2015/16

CIS Paradigms

Philosophies and Frameworks to Guide
Collaboration, Curriculum Modernization & Professional Development

CONTENTS

Purpose, Direction & Balance

What is the purpose of "CIS Paradigms"?

- The purpose of "CIS Paradigms" is to provide educators at CIS with philosophies and frameworks that will guide the continuing development of teaching and learning practices at Cayman International School. Numerous beliefs and values are articulated in an effort to communicate pedagogical expectations, create common understandings and illustrate the culture of teaching and learning that is occurring in our school. The beliefs and values herein did not appear overnight; this document is a reflection of conversations that have been occurring at CIS for many years, and it is a catalyst for encouraging further dialogue and deliberate action to continuously improve teaching and learning on our campus.

- Another purpose of CIS Paradigms is to provide direction and clarity. There are several new frameworks that CIS will be utilizing in the coming school year that have been selected and developed by faculty groups and school improvement committees. What are these new frameworks? What is being expected of me? How will this improve teaching and learning? This document will provide some insights into these questions and will help to establish continuity in ways that are helpful and explicative. The frameworks provide direction and parameters, but there are significant questions that need to be explored by faculty through professional dialogue. There is collaborative planning and creating that you will engage in throughout the year as we learn and work together to enhance instruction. Frameworks are not prescriptions, and you will be actively involved in continuing pedagogic development at CIS.

- As with all things, balance is essential. There are differing viewpoints regarding approaches to teaching and instruction, and this diversity is valuable, within certain limits. In regards to a continuum of dictation vs. autonomy, on one end there are educators who highly value detailed systematic blueprints, and would like to be directed as to the exact programs, lessons, assessments, timings, scripts and daily actions. They want to be told exactly what to do and how to do it. This is not CIS. On the other end, there are educators who highly value autonomy, believing that standards, established curricula, texts, school philosophies and programs are restrictive and constraining. They want to teach without the big picture in mind. This is not CIS. While neither of these accurately describe our current approach or our faculty, it is natural for us as educators to lean more toward one end of the spectrum. As we engage in the process of reviewing, rebuilding and modernizing curricula at CIS, it is important to know that a balance will be maintained. **We are a school that utilizes visions, philosophies, guiding principles, standards, programs and common frameworks to provide continuity in learning, while also allowing for a great deal of freedom and autonomy in actions, personal style, distinctive slants and individualized approaches to teaching.**

Collaboration

Collaboration is imperative for teacher growth and student development, and CIS places high value on sustaining a collaborative community of professional learning.

- At CIS, we believe that collaboration is a critical component of the teaching and learning culture for students and for educators. It is crucial for teachers to carefully and deliberately teach and facilitate collaboration in classrooms, and there is no doubt that a Professional Learning Community is effective in improving instruction and student achievement. No silos! Teachers working together toward a vision of excellent education is powerful and transformative. Every teacher has something to contribute in augmenting lessons and shaping teaching and learning practices. "If you want to go fast, go alone. If you want to go far, go together." *- African Proverb*

- "Teachers get better when they work together. That's the simple conclusion of a massive study on how teachers collaborate with one another and why they do it." University of Michigan and Vanderbilt University professors, led by Assistant Professor Matthew Ronfeldt of Michigan, reviewed data and surveys from 9,000 teachers at 336 schools, concluding that there is positive relationship between teacher collaboration and student achievement, and that teachers' rates of development are greater in schools with higher quality collaboration. *— American Educational Research Journal, June 2015 52: 475-514*

CIS Vision of Teaching & Learning

What do we believe quality education should look like? How do children learn best?

- During the course of the 2014-15 school year, a great deal of teacher dialogue centered around these questions, including topics regarding approaches to modern learning, technology integration and inquiry-based methodologies. CIS is endeavoring to provide engaging, relevant and meaningful educational experiences for children, and we are striving to utilize innovative and progressive practices to meet students where they are, while challenging them to excel in new ways. Over the course of last year, rich discussions resulted in development of a CIS Vision of Teaching and Learning. Over time, this vision was articulated in the following way:

  - **A School of Inquiry**
  - **A Culture of Exploration**
  - **A World of Discovery**

- Derived from the numerous conversations, surveys and meetings that occurred throughout the year, more specific descriptions evolved. Discussions led to descriptive words and phrases that were used as the basis for illustrating our vision. Teachers expressed that quality teaching and learning at CIS should be centered on:

◊ questioning; inquiring; exploring; discovering
◊ problem finding and problem solving
◊ critical thinking
◊ student driven
◊ hypothesizing
◊ predicting
◊ wondering
◊ doing; hands on and minds on; building
◊ active; experiential
◊ constructing; constructivism
◊ perseverance; grit; determination ; resilience
◊ connecting concepts and understanding associations
◊ creativity
◊ researching
◊ investigating
◊ craftsmanship
◊ balance
◊ caring; respect; trust; empathy
◊ authenticity; real-world applications
◊ relevant learning ; meaningful to students
◊ changing hearts and minds through learning
◊ service learning; social consciousness
◊ community engagement and outreach
◊ mindfulness; intentionality; purpose
◊ self-awareness; pride; self-actualization
◊ individual learning journey; personal growth
◊ transformative interactions with peers and adults; interpersonal; intrapersonal; judgment development
◊ entrepreneurship; innovation
◊ reflection; metacognition; ethics; morals;
◊ students *being* a scientist/architect/artist/ (not "learning" science, architecture)
◊ presenting; presentation skills
◊ communication; collaboration; social skills
◊ student choice with guidance and frameworks
◊ projects based on deep essential questions, not separate isolated disciplines
◊ technology integration; technology as a catalyst
◊ global mindedness
◊ integrity; citizenship; character

CIS Vision of Teaching & Learning

Ultimately, the following Vision of Teaching & Learning was established in order to serve as a guide for the school as we work together passionately to shift, modernize and improve our approaches to teaching and learning:

A school of inquiry…

At CIS, we believe that a curriculum is most effective when it emerges directly from the questions and wonder of the learners it is designed to serve. Our units of study are viewed not as a set of requirements to be imposed upon our students, but as a collection of living documents planned around the questions that motivate, inspire and move them. Here, students wrestle with and seek answers to issues that interest and concern them both in and beyond our local community. They are given time and space to consider these issues deeply and critically, making predictions, forming hypotheses, and advancing innovative solutions of their own. And crucially, they learn to be active, effective citizens by sharing their insights with the world.

Our school is a constructivist and student-driven environment. It is a school in which children's ideas are valued and enriched by deep learning. Most importantly, it is a school in which children understand that they are capable of living a full and intentional life – a life that can impact the world around them in important and positive ways.

A culture of exploration…

As educators, we understand that the search for meaning is always, in essence, a personal one. Our aim at CIS is to leverage our students' questions about the world in order to engage their hearts, hands and minds. Our classrooms are characterized by the active, enthusiastic exploration of big ideas. Because children learn best when they can connect with others, we encourage them to collaborate – with one another, with experts in our local community, and with specialists abroad. Because learning is deeper when it is contextualized, our students undertake research and carry out investigations into real-world, place-based issues that inspire them to take initiatives. And of course, these projects are balanced and enriched by study in the creative disciplines — art, music, technology, drama, physical education and literature — so that our students acquire both a sense of craftsmanship and a true ethic of excellence that will stay with them throughout their lives.

A world of discovery…

At CIS, we aim to create an education that will enrich our children's experience of and relationship to the world in which they live. We design relevant, authentic learning experiences that engage our students intentionally and purposefully in the lives of their communities. We nurture social consciousness through Service Learning, inspiring each of our students to see the world as a shared environment in which he or she can make a difference in the lives of others. Additionally, we foreground the arts of argumentation, critical thinking and articulate expression via a range of media, so that our graduates will be equipped for active, fulfilling citizenship in the world beyond our gates.

In equal measure, we nurture the personal growth of each student in our care, so that our graduates will be as reflective as they are enterprising; as community-minded as they are self-aware; and as co-operative as they are self-reliant. Our framework of mindful inquiry, exploration and discovery is purposefully constructed to initiate our students into the ongoing conversation of mankind, so that their individual contributions will be heard among the best that is thought, written and enacted in their lifetimes.

Professional Development Focal Points

- Lifelong learning is a foundation of education and a value that we must instill in children to facilitate genuine and sustaining growth. As educators we must model lifelong learning with our students, embrace a mindset of continuous improvement, and constantly develop as professionals. "Life is a learning process; learning is a lifelong process. You can't separate them." — *Vivienne Forrester*

- In today's connected world, educators have every resource at their fingertips and can individualize their professional growth in a variety of ways. Some aspects of professional growth will be engaged together by all faculty or divisions, teams or small groups of teachers. During the 2015-16 school year, there are professional development focal points that will be central elements of the platform for learning for CIS faculty:

  - **Curriculum Modernization & PBL**
  - **Positive Discipline**
  - **High Scope (Early Childhood)**
  - **Technology Utilization**

Paradigm Shifts in Education

- In recent years, there have been extremely significant shifts in the field of education. With technology playing a key role, progressive approaches to teaching and learning are being realized in schools around the world. Quality schools have already facilitated fundamental shifts in approaches to curriculum and student learning. The old standardized factory model of education is giving way to a new era of modern pedagogy.

- Former president of NAIS, Pat Bassett examined what the MacArthur Foundation called the six "big shifts" in education:

    - From knowing to doing;
    - From teacher-centered to student-centered;
    - From the individual to the team;
    - From consumption of information to construction of meaning;
    - From schools to networks (online peers and experts); and
    - From single sourcing to crowd sourcing.

    To this list, he added another big shift:

    - From high stakes testing to high value demonstrations of learning

- At CIS, we are cognizant of the changing world of education and we continually work to understand the global context that affects our paradigms and our efficacy.

http://www.nais.org/Articles/Pages/Schools-of-the-Future-The-Big-Shifts.aspx

Curriculum Modernization & Project-based Learning

"The world's top performing organizations achieve their goals by offering a rich blend of culture, work and engagement that deeply enrolls employees in the mission and purpose of the organization, attracts highly motivated, committed individuals to join a rewarding social network, and infuses the journey to success with joy and passion. That results in innovation, creativity and a personal desire to contribute to systematic improvement. Overall, employees become part of a 'story' that enrolls them in a cause and brings out their best talents…." (Thom Markham)

- How does CIS continue to evolve into this type of organization? How do you contribute to this? As a school, we have perhaps the most important mission of any profession– to make the world a better place through education. At CIS we have a 'story', and we are continuing to develop it each day and each year. You are writing the script—what do you want it to say?

- Last year, we established a vision – we laid out the bones of our story. Now it's time to write the chapters. What will we actually do to modify instruction? How do we enroll our students in our mission and purpose? What will we do to modernize the CIS curriculum? How do we shift our paradigm? ***How do we move toward our vision?***

- Recognizing significant paradigm shifts in schooling, many of our faculty, along with today's leading educators, believe that project-based learning is an effective approach toward progressive modern education. The term "Project-based Learning" (PBL) as an exact definition or specific program is not imperative to us. There are other approaches (Inquiry-based Learning, Problem-based Learning, etc.) that may also have curricular importance to us in our efforts to realize our vision. We will develop our own informed approach to projects, curriculum, teaching and learning within our CIS context. We have chosen to use the term project-based learning (PBL) with a loose definition at this time.

Curriculum Modernization & Project-based Learning

Guiding Questions

- ◊ How will we design projects that matter?
- ◊ What new conditions do we need to create in our classrooms to prepare for PBL?
- ◊ How will we bring the concepts and dispositions of the Common Core Standards to life?
- ◊ How will we assess and value project-based inquiry learning?
- ◊ Will PBL affect our reporting systems?
- ◊ How will we hold technology to a higher standard?
- ◊ How will we coach students for performance?
- ◊ How will we explicitly teach critical thinking and collaboration? Creativity? Innovation?
- ◊ How will we make connections and integrate subjects and disciplines?
- ◊ How will we intentionally focus on character, integrity, and grit as a primary principles rather than bi-products or possibilities?
- ◊ How will projects focus on real-world, relevant and meaningful issues?
- ◊ How will our CIS Essential Practices be affected by or blended with PBL?
- ◊ How do we balance discrete skill instruction with PBL?
- ◊ What do we expect from PBL? How will we know when we are successful?
- ◊ How can we sustain PBL? How do we look beyond our current projects?
- ◊ What resources are essential to PBL effectiveness?
- ◊ How will we ensure our school community understands and values our approaches?

Goals

- ♦ In Grades K-2, we will plan, develop and document at least two new quality project-based inquiries this year, replacing or significantly revising two existing units. In Grades 3-5, we will complete at least three.

- ♦ Why are there more projects in Grades 3-5? We believe that skills can be taught and developed in context of well-designed projects, but we also recognize that discrete skill instruction is necessary and takes time, and younger children may require more time for basic skill acquisition. There is a difference between “learning to read” and “reading to learn.”

- ♦ In Grades 6-8, we will plan, develop and document at least two new quality project-based inquiries this year. In Grades 9-10, we have less structured time for project development, but we will aim to begin project development and will review processes for further development. With more time to collaborate, additional projects will be developed in the future.

Collaboration Frameworks & Facilitation

Time

- Two 40-minute collaborative planning blocks have been scheduled for each Elementary grade level, when the students are in Spanish lessons. These will operate as active PLCs, allowing us to learn more about PBL as we work together to plan our own.
- Grades 6-8 will have one full school day of release time each semester to collaborate on project development. Grades 9-10 will have one school day during the second semester.
- Several meetings on Tuesdays will also be dedicated to professional development and PBL.

Frameworks

- To ensure planning blocks are productive and do not waste teachers' valuable planning and assessment time, we will use structures and protocols to direct our work. Planning materials from Thom Markham's PBL Design and Coaching Guide (among other sources) will help us design and document consistent but flexible project-based inquiries.

Facilitation

- Teachers will be supported in project planning by the curriculum coordinator, the librarian, the technology integration team and the instructional coach, who will take an active part in helping to design, plan and document project-based inquiries. Specialist teachers may also be called upon to enrich projects with skills, habits or knowledge from their disciplines. Co-teaching is available from all supporting faculty, as is assistance forging links with experts, planning fieldwork, organizing celebrations, assessing student products and helping with reflections/portfolio documentation.

- We will be supported by an educator with notable PBL expertise, Dr. Thom Markham, who will be assisting us with professional development this year. Thom will help facilitate project development throughout the year and will lead our inservice efforts on February 8-9. Thom Markham, Ph.D., is a psychologist, educator, author, and thought leader in areas of creativity, innovation, project based learning, and inquiry-based education. He served as a Director with Active Learning, Inc., taught at an award-winning high school, co-founded the Marin School of Arts and Technology, the flagship school for Envision Schools, and led the strategic initiative at the Buck Institute for Education to establish global training programs in project based learning, where he also co-authored BIE's Project Based Learning Handbook, with over 50,000 copies sold in over 50 countries. He recently published the Project Based Learning Design and Coaching Guide: Expert Tools for Innovation and Inquiry for K-12 Educators, and is the author of Redefining Smart: Awakening Student's Power to Reimagine Their World (Corwin, June, 2015).

Positive Discipline

- Through the School Improvement process in 2014-15, CIS made the decision to embrace the *Positive Discipline Classroom Management Model* as its philosophy and framework for character development and behavioral expectations. It is based on the work of Alfred Adler and Rudolf Dreikurs; and is adapted for the school environment by Jane Nelsen. The *Positive Discipline* program is designed to teach young people to become responsible, respectful and resourceful members of their communities.

- Recent research tells us that children are "hardwired" from birth to connect with others, and children who feel a sense of connection to their community, family, and school are less likely to misbehave. To be successful, contributing members of their community, children must learn necessary social and life skills. Positive Discipline is based on the understanding that discipline must be taught and that discipline teaches.

- The *Positive Discipline* framework is aimed at developing mutually respectful relationships. Positive Discipline teaches adults to employ kindness and firmness at the same time, and is neither punitive nor permissive.

Principles of Positive Discipline

- Adults demonstrate kindness and firmness when implementing the model.
- It maintains respect for children, respect for adults.
- Children do better when they feel better, not when they feel worse.
- The goal of discipline is to solve problems and teach, not to make children suffer for their behavior.
- The goal of all behavior is to find belonging and significance.
- Children learn and become equipped for life from a system that promotes their responsibility rather than leaving it all to the adult.

Positive Discipline

The Positive Discipline Model

- ◊ Allows student input in the classroom decisions and guidelines.
- ◊ Holds high expectations for student behavior.
- ◊ Expects adults to follow through with holding students accountable to their agreements.
- ◊ Provides students opportunities to develop responsibility and accountability.
- ◊ Recognizes there are reasons students do what they do, and responding accordingly.
- ◊ Holds frequent class meetings where students can collaboratively problem solve.
- ◊ CIS Faculty/Staff Positive Discipline training and support includes:
- ◊ Professional Development training during the Faculty Orientation Week at the beginning of the school year.
- ◊ A Teacher's Resource Guide and Positive Discipline in the Classroom book.
- ◊ On-going training and support by the Positive Discipline Committee, guidance counselors and principals.

Classroom Meetings

Classroom Meetings are the foundation for the Positive Discipline model and will be implemented in all elementary self-contained classrooms. Class meetings invite students to learn by doing. They provide the practice arena for all of the skills necessary to grow citizens who are responsible, respectful and resourceful members of the community.

The Eight Skills for Class Meetings

1. Forming a Circle
2. Practicing Compliments and Appreciations
3. Respecting Differences
4. Using Respectful Communication Skills
5. Focusing on Solutions
6. Role-playing and Brainstorming
7. Using the Agenda and Class Meeting Format
8. Understanding and Using the Four Mistaken Goals

Students learn:

- ◊ To use their voice.
- ◊ To practice looking at issues from multiple points of view.
- ◊ That mistakes are opportunities to learn.
- ◊ To see strengths in themselves and others.
- ◊ How collaboration can change things.
- ◊ That they have influence in a socially useful way.
- ◊ What it feels like to set goals, plan and be able to carry out the plan.

Positive Discipline

- The Positive Discipline vision is about schools where children never experience humiliation when they fail but instead feel empowered by the opportunity to learn from their mistakes in a safe environment. Many of the social and emotional skills students learn are represented in the *Significant Seven Perceptions and Skills.*

The Significant Seven - Perceptions and Skills

Research reveals that children who become successful adults possess the following abilities:

1. I am confident of my personal capability when faced with challenges.
2. I believe I am personally significant and make meaningful contributions.
3. I have a positive influence over my life; I take responsibility for my choices.
4. I have strong intrapersonal skills and I manage my emotions through self-awareness and self-discipline.
5. I have strong interpersonal skills and I am able to effectively communicate, negotiate, and empathize with others.
6. I am able to adapt with flexibility and integrity, I have strong systemic skills.
7. I have well developed judgment skills and able to make decisions with integrity.

Information was adapted from the following sources: http://www.positivediscipline.com/ and http://www.positivediscipline.com/articles_teacher/classmeetings.html#sthash.9oZUMJZS.dpuf

- As a primary focus of professional development in 2015-16, CIS Faculty/Staff Positive Discipline training and support includes sessions from an expert consultant during the Faculty In-service Week at the beginning of the school year, a Teacher's Resource Guide and Positive Discipline in the Classroom book, and on-going facilitation by the Positive Discipline Committee, guidance counselors and principals.

Positive Discipline

Creating Respectful Relationships in Homes and Schools

High Scope (Early Childhood)

- The philosophy behind HighScope is based on child development theory and research, originally drawing on the work of Jean Piaget and John Dewey. Since then, the HighScope Curriculum has evolved to include the findings of ongoing cognitive-developmental and brain research. In its teaching practices, the HighScope Curriculum draws upon the work of developmental psychologist and educator Lev Vygotsky, especially the strategy of adult scaffolding — supporting children at their current developmental level and helping them build upon it — in a social setting where children have opportunities to choose materials, ideas, and people to interact within the projects they initiate. The adults working with the children see themselves more as facilitators or partners than as managers or supervisors.

- Early Childhood teachers at CIS began learning the basics of HighScope last school year, and in 2015-16 CIS is investing in additional broad-range professional development facilitation from an expert HighScope trainer for all Early Childhood teachers and Teaching Assistants.

High Scope (Early Childhood)

Central Concepts

- **Active learning:** The HighScope Curriculum emphasizes active participatory learning. Active learning means students have direct, hands-on experiences with people, objects, events, and ideas. Children's interests and choices are at the heart of the HighScope programs. They construct their own knowledge through interactions with the world and the people around them. In active learning settings, adults expand children's thinking with diverse materials and nurturing interactions.
- **Learning environment:** A HighScope school classroom is divided into well-defined interest areas that typically include a house area, art area, block area, toy area, and other areas that reflect the children's interests. Children are able to access all facilities independently as well as take some responsibility for use of these areas.
- **Daily routine:** HighScope classrooms follow a predictable sequence of events called the daily routine. The daily routine in a HighScope classroom includes plan-do-review, small- and large-group times, outside time, transition times, and eating and resting times.
- **Plan-do-review:** A key component of the HighScope approach is the plan-do-review sequence. Children first plan what materials they want to work with, what they want to do, and whom they want to do it with (this can be done formally or informally in small groups). Once they have made a plan, however vague, of what they want to do, they can go and do it. Then, after this chosen worktime, the children discuss what they did and whether it was the same as, or different from, what they had planned.
- **Adult-child interaction:** Shared control between adults and children is central to the HighScope Curriculum. In addition to sharing control, adults in a HighScope classroom participate in children's play, converse as partners with them, focus on children's strengths and offer them support, and encourage children's problem solving.
- **Key developmental indicators:** The HighScope Curriculum is organized into eight content areas: (1) approaches to learning; (2) language, literacy, and communication; (3) social and emotional development; (4) physical development and health; (5) mathematics; (6) science and technology; (7) social studies; and (8) creative arts. Within these content areas are 58 key developmental indicators (KDIs). The KDIs are statements of observable behaviors that define the important learning areas for young children. HighScope teachers keep these indicators in mind when they set up the learning environment and plan activities.
- **Assessment:** HighScope assesses children's development with comprehensive observations. HighScope teachers record daily anecdotes describing what children do and say. Several times a year, teachers review these anecdotes and rate each child using an assessment tool that is organized into six areas of development. These scores help the teachers design developmentally appropriate learning opportunities and can be used to explain children's progress during conferences.
- **Conflict Resolution:** HighScope has a six-step process that can be used to help children resolve conflicts that may arise during their day. Step 1. Approach the situation calmly. Observe the situation, approach the children with a calm voice, and sit with them on the floor. Stop any hurtful behavior if necessary. Step 2. Acknowledge children's feelings. Describe the feeling you observe and the details of what you see. Step 3. Gather information. Ask open-ended questions, directing your questions to one child, then another. Step 4. Restate the problem. Based on what the children say, clarify the problem and check your statement with the children. Step 5. Ask for ideas for solutions and choose one together. Encourage children to talk to each other. Be prepared to give suggestions. When children arrive at a solution, restate it and check with them to make sure they are in agreement. Step 6. Be prepared to give follow-up support.

Collaboration Meetings & Calendars

- Based on discussions and surveys, *time* is almost always a primary concern for all of us at CIS. There simply is not enough of it, and we want to accomplish everything. And while we cannot create more time, we can continue to analyze the manner in which we utilize and schedule time so that we can maximize it. Meetings that facilitate meaningful collaboration and professional dialogue are invaluable, and it is incumbent upon all CIS faculty to contribute in positive ways to make meetings purposeful.

- CIS provides structured time for various groups to meet and collaborate. These meetings take precedence and usually occur during the normal teacher school day (7:30-4:30).

◊ **Quarterly Conclaves**
All staff and faculty of CIS meet together four times each year (once per quarter) to learn about school updates and hear sessions on teaching and learning.

◊ **Faculty Meetings**
Faculty from each school division (EC, Elementary, Secondary) meet for professional development, collaboration, working on initiatives and sharing insights.

◊ **Elementary Grade Level Meetings**
Each week, teachers from each Elementary grade level meet to discuss issues and collaborate on lessons, assessments, newsletters, etc.

◊ **Elementary Curriculum Meetings**
Twice each week, individual Elementary grade levels in the meet during the school day with facilitators to collaborate on curriculum modernization, articulation and project development.

◊ **Secondary Grade Level & Curriculum Meetings**
Secondary grade levels meet approximately every month, and will engage in full-day release sessions to collaborate on curriculum modernization and project development.

◊ **Content Area Team Meetings**
Secondary teachers meet in subject area groups to work on vertical articulation and discipline specific issues.

◊ **MS/IB Meetings**
IB teachers meet to discuss students and Programme issues and Middle School teachers discuss student issues, learning and character/behavior progress, and support strategies.

◊ **School Improvement Committee Meetings**
School Improvement Committee Facilitators host a meeting with staff and faculty volunteers to make progress toward CIS Strategic Plan objectives.

Collaboration Meetings & Calendars

Cayman International School

Early Childhood & Elementary

Tuesday Meeting Schedule – 2015-2016

EC 2:30-3:30pm
ES 3:30-4:30pm

Month	Date	Date	Date	Date	Date
September	9/01 ES Parent Evening (No Faculty Mtg.) EC Prep for Parent Evening	9/08 Faculty Meetings	9/15 Grade Level/ Specialist Meetings	9/22 School Improvement Committee Meetings	9/29 Faculty Meetings
October	10/06 Faculty Meetings TOPIC-Reporting Process	10/13 EC-Faculty Meeting ES-Work on Report Cards	10/20 Grade Level/ Specialist Meetings	10/27 Holiday ☺	
November	11/03 Prepare for Parent-Teacher Conferences	11/10 Quarterly Conclave	11/17 Grade Level/ Specialist Meetings	11/24 School Improvement Committee Meetings	
December	12/01 Faculty Meetings TOPIC: 2016-17 Ordering Procedures	12/08 Faculty Meetings TOPIC: 2016-17 Ordering Procedures	12/15 No ES Meetings K-12 Holiday Concert EC Grade Level Meetings	12/22 Holiday ☺	12/29 Holiday ☺
January	1/05 Faculty Meetings	1/12 EC-Faculty Meeting ES-Work on Report Cards	1/19 Grade Level/ Specialist Meetings	1/26 School Improvement Committee Meetings	
February	2/02 Faculty Meetings	2/09 Staff In-Service	2/16 Grade Level/ Specialist Meetings	2/23 School Improvement Committee Meetings	
March	3/01 Faculty Meetings	3/08 Quarterly Conclave	3/15 Grade Level/ Specialist Meetings	3/22 School Improvement Committee Meetings	3/29 Holiday ☺
April	4/05 Faculty Meetings	4/12 EC-Faculty Meeting ES-Work on Report Cards	4/19 Grade Level/ Specialist Meetings	4/26 ES: Prepare for Student- Led Conferences	
May	5/03 Faculty Meetings	5/10 Quarterly Conclave	5/17 Grade Level/ Specialist Meetings	5/24 School Improvement Committee Meetings	5/31 Faculty Meetings TOPIC-End of Year Procedures
June	6/07 EC-Faculty Meeting ES-Work on Report Cards	6/14 No formal meetings End of Year Wrap Up Tasks			

Collaboration Meetings & Calendars

Cayman International School

Secondary Meeting Schedule – 2015-2016

Tuesday Schedule (3:30 to 4:30 p.m.)

Month	Date	Date	Date	Date	Date
September	9/01 Grade Level Curriculum Meetings	9/08 Faculty Meeting	9/15 Content Area Team Meetings	9/22 School Improvement Committee Meetings	9/30 MS/IB Meetings
October	10/06 Grade Level Curriculum Meetings	10/13 Read/Edit Report Cards	10/20 Content Area Team Meetings	10/27 Holiday ☺	
November	11/03 Parent-Teacher Conferences	11/10 Quarterly Conclave	11/17 MS/IB Meetings	11/24 School Improvement Committee Meetings	
December	12/01 Grade Level Curriculum Meetings	12/08 Faculty Meeting	12/15 Content Area Team Meetings	12/22 Holiday ☺	12/29 Holiday ☺
January	1/05 Grade Level Curriculum Meetings	1/12 Read/Edit Report Cards	1/19 Grading	1/26 School Improvement Committee Meetings	
February	2/02 Grade Level Curriculum Meetings	2/09 Faculty In-Service	2/16 MS/IB Meetings	2/23 School Improvement Committee Meetings	
March	3/01 Grade Level Curriculum Meetings	3/08 Quarterly Conclave	3/15 Content Area Team Meetings	3/22 School Improvement Committee Meetings	3/29 Holiday ☺
April	4/05 Read/Edit Report Cards	4/12 Faculty Meeting	4/19 MS/IB Meetings	4/26 Parent-Teacher Conferences	
May	5/03 Grade Level Curriculum Meetings	5/10 Quarterly Conclave	5/17 Faculty Meeting	5/24 School Improvement Committee Meetings	5/31 Content Area Team Meetings
June	6/07 Read/Edit Report Cards	6/14 Grading			

Please mark your calendars and make sure to attend all appropriate meetings. Do not schedule a doctor's appointment or other meetings during these times.

Thank you for your support!

Secondary Planning/Release Time – Semester One
Grade 6 – Thursday, September 10
Grade 7 – Thursday, October 8
Grade 8 – Thursday, November 12

Secondary Planning/Release Time – Semester Two
Grade 6 – Thursday, January 14
Grade 7 – Thursday, February 4
Grade 8 – Thursday, March 3
Grade 9 – Thursday, April 7
Grade 10 – Thursday, May 5

Essential Practices for Elementary Literacy

CIS has adopted specific practices that have proven successful in the development of literacy with elementary students. As with all aspects of teaching and learning at CIS, these practices will be continually reviewed through collaborative practices by faculty and school leaders with the potential for revision. For the 2015-16 school year, the following practices are essential in all elementary classes:

At least 90 minutes of ELA instruction scheduled per day, to include:

Foundational Skills	Phonemic/Phonological Awareness (K-2) Phonics (K-3) Differentiated Word Study Program (1-5) Vocabulary Learning (K-5)
Oral Reading Fluency	All students K-3 and students reading below grade level in Grades 4-5
Reading Comprehension	All students (K students will begin with aural comprehension)
Writing	All students
Speaking & Listening	All students
Handwriting & Keyboarding	Manuscript Instruction (K-2) Keyboarding (3-5)

- ◊ Teachers use the Common Core Standards, their associated appendices, and the CIS Vision for Teaching & Learning to inform planning
- ◊ The Common Core Standards define what all students should know and be able to do
- ◊ The CIS Vision for Teaching & Learning describes the instructional context
- ◊ ATLAS Rubicon is followed OR revised if changes to units are made
- ◊ Changes to ATLAS are made collaboratively with the Curriculum Coordinator and/or Instructional Coach
- ◊ CIS Grade Level diagnostic assessment and progress monitoring schedules are followed and used to inform instruction and understand student growth
- ◊ Teachers notify and work with the Student Support Team and parents immediately when children are struggling to meet benchmarks
- ◊ MAP assessment data is used to inform instruction and understand student growth
- ◊ Teachers keep up-to-date records of student achievement including digital portfolios and assessment folders
- ◊ Assessment folders include:
  - samples of student writing for each term
  - running records
  - anecdotal notes (unless on iPad)
  - diagnostic spelling tests & scoring sheets
  - relevant teacher-created assessments
- ◊ Digital portfolios are curated with students and include quarterly literacy learning goals as well as records of student self-assessment/reflection
- ◊ Teachers use flexible grouping based on student needs and/or skills (not always reading level)
- ◊ Instruction is appropriately differentiated
- ◊ Students with the greatest needs are given additional small group teaching
- ◊ The classroom teacher works with each child in small group contexts and/or individually, whether or not that child is receiving additional support
- ◊ Literacy learning is planned collaboratively by grade-level teams
- ◊ Literacy learning is integrated into larger projects and inquiries

Essential Practices for Elementary Literacy

Reading

- ◊ Explicit instruction in foundational skills, grammar, mechanics, spelling and vocabulary takes place in context during reading time.
- ◊ Teachers make use of guided reading and literature circle book sets housed in the library.
- ◊ Teachers ensure that students are checking books in and out of the library via the flexible library schedule.
- ◊ Teachers keep records of students' independent reading, including library books.
- ◊ Whole group, small-group and individualized instruction is used (based on the Optimal Learning Model).
- ◊ Reading lessons include: modeled, guided and independent reading as well as talking/writing about reading.
- ◊ Students read an equal balance of fiction and non-fiction texts throughout the day. (Non-fiction reading may occur within other disciplines or in integrated contexts).
- ◊ Students read a balance of student- and teacher-selected texts.
- ◊ Guided Reading or Literature/Inquiry Circles occur at least 3-4 times per week.
- ◊ Independent Reading occurs daily for at least 15 minutes.
- ◊ Independent reading is assigned for homework four times per week.
- ◊ Teachers conduct at least one individual reading conference with each student at least twice per month
- ◊ Teachers involve students in setting learning goals for reading growth.

Writing

- ◊ Writing takes place in all disciplines, and in integrated contexts.
- ◊ Writing takes place daily, with dedicated independent writing time occurring several times per week.
- ◊ Students are given equal opportunity to see good models of, and practice, the three key forms defined by the Common Core: arguments, explanatory/informative texts, and narratives.
- ◊ Students write at least an equal balance of student- and teacher-selected topics, with preference given to student-selected topics.
- ◊ Writing lessons include: modeled and independent writing including revising, editing and publishing/ celebration.
- ◊ Mentor texts are shared and co-created with students.
- ◊ The Six Traits model is used to provide a shared vocabulary to describe effective writing.
- ◊ Explicit instruction in foundational skills, grammar, mechanics, spelling and vocabulary takes place in context during writing time.
- ◊ Teachers conduct at least one individual writing conference with each student at least twice per month.
- ◊ Teachers involve students in setting learning goals for writing growth.
- ◊ Cursive introductory lessons are facilitated in grades 3-5.

Essential Practices for Elementary Literacy

Foundational Skills

- ◊ In Grades K-5, the study of words and parts of words is an integral part of reading and writing lessons.
- ◊ All students in Grades 1-5 participate in our differentiated spelling program.
- ◊ Students are made accountable for knowing the meanings of words they are learning to spell.
- ◊ Explicit vocabulary instruction takes place in the context of spelling lessons and in context during writing times and reading times and content-area study.
- ◊ Explicit instruction in phonics and phonemic awareness in Grades K-3 follows the CIS Word Study Progression

Speaking and Listening

- ◊ Teachers use the Common Core Standards and Assessments to integrate speaking and listening outcomes into projects and inquiries.
- ◊ Teachers actively assess, monitor, model and teach speaking and listening skills.
- ◊ Classroom routines establish norms for effective and respectful speaking and listening, to include norms for mutual respect, turn-taking, active listening and polite disagreement.
- ◊ Children have frequent opportunities to discuss and collaborate during lessons.
- ◊ Classroom talk is:
  - Focused on learning goals
  - Designed to encourage deep and critical thinking
  - Supportive of language development, including academic vocabulary

Additional information, leveling charts, professional books, articles and resources are available in the Language Arts Handbook, located on the CIS common drive.

Essential Practices for Elementary Mathematics

- Everyday Mathematics (EDM) is a rigorous curriculum tool used successfully by over 3 million students. CIS has been utilizing EDM in the Elementary School for the last 10 years, and we are currently using the Common Core edition. This mathematics curricular approach has two unique qualities: the math lessons 'spiral' and it uses games to help teach concepts.

- Based on these principles, the original Everyday Mathematics authors identified guidelines for teaching to help children build a strong mathematical foundation in their elementary years:
    - Move from nearly exclusive emphasis on naked number calculation to developing conceptual understanding and problem-solving skills in arithmetic, data, probability, geometry, algebra, and functions.
    - Link mathematics to everyday situations.
    - Link past experiences to new concepts and provide for ongoing, spaced review.
    - Make considerable use of partner and small-group activities.
    - Include hands-on activities and explorations throughout the K–5 program.
    - Build fact power through daily oral practice, conceptual activities, and games.
    - Encourage use and sharing of multiple strategies.
    - Provide a wide variety of assessment opportunities.
    - Encourage home-school partnerships.

EDM Digital Games

CIS has access to the online version of many of the games via the Ipads. CIS students enjoy playing the digital versions and teachers utilize these to facilitate math instruction.

EDM Framework

Getting Started:

- Review each of the components in your teacher's resource package (T.E.). Know where the materials are located so that you may access them as needed.
- Access your grade level interactive lesson guide material on the CIS common drive. The student books and activities can assist in your lessons.
- Tab your units for pacing during the years
- Include math instruction for one hour each day
- Prepare a permanent Everyday Math bulletin board which includes the vocabulary for the unit, student work and math goals.
- Grades K-3 need to display signs that read north, south, east and west on walls
- Utilize Weather/Temperature Chart
- Utilize Number Grid Poster

Essential Practices for Elementary Mathematics

EDM Framework

Required Structures

- ◊ Pre and Post Test for each unit (Pink and Blue)
- ◊ Extensions provided for students who score higher than 85% on pre-test
- ◊ Changes in the order of units are allowed if the team is in agreement and provides explanation to the curriculum coordinator
- ◊ Teams must grade unit tests with the same grading scale
- ◊ Games are not to be used as a reward, but are an integral part of the math program
- ◊ Portfolio items are included
- ◊ Learning the math vocabulary for each unit

Materials Preparation:

- ◊ Review any games for the unit. Locate the materials, play the game and consider any adaptations you may need to make.
- ◊ Make sure all supplies are inventoried.
- ◊ Photocopy all items needed for the entire unit.
- ◊ You must pre-test for your unit and it is photocopied in pink.
- ◊ Post-test is copied in blue.
- ◊ When you start a new unit, email the parent letter for that unit. (Send it with your classroom newsletter).
- ◊ Decide how you want to distribute items in math

Classroom Management:

- ◊ Develop a system for playing the games
- ◊ Plan a daily schedule which includes daily routines, math message, a lesson and games
- ◊ Arrange your classroom to allow for easy transitions for individual, partner and small groups
- ◊ Have an area where the math games are located for easy access

http://everydaymath.uchicago.edu

Definitive Structures

Elementary School

- ◊ Assessment Grid specific for each grade level
- ◊ Atlas Rubicon (Curriculum mapping for every teacher)
- ◊ Balanced literacy experience through significant and meaningful reading and writing daily
- ◊ Word study, vocabulary and phonics are differentiated through the CIS Spelling program
- ◊ DIBELS & DRA assessments
- ◊ Digital Portfolios
- ◊ Handwriting (Gr K-2) with instructional opportunities for other students as needed
- ◊ Utilization of CIS Essential practices or comprehensive discussion of alternate framework
- ◊ Keyboarding (Gr 3-5)
- ◊ MAP Testing
- ◊ Weekly newsletter or class website (blog)
- ◊ Planbook.com
- ◊ Positive Discipline/ Class Meetings
- ◊ Speaking and Listening instruction and assessments
- ◊ Student Agendas (Gr 3-5)
- ◊ Use of DLR Skills Scope and Sequence
- ◊ Collaboration with Student Support Team

Secondary School

- ◊ Atlas Rubicon (Curriculum mapping for every teacher)
- ◊ Grade reporting calendar followed (including portal grade updates)
- ◊ Lesson plans completed weekly
- ◊ Student/parent Portals updated bi-weekly
- ◊ Syllabi provided at the beginning of each semester
- ◊ Update testing calendar and collaborate with grade level colleagues
- ◊ Collaboration with Student Support Team

Technology Philosophies & Standards

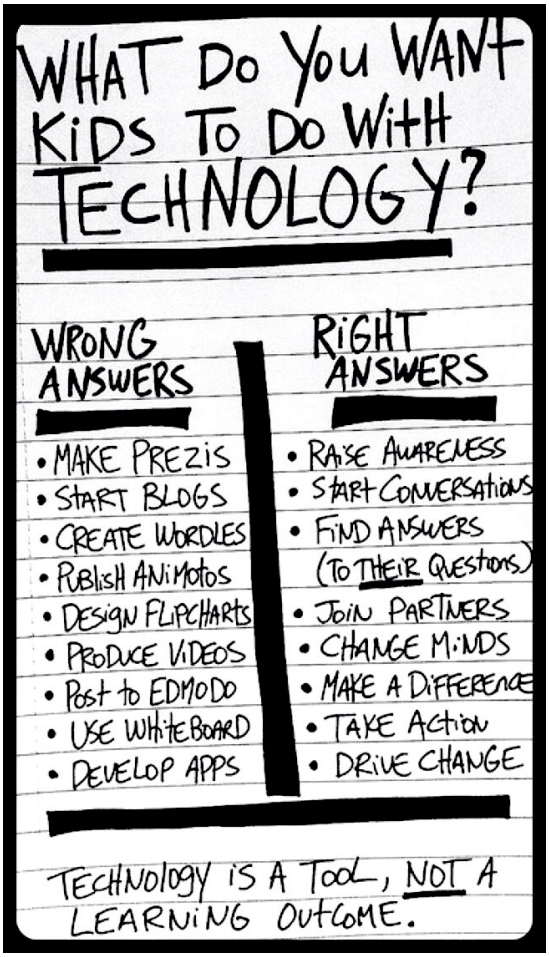
At Cayman International School, we believe that utilizing technology as a tool for learning is absolutely essential to the high-quality modern educational experience that we facilitate.

CIS Technology Philosophy

At CIS students and teachers use technology...

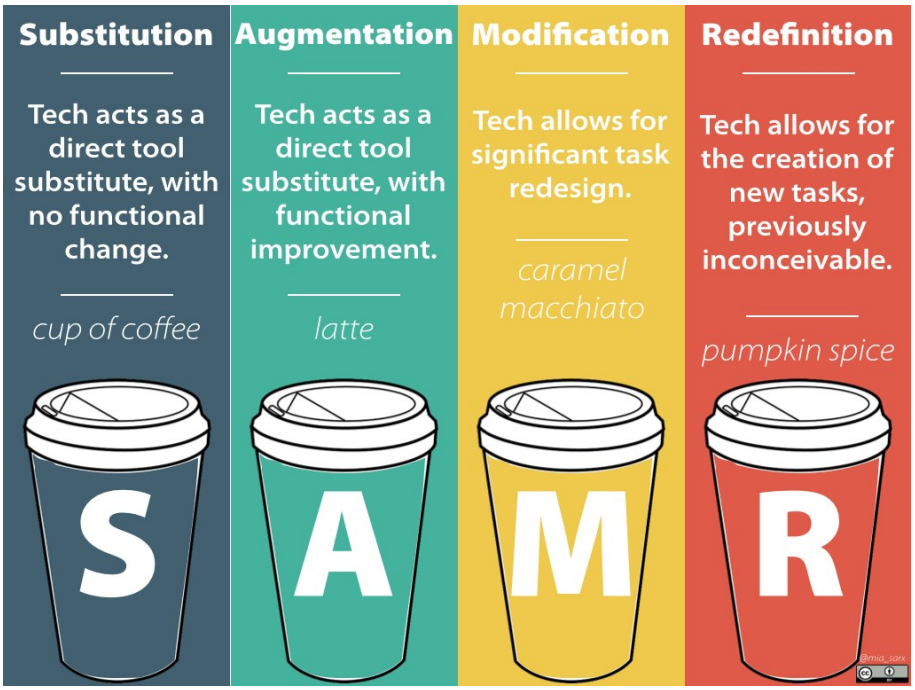
- ◊ ***to create and innovate***
  videos, podcasts, stop motions, e-book publishing, designs/products, art, websites
- ◊ ***to collaborate***
  Google apps, social media groups, padlet
- ◊ ***to explore and investigate the world beyond our classroom***
  mapping tools, Google earth, Google maps, Internet research, Internet publishing, Mystery skypes with classrooms
- ◊ ***to learn in ways we couldn't without it***
  apps that measure, 3D modeling, data modeling/simulations, research
- ◊ ***to publish and share our thoughts and work***
  e-books, videos, websites, online tutorials, portfolios, online services (i.e. Thinglink)
- ◊ ***to learn responsibility and independence***
  hardware/software, social media, communicating by email/IM/in larger chat forums, backchannels with Edmodo/TodaysMeet/online forums
- ◊ ***to direct learning in meaningful and authentic ways by investigating real world issues that matter to us and working towards effective solutions***
  global publishing, tweeting with experts, speaking with authors and experts around the world, engaging with people affected by global problems

Technology Philosophies & Standards



What is the purpose of technology at CIS?
What do we want kids to do with technology?

SAMR is a model designed to help educators infuse technology into teaching and learning. Dr. Ruben Puentedura developed the SAMR model as a way for teachers to evaluate how they are integrating technology into their instructional practice.



Technology Philosophies & Standards

Digital Literacy and Citizenship

- Students at CIS utilize technology and the internet to create, collaborate, and explore the world beyond their classroom. Greater access to information creates greater potential for pitfalls and misuse. With this understanding, we strive to provide students the skills they need to think critically, behave safely, and participate responsibly in the digital world. Classroom teachers, librarians, technology specialists, and guidance staff provide learning opportunities in 8 key areas of digital literacy and citizenship. This comprehensive approach prepares students for their exploration of and interactions with the digital world. Key areas of Digital Literacy and Citizenship curriculum include:

    - Privacy & Security
    - Digital Footprint & Reputation
    - Self-Image & Identity
    - Creative Credit & Copyright
    - Relationships & Communication
    - Information Literacy
    - Cyberbullying
    - Internet Safety

Technology Philosophies & Standards

- Cayman International School adopted the ISTE Standards as our framework for technology utilization. The International Society for Technology in Education (ISTE) is the premier non-profit organization serving educators and education leaders committed to empowering connected learners in a connected world serving more than 100,000 education stakeholders throughout the world.

ISTE Standards

Effective teachers model and apply the ISTE Standards for Students (Standards•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

1. Facilitate and inspire student learning and creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and develop digital age learning experiences and assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards•S.

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching

3. Model digital age work and learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations

b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation

Technology Philosophies & Standards

ISTE Standards Teachers

(CONTINUED)

c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats

d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and model digital citizenship and responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources

b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources

c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information

d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

5. Engage in professional growth and leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

a. Participate in local and global learning communities to explore creative applications of technology to improve student learning

b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others

c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning

d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

Connected learning.Connected world.™

iste.org/standards

Elementary School Technology & Library Models

- Cayman International School has experienced a shift in educational philosophy in that the library/media program and technology program are fully integrated into the grade level educational program. This integration strengthens the teaching and learning process so that students can develop the vital skills necessary to locate, analyze, evaluate, interpret, and communicate information and ideas, and utilize technology to enhance learning experiences. When the programs are fully integrated into the instructional program of the school, students, teachers and specialists become partners in learning. The programs are an extension of the classroom. Information and technology skills are taught and learned within the context of the classroom curriculum. The wide range of resources, technologies, and services needed to meet students learning and information needs are readily available.

- Collaboration among the Library/media Specialist, Technology teacher and the grade-level teams is facilitated through both scheduled and informal visits, and is the catalyst that makes the integrated library and technology models effective. The grade-level teams bring to the planning process a knowledge of subject content and student needs. The Library media specialist and Technology teacher contribute a broad knowledge of resources and technology, an understanding of teaching methods, and a wide range of strategies that may be employed to help students learn information skills. Cooperative planning integrates information skills and materials into the classroom curriculum and results in the development of assignments that encourage open inquiry.

- The integrated library/media and technology models are based on a flexible schedule. Elementary library and technology classes are not scheduled in the library or lab to provide teacher preparation time. Students and teachers come to the library throughout the day to use information sources, to read for pleasure, and to meet and work with other students and teachers.

CIS Language Policy

- In 2014-15, CIS engaged in a review process required by the International Baccalaureate. As a result of this process, CIS developed a Language Policy to describe and guide language instruction.

Language Philosophy

At Cayman International School we acknowledge the central role that language plays in both teaching and learning. We recognize that due to this central role, and in line with the principles and practices of the International Baccalaureate, all teachers are, in practice, language teachers. As stated in our school Mission Statement, Learner Outcomes and Guiding Principles, we believe in the importance of effective communication, understanding and respect for diversity, and celebration of our international environment, and we acknowledge the vital role which language plays in this. We believe that language learning promotes respect and mutual understanding.

Linguistic Profile

Cayman International School is an American-English Language instructional school in an English speaking country. The majority of CIS students speak English as their first language, with approximately 12% of students originating from non-English speaking countries or backgrounds.

The school requires students to have a working level of English for admission as we do not have an English Language support department that is able to assist students who are non-English speakers.

Non-native English speakers who are admitted as students to CIS are offered the same access to our International Baccalaureate courses as native speakers, and are offered subject-specific language support from the subject teachers through after-school office hours or other support outside of regular classes. We also allow the use of bilingual dictionaries in IB classes, and they would be permitted in the final examinations, however we encourage students not to rely heavily on their use as we believe that developing language skills is a vital part of an international education.

CIS Language Policy

Language Learning

Throughout CIS, is offered as a world language focus. Students begin studying Spanish in Pre-K classes, with one session per week, and instructional time is gradually increased as they progress. Grades 2-5 have two lessons per week, Grade 6-7 have four, and from Grade 8 onwards our students have Spanish lessons daily. We offer Spanish B as our Group 2 subject at IB level, and students can take it as an HL or SL course.

For those students who wish to pursue another language at IB level, we also facilitate the Pamoja online courses in ab initio Mandarin and ab initio French. We offer new students to the school, or those with little to no previous exposure to Spanish learning, the opportunity to take ab initio Spanish online as well.

As well as learning the Spanish language, we promote the study of Spanish speaking cultures, and enrich our language program with an opportunity to visit a Spanish speaking country on a service learning trip each year. Students also work with Spanish speaking businesses on the island, and are regularly given the opportunity to communicate with other members of the IB community in Spanish speaking countries via online video chat or messaging tools.

Our world language learning encourages development of skills in four key areas – reading, writing, speaking and listening – each of which is vital for effective communication. We encourage research and inquiry-based learning, and are continuously striving to develop language learning opportunities in a cross-curricular, project-based context.

All aspects of our world language learning program require formal, summative assessment as well as ongoing, informal, formative assessment. These assessments are used to evaluate student progress and to inform future planning and administering of courses.

Mother-tongue support

Although there is no formal mother tongue support program in place at Cayman International School, we acknowledge the importance of mother tongue development in establishing a sense of cultural identity. We further acknowledge the role of mother tongue in fully understanding the richness and complexity of a society and culture, and we support our students in developing and maintaining these important parts of their heritage.

We celebrate various cultures during our International week celebrations, and include language learning as part of our activities during that week along with other important cultural traits such as music, artwork and food.

For our native Spanish speakers we adapt our language classes to ensure they are challenged and are being given the opportunity to explore their language and culture more fully. Our IB Spanish teacher develops individualized literature-based programs of study, tailored to the interests and needs of the students, and based on their heritage and culture.

Our physical library resources are primarily English language, with some Spanish language resources. We have extensive online subscriptions which offer access to a wide range of resources in several languages for several age groups. Through this we ensure that all of our students can find material which interests them and encourages them to continue developing their understanding of their mother tongue and their home culture.

Spanish Instruction Model

Philosophy

Spanish language is an integral part of the curriculum throughout all grades at Cayman International School. CIS recognizes the importance of competence in global communication in a modern world which is growing evermore interconnected in the areas of business, trade and finance, diplomacy, as well as in personal relationships and cultural enrichment. Spanish is taught at all levels from Pre-K through high school with the intent that students will have an opportunity to reach a high level of proficiency. We believe that every CIS student should learn a second language and establish cross-cultural awareness. We believe in the importance of providing every child with the opportunity to cultivate an appreciation of multilingualism and cultural sensitivity.

Spanish Instruction at CIS

- ◊ 80/20 Model (approximately 80% instruction in Spanish; 20% or less in English)
- ◊ ACTFL Standards are used to guide teaching and learning
- ◊ Utilization of authentic Spanish literature or text is imperative
- ◊ Differentiation of instruction to accommodate proficiency levels
- ◊ Continual re-evaluation of Spanish levels in elementary
- ◊ Spanish textbooks are a resource or guide; they are not the curriculum
- ◊ Spanish can be integrated with other disciplines to facilitate enriching experiences

- ♦ In 2015/16, a new Spanish schedule and instruction model for the Elementary School will be introduced, resulting in the facilitation of leveled learning for students and provision of a structured collaboration time for teachers.

School Improvement Committees & Strategic Plan

- A culture of continuous improvement is critical to the lasting success of CIS. The CIS Strategic Plan serves as the primary guide for School Improvement Committees. The research you conduct and the dialogue you engage in regarding education and school issues are a crucial part of the process in making substantive improvements to our school structures and realizing Strategic Plan goals.

- In addition, there are events and other activities at CIS that have become part of our school culture, and they require groups of people to share ideas and organize activities. The CIS Event Committees are established groups that will organize key CIS events.

- While committee involvement is voluntary, all faculty and staff are highly encouraged to contribute to the advancement of the school through participation and collaboration.

2015-16 School Improvement Committees

- **Curriculum Review**
  Facilitator: Rita
- **Compensation & Benefits**
  Facilitator: Jeremy
- **Grading & Reporting**
  Facilitator: Doug (Secondary)
  Facilitator: Angie (Elementary)
- **Positive Discipline**
  Facilitator: Nadine & Andrea
- **Healthy School**
  Facilitator: Lydia
- **Technology**
  Facilitator: Kevin

2015-16 Event Committees

- **CIS Idol**
  Facilitator:
- **International Day**
  Facilitator:
- **Social Committee**
  Facilitator:
- **Cayman Culture**
  Facilitator:
- **Athletic Tournaments**
  Facilitator:
- **Destination Imagination**
  Facilitator:
- **Service Outreach**
  Facilitator:

To view the CIS Strategic Plan, go to:
http://www.caymaninternationalschool.org/page.cfm?p=363

Instructional Coaching

> *"The old, hard-wired 'plan and push' mentality is rapidly giving way to a new dynamic 'engage & co-create' economy."*
>
> *(Don Tapscott & Anthony D. Williams in Wikinomics)*

Student-Centered Coaching at CIS:

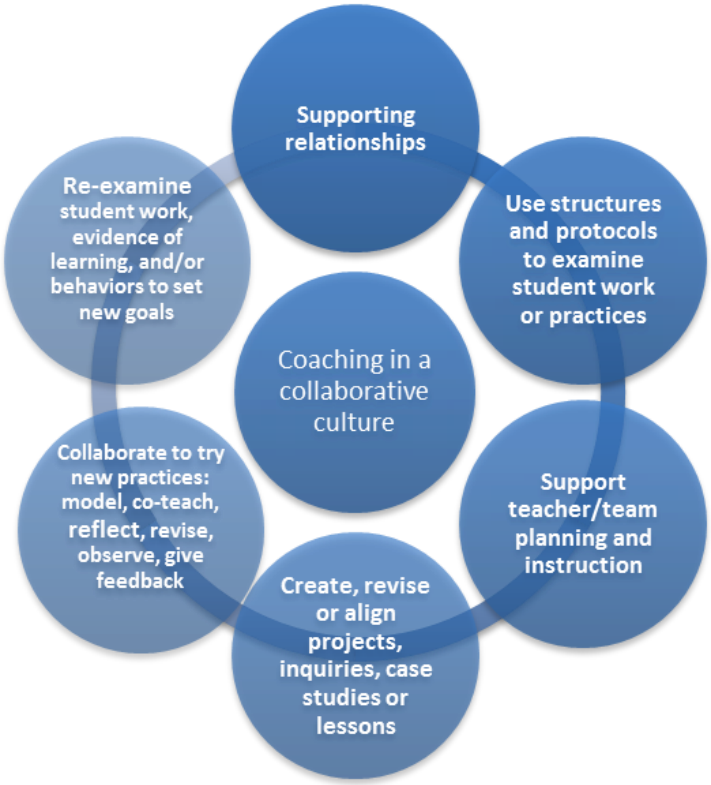
Is…	Is not…
About student learning	Solely focused on instruction
An equal partnership between colleagues	Top-down or directive
Available to all	Only applicable to certain teachers
A way to get feedback on teaching & learning in your classroom	Evaluative or judgmental
Focused on growing your strengths	About "fixing" people

At CIS, your instructional coach is a colleague and teaching partner. Like you, she is a, hands-on classroom teacher who puts the needs of students front and center. Every teacher in the school will work with the coach during collaborative planning sessions as part of our curriculum modernization process, but she is also available to provide personal support or to small groups working on shared learning goals.

Instructional Coaching

Some ways you might choose to work with the CIS Instructional Coach include:

- ◊ Choosing from a menu of support options (customized each semester and provided to all teachers)
- ◊ Participating in a collaborative coaching cycle focused on a specific student learning goal
- ◊ Participating in a collaborative coaching cycle focused on an aspect of your teaching you'd like to improve

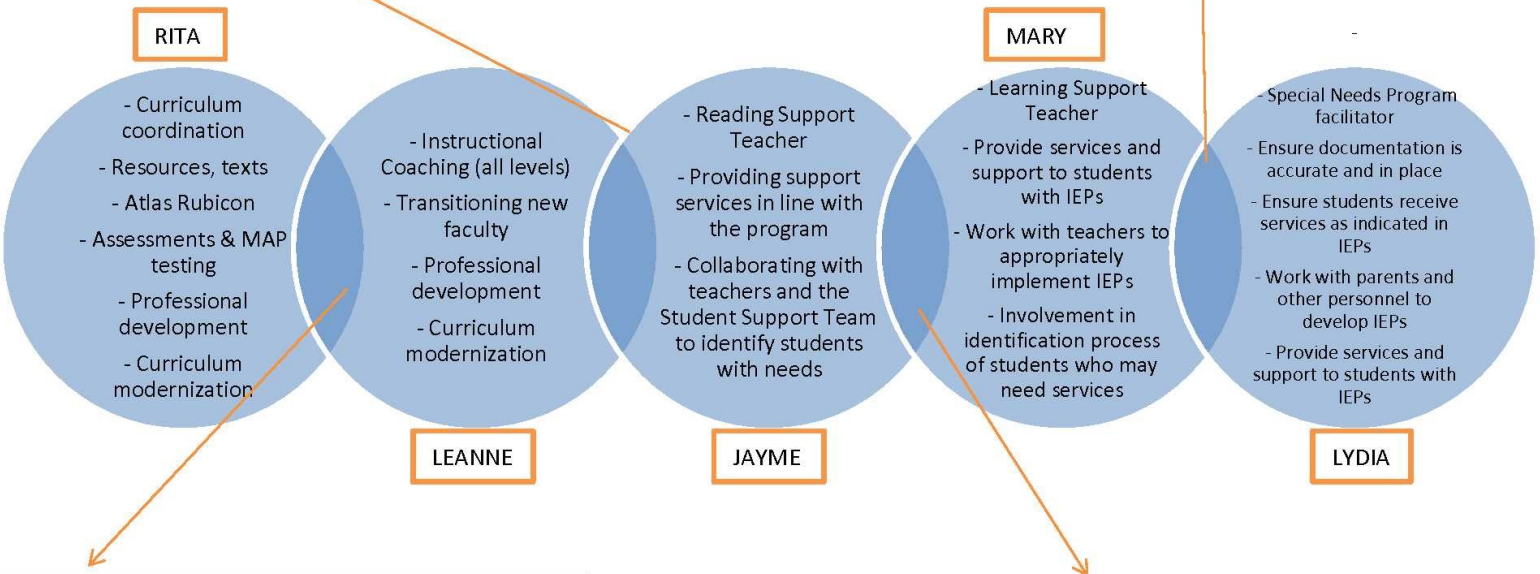


By focusing coaching on specific goals for student learning, and aligning these goals with our school culture, we can navigate together toward increased student achievement, personal growth and greater job satisfaction. Teaching is a big, important job. Don't try to do it alone! Open the door to your instructional coach.

CURRICULUM & SUPPORT CONTINUUM

Leanne and Jayme are working together to develop the Reading Support Program and collaborate regarding best practices and implementation of services. Leanne provides consultation based on recent experiences and will also provide some reading support services to selected students if necessary.

Lydia and Mary work together to provide services to students based on IEPs. Mary will primarily provide services to students in grades PK-5, and Lydia will work with students in Gr 6-12. Both may be involved in IEP meetings, IEP development and other support program activities. Lydia and Mary are responsible for implementing a successful Learning Support Program.



Rita and Leanne are working together to coordinate curriculum and ensure that the standards and CIS curriculum frameworks in place are guiding instructional practices. They are leaders in modernizing our teaching learning practices.

Jayme and Mary work together to identify specific reading needs of students who have an IEP, and determine the most effective methods for providing support. Jayme and Mary may both provide reading support services to students with identified exceptionalities.

Professional Learning Philosophy & Funding Guidelines

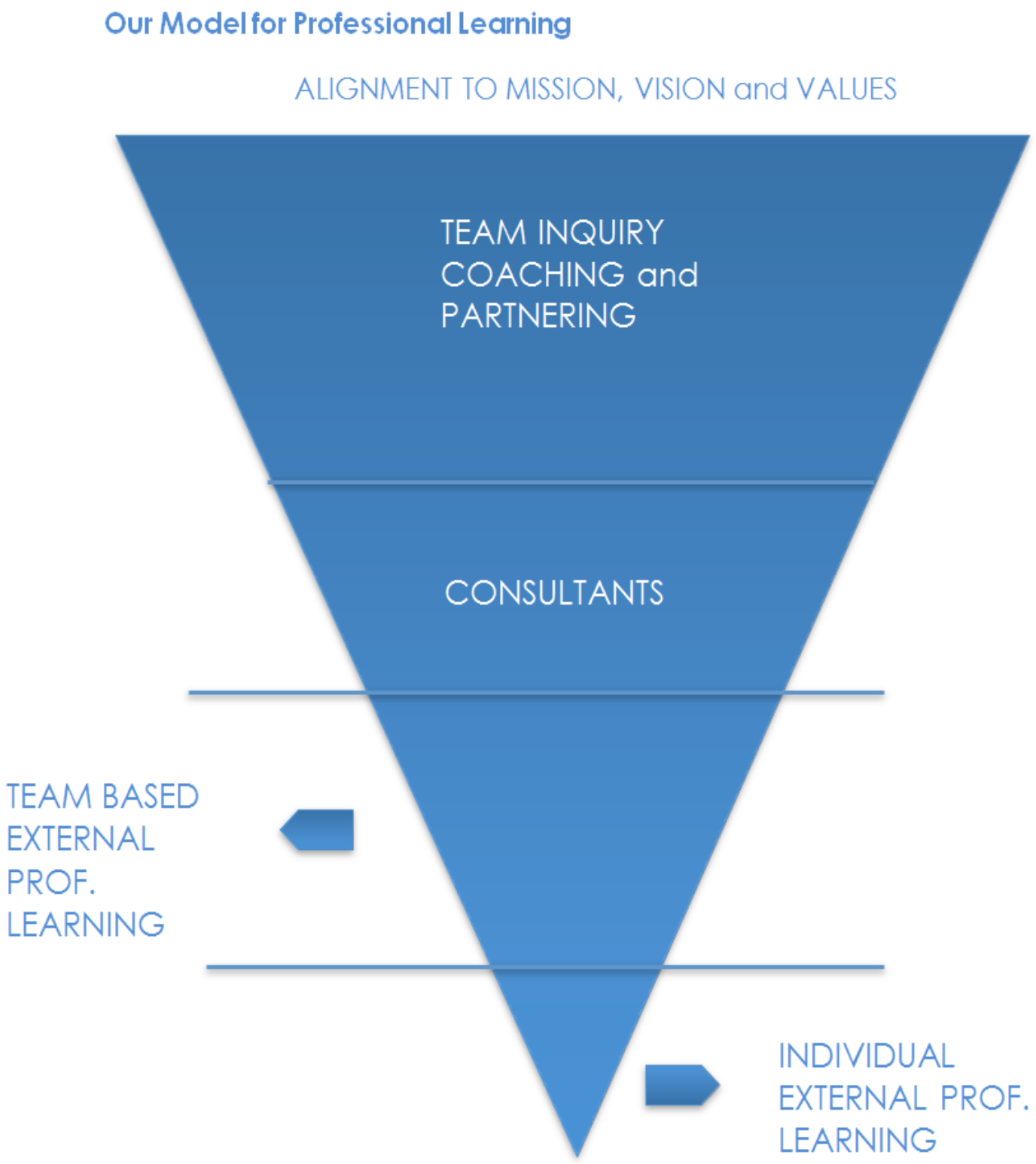
- CIS faculty are expert practitioners who continuously engage in a professional learning community to enable each child to be inquisitive, creative and Best for the World. The CIS Professional Learning Program provides strategies and opportunities that build both individual and collective professional growth. The Professional Learning Program respects the unique learning needs of the faculty and takes advantage of the best available thinkers and practitioners drawn from within and from outside our CIS Community.

- Professional Learning at CIS stimulates and supports teachers and teacher teams to realize the CIS Mission, Vision and values. It aims to stimulate creative and innovative teaching and learning. Identification of professional learning foci draws major emphases and priorities from the CIS Strategic Plan and other student centered data and the needs of both learners and teachers.

> *A school's organizational structures must be designed with an unwavering focus on student learning. One important source of professional insight is the expertise of staff..... A culture of professional inquiry that presumes high level teaching skills and is embedded in an ethos of sharing will energize teachers to learn new techniques.*
>
> *Danielson, C., 2002 Enhancing Student Achievement: A Framework for School Improvement ASCD*

- Based on the CIS philosophy of professional learning, a key aim is to provide contextual job embedded learning that has direct impact on student growth. This implies a greater emphasis on team inquiry, coaching and partnering at the classroom level; supported by consultants and external experiences where appropriate. The focus on team-based approaches minimizes the 'implementation dip' and provides effective transfer to the classroom setting. Equally with the assistance of learning coaches and a partnering approach, teachers can be supported with 'one on one' learning to realize the Mission, Vision and values of the school.

Professional Learning Philosophy & Funding Guidelines



Professional Learning Philosophy & Funding Guidelines

- There is no "one way" to deliver professional learning, however as indicated previously, we look to bring the learning experience to CIS, to leverage teams, and to ensure alignment of all professional learning to our foundational documents and the student learning philosophies and experiences that make CIS ~ CIS.

- Every faculty member is eligible to apply for up to $1,000 (KYD) in professional learning funding each school year.

- The following guidelines are in place to maximize professional learning experiences and ensure timeliness for all parties. The most important part of the process is the conversations that follow each experience!

  - Dialogue with Supervisors and curriculum personnel about applications

  - Completed Application submitted to Administration at least one month before event takes place or deadline for registration for the learning experience. (Be sure to include Criteria for Approval and comprehensive information on the Experience)

  - Administration will act on all applications within one week of application and email confirmations are sent in regards to amount of funding approved

  - Upon completion, submit original receipts to Wendy for reimbursement.

  - Instead of Per Diems, Professional Learning applicants are awarded a total amount in support of their application. The faculty member submits receipts for reimbursement up to the amount awarded

  - Approvals for second semester are subject to contract renewal

  - **Spend time with Leanne, Rita, Principals and your team to develop, share and practice your new learning**

Professional Learning Philosophy & Funding Guidelines

Application approval criteria include:

- **CIS Strategic Plan**
  This area is directly related to the school Mission, Vision and values and Strategic Plan, in particular the development of innovative and modern learning.

- **Improvement in Student Learning**
  It is critical in a culture of continuous school improvement to seek professional learning that has a direct and significant result on student learning and achievement. At several different levels professional learning must be evaluated against evidence of improved student learning. This criteria is focused on assessing the impact of the professional learning on student results and growth, engagement and motivation.

- **Relevance to teaching assignment, core knowledge and subject-area expertise**
  There are many benefits of training that offer new pedagogical approaches and applications for specific content areas-subjects. Deepening educators' content knowledge and expertise is vital to students meeting rigorous academic standards and meeting the needs of students who learn in diverse ways.

- **Impact on Student Learning Time**
  Regular and ongoing contact with our students is important. Professional learning that minimizes disruption to the learning process is given priority, particularly when the experience occurs during the summer break or other extended non-student contact times.

- **Ongoing Implementation and Sharing**
  Paramount to the success of any professional learning program is the ability to embed the learning in daily work, offer ongoing coaching and sharing to build mastery, and also to provide opportunities for reflection and dialogue. Professional learning must be shared with colleagues. Long-term implementation requires faculty to be contracted by CIS the subsequent year.

Professional Learning Philosophy & Funding Guidelines

- The philosophy of continuous improvement is inherent within professional learning, and it is also a mindset that we constantly reinforce in all aspects of CIS. The philosophy of continuous improvement is applied to all systems and aspects of our organization. As educators we are incessantly striving to improve and learn, and as an organization we are forever working to advance, develop and progress.

- "Without continual growth and progress, such words as improvement, achievement, and success have no meaning." - *Benjamin Franklin*

- Kaizen is the practice of continuous improvement. Kaizen was originally introduced to the West by Masaaki Imai in his book Kaizen: The Key to Japan's Competitive Success in 1986. Today Kaizen is recognized worldwide as an important pillar of an organization's long-term competitive strategy. The Kaizen symbol has been used at CIS as a reminder of the importance and philosophy of continuous improvement.

PBL Resources

PBL Articles, Links, Videos

How to Reinvent Project Based Learning to Be More Meaningful | PROJECT BASED LEARNING | MindShift | KQED News

Want Better Project-Based Learning? Use Social and Emotional Learning | Edutopia

A Video showing Ron Berger leading kids through protocols for feedback leading to high-quality work:
Austin's Butterfly: Building Excellence in Student Work - Models, Critique, and Descriptive Feedback on Vimeo

A link from BIE to an article by Ron Berger about craftsmanship:
Beautiful Work | Project Based Learning | BIE

High Standards: A Culture of Educational Quality | Edutopia

The handbook created by High Tech High Schools and Learning Futures:
www.innovationunit.org/sites/default/files/Teacher's%20Guide%20to%20Project-based%20Learning.pdf

Deeper Learning: Highlighting Student Work | Edutopia

Seeing Struggling Math Learners as 'Sense Makers,' Not 'Mistake Makers' | MindShift | KQED News

How to Inspire Students to Design, Invent, and Make an Impact | MindShift | KQED News

What's the Best Way to Practice Project Based Learning? | MindShift | KQED News

PBL in the Elementary School—how does it 'fit'?
Summer PD: How Project-Based Learning Can Fit (or Not) in an Elementary School Program | Edutopia

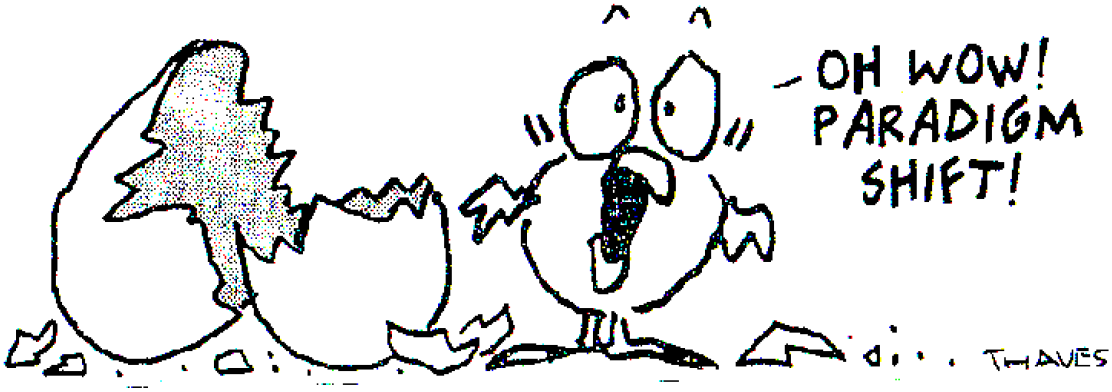
How to Get High-Quality Student Work in PBL | Edutopia

A thoughtful response from Suzie Boss to the fact that PBL doesn't rank in Hattie's research, by name alone:
The Hattie Effect: What's Essential for Effective PBL? | Edutopia

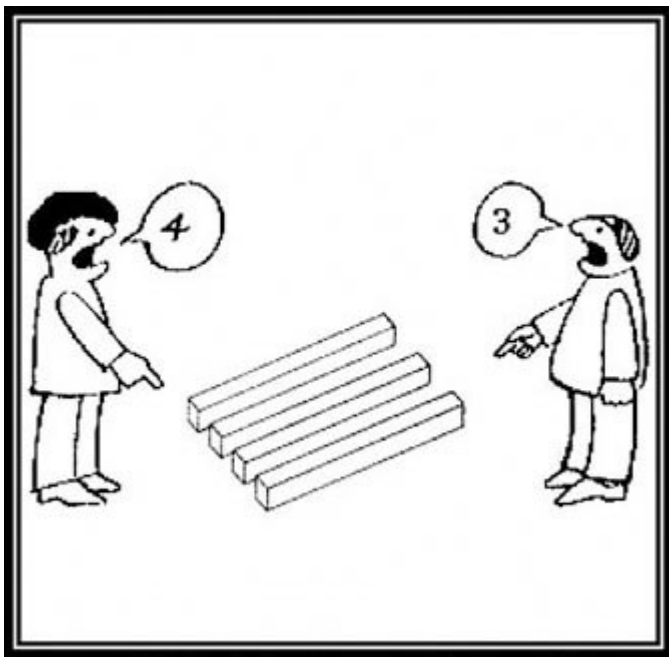
My PBL Pet Peeves: 4 Common Misconceptions | Edutopia

A Step-by-Step Guide to the Best Projects | Edutopia

PBL: What Does It Take for a Project to Be "Authentic"? | Edutopia



***Paradigm** (n.):*
A way of thinking that determines how one interprets and responds to situations.



"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!"