is also beneficial to have relevant school-based documents available. For SSIS, this includes:

- SSIS Learning Principles
- Various SSIS Policy documents (assessment, etc)
- Scope/Sequence documents for any grade levels to be discussed
- Vertical Articulation Document as necessary

Topics #5 and #6 are an excellent opportunity for open discussion and sharing of ideas, previous training experiences, and asking questions in a collaborative atmosphere. Be careful not to turn these topics into a “workshop” format, but rather a forum for discussion.

If these topics are to be considered, encourage teachers to send the facilitating teacher questions and/or conversation topics in advance. That will assist in planing and organizing the conversations. Again, this should not be a workshop, but rather a session of sharing and peer exchange.

Topic #7 – Exchanging Resources

1. Resources can include texts used at various grade levels.
 - a. Select a Scope & Sequences / Scheme of Work document and examine the various units of work. What works are used as part of this year group?
 - b. Are there additional texts that can support these units in addition to the ones used by the school?
 - c. What teacher resources are available to support student learning and teacher growth?

2. Resources can also include non-textbook materials
 - a. What technology supports various units of work? Specific internet sites? digital texts? interactive games/activities? Share your favorite technological resources.
 - b. What movies or media support various units of work? Where can teachers find related media? youtube? other similar means? Share your favorite resource for media.
 - c. What hands-on resources would help diversify the learning activities in these units? How can a unit integrate the resources of the school? A lesson for cooking? A week for building? A lesson for painting? A day for sharing students' artistic and musical sides? Brainstorm the possibilities! Imagine an environmental unit in which the task was to ask students to create a visual/musical/artistic interpretation of their answer to the unit question and then present the work and their personal commentary to the class. A dance, a painting, an original musical composition all about the same central idea, but personalized.
 - d. What parental resources do teachers have? Are parents available as guest speakers? Are parents available to represent a theme or participate in a real-world discussion? What units would benefit through and be enriched by the involvement of parents? Share the realities and obstacles of this option. Consider how to overcome those obstacles.
 - e. What community resources do teachers have? How can units build on the resources of the community? Share ideas for establishing and utilizing resources within the community. This may include field trips or guests brought into the school.