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| **ATL Planning Chart** |
| Unit Plans | The school continues to revise their unit plans in light of 2014 guidance. Careful attention is being paid to the alignment of MYP objective strands to ATL skills that will be developed in the learning experiences portion of the unit plan. Those skills will be then be measured by the assessment task summatively, but will also receive ongoing formative feedback from the teacher as the skills are taught within the learning process. Students will also self-assess in terms of their own progress with the affective skills that teachers have also added to the ATL section of the unit planner. Those skills will be taught explicitly to students …. |
| Horizontal Planning | Teachers meet once every two weeks for 30 minutes by MYP year to discuss how to continue to design learning experiences around the ATL skills that were agreed upon for the unit that is underway. Since this is a new process for the school, we have decided to devote much of the horizontal planning time in the first year to designing meaningful learning experiences that build the identified ATL skill. In the second year, we will then revisit our choices that we made in terms of ATL skills and decide if there were better choices we could have made or if that skill is the right one for the unit….. |
| Vertical Planning | Teachers meet once a month with their subject groups for one hour to discuss their approach to ATL skill development. In the first year they are specifically to look at their summative tasks for the units underway and see if the skills they have chosen to teach actually manifest themselves in the summative task. It is our experience, that many of the skills that we teach are not actually measured by the task, so perhaps we should choose different skills to build around or perhaps redesign the task. Extensive conversations are underway regarding this process. Next year we have decided to focus on the complexity of our assessment tasks in terms of a scaffolded look at how “same” skills are applied in more complex learning experiences/tasks over the MYP years….. |
| Student Self-Assessment | While we have always asked our students to reflect on their learning, we are now aware that it is critical that they focus on how “they” perceive their own learning in terms of where they feel they have developed a skill. Therefore, in our advisory, we have decided that once a month, we will work with our students to develop their reflection skills through a school-wide approach in the first year. Since most of our students do not move, we feel that this first approach we build a sound foundation for the beginning of a reflective portfolio experience in year 2. ATL will become the centerpiece of the portfolio as it will hopefully bring student work to life through a student’s self assessment of their skills that are then manifested in the work….We are also having our students each pick one skill per quarter that they would like to focus on in all of their classes throughout the quarter. We assume that since they are picking the skill to further develop that they consider themselves “novices”, or at the beginning stage. At the end of the quarter they will self-assess to determine their own growth. We will not be asking our students to continually reflect as much in each subject, as our students reflections have become superficial. Rather, we hope this approach will make reflection more meaningful as it is only 4 times per year and differentiated for each student. |
| Community Project | We are particularly excited by the opportunity for our students to consolidate their past service experiences into a new venue called the community project. There will be the opportunity for students to use certain ATL skills that will be reinforced in MYP year 3 in order for students to do their community project at the end of MYP year 3. One of those ATL skills will be time-management. All MYP year 3 teachers have agreed that as they work through each MYP unit in that year, that they will purposefully breakdown the summative task with students in terms of time and how to manage it. Other affective ATL skills are also being discussed, but no decision has yet been reached… |
| Personal Project | The Personal Project is where all MYP teachers see their work with ATL skills come home to roost. This year we will be focusing on what skills our students have really mastered in terms of presenting their projects, so we are focusing on the ATL Cluster of communication. While it is too much to take on all Communication Skills, our MYP 5 advisory has made a decision to focus on building learning experiences around several skills that they feel are crucial to a successful PP presentation. Each year we will revisit our choices and discuss where our upcoming students may need more support as each class of students is different…. |
| Student Life | Our counseling department is working with students by MYP year throughout the year with developing aspects of the learner profile. We are now considering how to use the ATL skill category of self-management to further this effort. It is the goal of the school to enable our students to be lifelong learners and we have decided that including the ATL skills of self-management, along with the attributes of the learner profile will better accomplish our goal…. |
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