



CIS Paradigms

A Guide for Teaching & Learning at Cayman International School





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Introduction and Purpose

The purpose of 'CIS Paradigms' is to provide educators at CIS with an understanding of the approaches and frameworks that guide the continuing development of teaching and learning practices at Cayman International School. Numerous beliefs and values are articulated in an effort to create common understandings and illustrate the culture of teaching and learning that is occurring in our school. The philosophies and practices 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. **Ultimately, it is our aim to foster a rich culture of learning, develop a common language of learning, and reach a high level of simplicity, clarity, connectivity and synergy in all of our efforts toward learning.**

Another purpose of CIS Paradigms is to provide direction and transparency. There are several frameworks that CIS utilizes, and we want to be explicit about our approaches. What are these frameworks? What is being expected of me? How will these practices 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 always big questions that need to be explored by faculty through professional dialogue. **You will engage in collaborative planning, analysis and development processes throughout the year as we learn and work together to enhance instruction and improve student learning.**

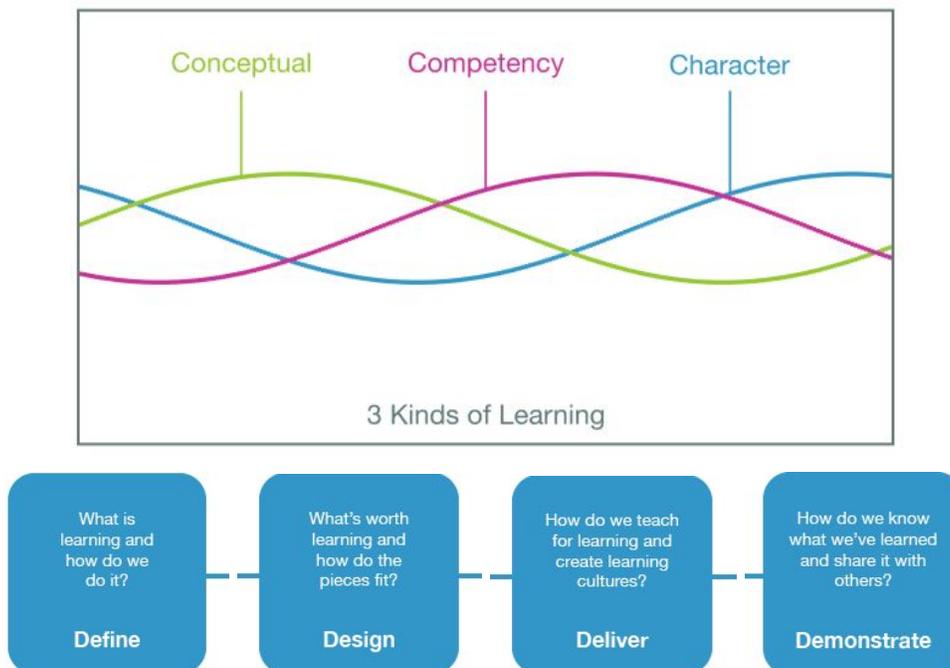
As with all things, balance is essential. There are differing viewpoints regarding approaches to teaching and instruction, and this diversity is valuable, within certain limits. In regards to a continuum of dictation vs. autonomy, on one end there are educators who highly value detailed systematic blueprints, 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 unilaterally without the big picture in mind. This is not CIS. These illustrations do not describe our school or our faculty, but it is natural for us as educators to lean more toward one end of the spectrum. As we engage in the process of developing and enhancing our craft 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 frameworks to provide continuity in approaches to learning, while also allowing for a great deal of freedom and autonomy in actions, personal style and individualized approaches to teaching.**

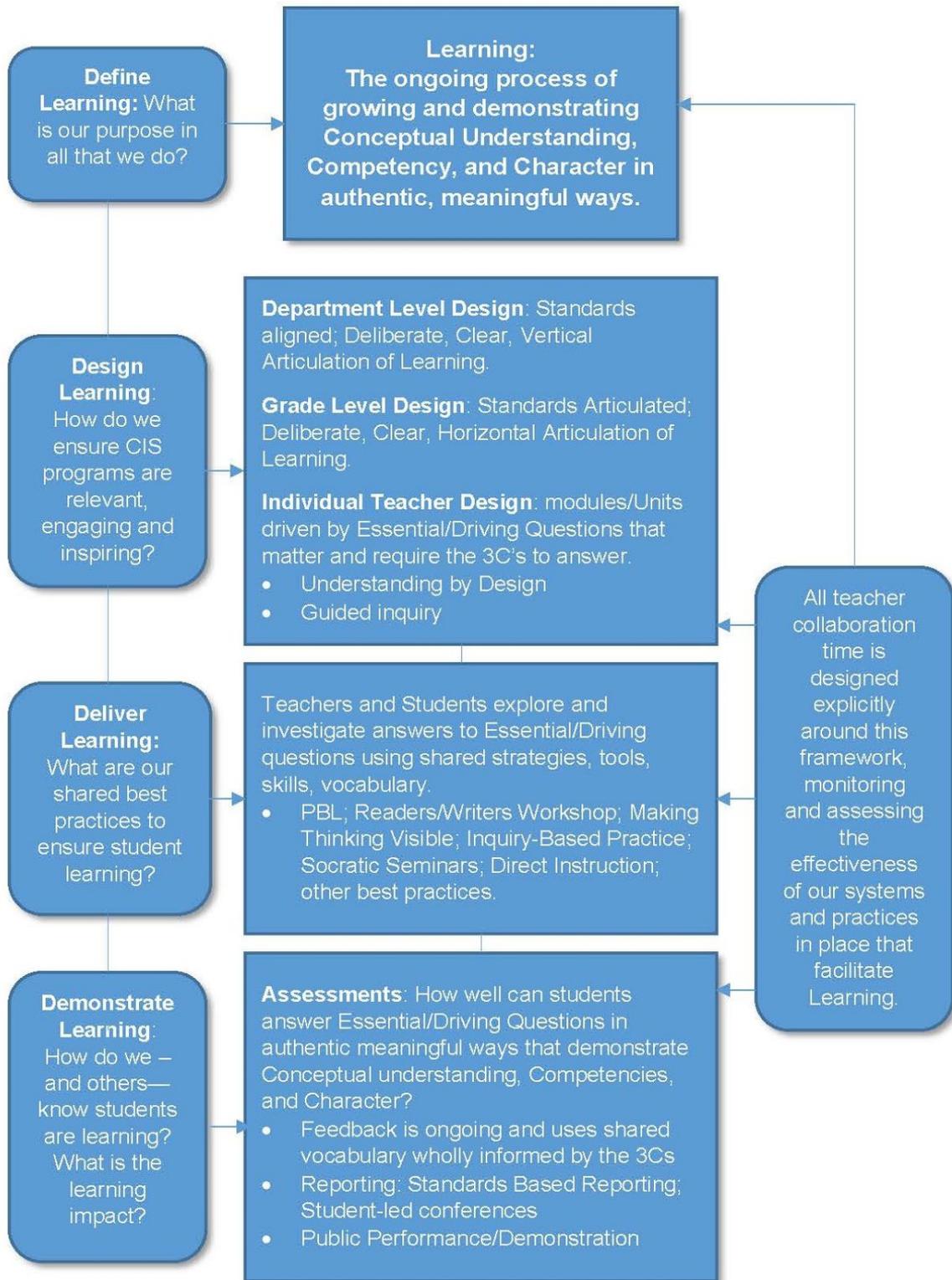
Learning: Define, Design, Deliver, Demonstrate

What is learning, how does it happen, and what does it look like? No set of questions is more complex and relevant in driving the work of our school. And while simple answers don't exist, simple frameworks that can guide our inquiry do. To this end, CIS is embracing a concise framework developed by the [Common Ground Collaborative](#) to guide our ongoing inquiry into student learning and how we can best foster and grow it.

The framework begins and ends with a clear definition of learning: **Learning is the ongoing process of growing and demonstrating Conceptual Understanding, Competencies, and Character in authentic, meaningful ways.** If we are serious about making learning the core of our school, it is essential that we work from a shared definition. **Conceptual understanding** has to do with “big picture” takeaways that stick with students. **Competencies** are both content specific, as well as timeless, interdisciplinary skills. **Character** refers to both values and dispositions towards learning. These are not causes of learning. Nor are they checklists that indicate learning. Rather, these three strands are conceptualized as intrinsic, interwoven, and interdependent features of learning.

Keeping this **Definition** central to all we do, the rest of our work is broken into three interdependent stages: **Design, Deliver, and Demonstrate.**





Professional Learning Program

CIS faculty are expert practitioners who continuously engage in a professional learning community to enable each child to be inquisitive, creative and successful. The CIS professional learning program provides strategies and opportunities that build both individual and collective professional growth. The professional learning program at CIS 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 effective 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 as well as the needs of both adult and student learners.

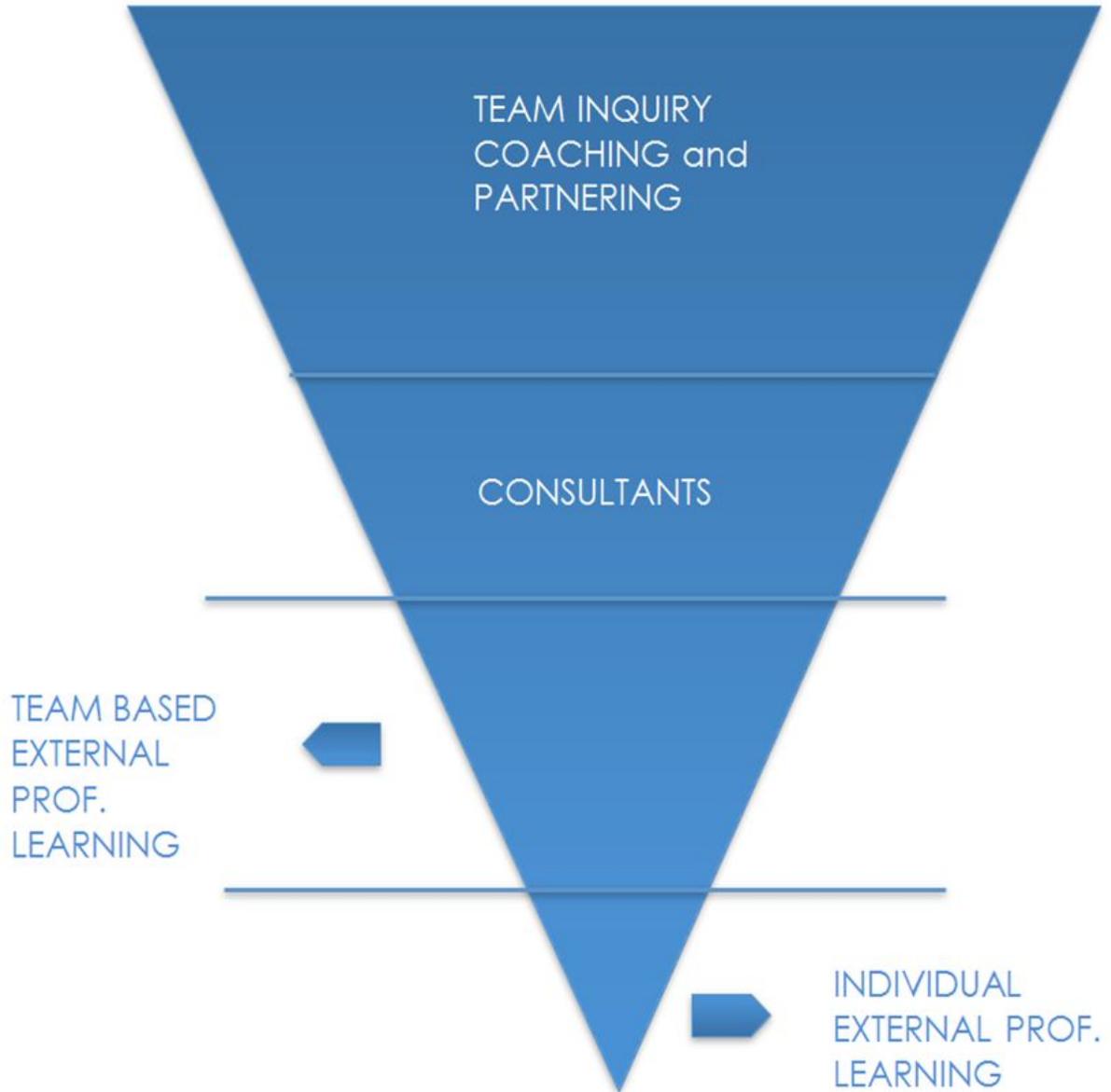
A school's organizational structures must be designed with an unwavering focus on student learning. One important source of professional insight is the expertise of staff..... A culture of professional inquiry that presumes high level teaching skills and is embedded in an ethos of sharing will energize teachers to learn new techniques.

Danielson, C., 2002 Enhancing Student Achievement: A Framework for School Improvement ASCD

A key aim of the CIS philosophy of professional learning is to provide contextual job embedded growth that has direct impact on student learning. 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 grow as a professional and realize the Mission, Vision and values of the school.

Our Model for Professional Learning

ALIGNMENT TO MISSION, VISION and VALUES



Professional Learning Program Structures

We know that *time* is critically valuable and 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 over other activities and usually occur during the normal teacher school day.

Quarterly Conclaves

All staff and faculty of CIS meet together four times each year (once per quarter) to hear about school updates and talk about teaching and learning.

Faculty Meetings

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

School Improvement Committee Meetings

School Improvement Committee Facilitators host meetings with staff and faculty volunteers to make progress toward CIS Strategic Plan objectives.

Collaborative Frameworks

Elementary School Collaborative Frameworks

In an effort to ensure that our work has the greatest possible impact on our students' conceptual, competency and character learning, we engage in professional planning and growth together. Collaborative time is built into our schedule to provide a protected space to talk about practice in a structured and purposeful way. The focus of this time is on improving learning -- understanding that student and teacher learning are inseparable.

Weekly Collaboration Time

Two 30-minute [collaboration times are scheduled](#) for each grade level when students are attending specialist classes. One session is facilitated by our support teams. The rotation includes time with:

- The Student Support Team -- *Reading Specialist, Learning Support Teacher and Guidance Counselor; to plan for differentiation*
- The Teacher Support team -- *Librarian, Technology Integrationist, Enrichment Coordinator and Instructional Coach; to plan projects and inquiries*
- The Curriculum Support Team -- *Curriculum Coordinator, Instructional Coach; for the development, articulation and documentation of curricula and assessments including ATLAS*

During these meetings, participating teachers plan for shared learning experiences and assessments, and set collective learning goals for students. Planning responds directly to student needs and may include projects, inquiries and other core learning experiences taking place across the grade level. Collaborative meetings are a time to support each other professionally as we work to ensure deep, rich and relevant learning across the school.

Weekly Grade-Level Time

A second [common planning time is scheduled](#) solely for grade-level teachers to plan weekly lessons and/or discuss grade-level or whole-school issues and activities. Agendas are set by classroom teachers to plan for everyday practice, grade-level issues, or whole-school events.

Half-Day Release Time

Grade-level teams take part in one [half-day release session](#) per quarter to focus on instructional planning and growth. We use an inquiry framework to identify and respond to grade-level needs, which may lead to work on project-based learning, standards-based assessment, writers' workshop and other high-priority elements of teaching and learning. Working together to design effective learning experiences, moderate assessment and reflect on student growth also gives us an opportunity for shared professional growth as we develop a conceptual understanding of the Common Ground Collaborative's Learning Framework.

Half-day release sessions are facilitated by the Instructional Coach and the Curriculum Coordinator to ensure a cohesive approach to whole-school planning and a well-articulated, fully-documented curriculum.

ES Specialist Integration

Specialist teachers enrich projects with skills, habits or knowledge from their disciplines. The Instructional Coach, Enrichment Coordinator and Curriculum Coordinator meet regularly with specialist teachers to facilitate interdisciplinary work and communication between teams. Specialists then connect learning in their classrooms to important grade-level conceptual, competency, and character learning. These co-curricular links are recorded in Atlas Rubicon for sharing between teachers.

Secondary School Collaborative Frameworks

In an effort to continue building shared principles and common language that drive learning, regular collaborative times have been created for both grade-level and content area teams. Each Wednesday, the last two hours of the day in the secondary school is designated as “CIS Time.” This time will be used for many student-centered activities, but collaborative team meetings for teachers are central to its purpose. The agendas and purpose of these meetings will focus on student work and teaching practice in ways that help us meet our goal of developing a shared understanding and language around learning.



Collaboration time in [content area teams](#) will focus on developing a clear, concise, viable, and rich vertical articulation for courses in grade 6 to 12. This will occur through reviewing and discussing the content in each course with a particular focus on skill development. A corollary goal of content area teams is to review and evaluate assessment practices, determine effectiveness, and to use results to guide instructional practices. Teachers will use a guided-inquiry process to evaluate the objectives, purpose, and evidence of student learning for each assessment. This process ensures that assessment practices support student conceptual understandings, demonstrate competencies, and build character.

Secondary [grade level teams](#) will also meet on Wednesdays to discuss teaching and learning. Teachers will use collaborative sessions to plan interdisciplinary projects and learning opportunities, and to address specific grade-level concerns or activities. Some specific grade-level concerns and activities include service learning, field trip planning, calendar items, and other “nuts and bolts” that require team discussions. Grade level team meetings also provide an avenue for teachers to identify and share ideas and/or concerns with the administration in a problem-solving context. When grade level teams discuss teaching and learning, the purpose is to develop a conceptual understanding of the Learning Framework

adopted from CGC. By discussing learning across the disciplines, teachers will sharpen their focus on what truly makes their courses interdisciplinary: content mastery as a means to the greater shared end of deeper learning.

Faculty Release Days

Teams of teachers may engage in a release day (or partial release day) to focus on specific instructional planning and growth. We use an inquiry framework to identify and respond to grade-level needs, which may lead to work on design, delivery and assessment of student learning, interdisciplinary projects, curriculum articulation, and other high-priority elements of teaching and learning. Working together to design effective learning experiences, moderate assessment and reflect on student growth provide opportunities for shared professional growth that will help develop a conceptual understanding of the Common Ground Collaborative's Learning Framework. Release days are facilitated by the Instructional Coach and the Curriculum Coordinator to ensure a cohesive approach to whole-school planning and a well-articulated, fully-documented curriculum.

Learning Support Meetings

Learning support meetings provide an opportunity for teachers to meet and re-visit students currently receiving services via an IEP or provide an opportunity for teachers to discuss students who demonstrate social, emotional, or academic concerns. Teachers will meet with the learning specialist and/or middle or high school counselor to discuss interventions and strategies for success. Prior to the learning support meeting, the learning specialist and/or counselor will respond to teacher concerns by providing instructional strategies and conducting classroom observations. Once a student has been identified as having a difficulty, teachers will meet during the learning support meetings to determine a plan of action. The structured agenda will make this process more streamlined and effective.

Homeroom/Advisory Meetings

Homeroom or "Advisory" provides a daily meeting time for students to connect with their peers and homeroom advisor/teacher. This time is designed to assist with academic, social and emotional skills essential to the success of secondary students. These skills include organizational skills, social emotional skills, academic skills, and college readiness. The homeroom/advisory period is also designed to promote open communication amongst students and teachers, increase connectedness with peers and teachers, encourage healthy problem solving, and facilitate important discussions surrounding academic and social/emotional topics and issues.

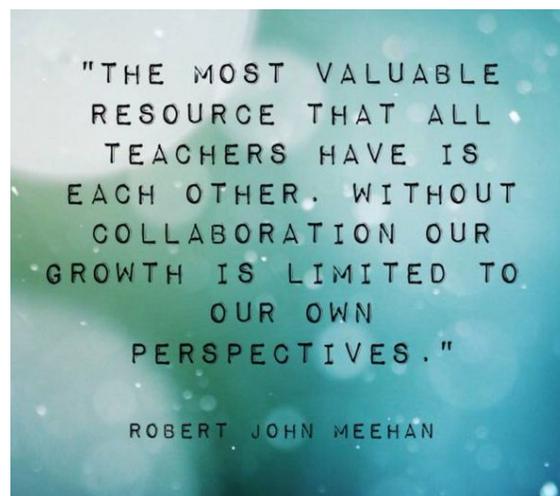
Instructional Coaching

Cayman International School is dedicated to consistent whole-school improvement, and we are fortunate to attract excellent teachers to help us reach our goals. Our approach to instructional coaching is based on a firm respect for our teachers as professionals who want to improve their practice, and grounded in the Learning Ecosystem devised by the [Common Ground Collaborative](#). In working together, we recognize that professional growth is a career-long, collective process -- it is never "done," and it is never done effectively alone. Our coaches are charged with providing ongoing opportunities for teachers to collaborate, practice and learn together -- opportunities that are aligned with our shared vision for teaching and learning.

The work of professional learning takes place via the formal structures of planned collaboration times and release days, and informally, through teacher-initiated reflection, or side-by-side learning in the classroom.

Teachers and coaches:

- Collaborate regularly to discuss effective instructional strategies, tackle everyday problems of practice, and learn from each other;
- Analyze evidence of student learning to assess the impact of our planning and set new goals for growth;
- Engage in ongoing inquiry designed to increase student engagement and growth;
- Work side-by-side in classrooms, building our school' collective capacity to help students learn; and
- Use CGC's Framework of Learning to ensure our planning is coherent and whole.



Funding for Professional Learning

- There is no “one way” to deliver or engage in professional learning, however, as indicated previously, we look to bring the learning experience to CIS, to leverage teams, provide for individual teachers, and to ensure alignment of all professional learning to our foundational values and the learning philosophies 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 your team and support members to develop, share and practice your new learning*

Application Approval Criteria

CIS Strategic Plan

This area is directly related to the school Mission, Vision and values of the school; in particular, furthering the objectives of the CIS Strategic Plan

Improvement in Student Learning

It is critical in a culture of continuous school improvement to seek professional learning that has a direct and significant effect 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 as well as growth, character 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 the content knowledge and expertise of educators 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.

Team Utilization

In line with the school's emphasis on collaboration, teams of teachers may apply for support to engage in professional learning collectively. Working together (not remotely) outside of the normal school calendar may qualify for funding.

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.

[Link to Application](#)

Programs, Models and Approaches for Teaching and Learning

International Baccalaureate Diploma Programme (IBDP)

The program provides an internationally accepted qualification for entry into higher education and is recognized by universities worldwide. IBDP students complete assessments in six subjects, one from each subject group, and three core requirements. Students are evaluated using both internal and external assessments, and courses finish with an externally assessed series of examinations, usually consisting of two or three timed written tests. The program aims to develop students with an excellent breadth and depth of knowledge and the need for students to flourish physically, intellectually, emotionally and ethically. The diploma program curriculum is made up of six subject groups and the core, comprising theory of knowledge (TOK), creativity, activity and service (CAS) and the extended essay (EE). Through the DP core, students reflect on the nature of knowledge, complete independent research and undertake a project that often involves community service. To learn more about [IBDP please read](#).

Technology Integration

At CIS, technology and information are a seamless part of the learning experience, just as they are beyond the classroom. CIS students regularly utilize technology as a tool for learning, and the school is committed to integrating technology throughout the curriculum. Students have access to a full STEAM lab (3D printers, laser cutters, robotics kits, iMacs, etc.), video production lab, and various mobile devices to engage in a variety of learning opportunities, such as robotics, coding, and multimedia production. CIS continually purchases new technologies and resources in order to provide students with maximum opportunities for high-quality learning.

K-12 classrooms are equipped with either LCD TVs or Smart Boards. Elementary students use devices as a consistent tool for learning in most disciplines, and teachers in early childhood and K-5 are supported by a technology specialist teacher. Middle school students take a technology course during the year and there are elective courses available for high school students. CIS has a robust technology infrastructure and implemented a 1:1 environment for all students with iPads or Chromebook in the elementary. As students progress to the Secondary, all students bring in their own laptop as a vital resource for their classes, and teachers use GAFE and other technological platforms to enhance learning.

Project Based Learning (PBL)

PBL facilitates the ongoing process of learning about different subjects simultaneously. This is achieved by guiding students to identify through research, a real-world problem (local to global) developing its solution using evidence to support the claim, and presenting a solution through a student-directed approach using a set of 21st-century tools.

Teachers at CIS engage in professional learning to enhance the PBL process, and teams collaborate to design and develop PBL experiences for their students. CIS students demonstrate their learning and focus on answering the driving question for the project.

Elementary School Technology & Library Models

Today, constant access to information and technology is woven into the fabric of our students' lives. Our technology and library models have therefore been designed to reflect the ways in which we all engage with digital and informational landscapes outside school. Learning literacies and technology competencies are integrated into our curriculum to support critical thinking, creativity and communication with "just-in-time" instruction. Our Technology Integrationist and Librarian partner closely with teachers, meeting regularly to plan with grade-level teams, and then offering ideas, resources and direct support for classroom learning, as it happens.

A flexible schedule is in place in both the library and the technology lab so that information/technology skills can be learned within the context of the living curriculum, and a growing range of resources, technologies, and services can be made available to support authentic learning. Teachers and students have informal access to the library and the technology lab as they need it, visiting throughout the day to explore, discover and create. Teachers may also schedule support whenever it suits their current learning purposes, either in the classroom or in our common learning spaces.

Writers Workshop

CIS utilizes this approach, popularized by Lucy Calkins and others involved in the Reading and Writing Project at Columbia University in New York, as a method of writing instruction to coach students to write for a variety of audiences and purposes. This method of teaching focuses on the goal of fostering lifelong writers, and it is based upon four principles: students will write about their own lives, they will use a consistent writing process, they will work in authentic ways, and they will develop independence as writers.

Portfolios of Learning and Student-Led Conferences

A key challenge of classroom practice is how we maintain children's belief in the promise of their own efforts. We manage this challenge by thoughtfully applying the principles of assessment for learning, keeping in mind that the very purpose of assessment is to help children grow. Our CGC Framework for Learning prompts all learners in our school (adults as well as children) to focus holistically on where we are in our learning, where we are headed, and how we can work to close the gap.

Portfolios of Learning are essential tools for formative assessment, allowing us to:

- Collect balanced samples of student learning
- Capture growth toward goals in one physical and/or online space
- Help children build knowledge about themselves as learners
- Develop students' ability to reflect critically on their own learning
- Facilitate conversations about next steps and the setting of goals.

When students document their growth, they have important opportunities to revisit their learning, assessing what worked and what they could do differently in future. This kind of thoughtful review reinforces what has been learned, and also scaffolds the capacity to continue learning. For this reason, portfolios are not just collections of learning products; importantly, they document and enrich the process of learning, helping our students to see, understand, and feel in control of their capabilities as they evolve.

Student-Led Conferences underline our commitment to engaging children in the work of authoring and narrating their own learning stories. Student-Led Conferences occur in April of each year as the keystone of a year-long process.

This process involves:

- Ensuring students have a clear understanding of their learning goals
- Developing reliable assessments of those goals
- Engaging students in self-assessment and an ongoing pursuit of excellence, which may include multiple drafts and repeated attempts at mastery
- Building with each child a growth portfolio, full of examples of learning as it changes over time
- Devoting time to discussing these examples of learning with children
- Helping students practice their conference presentations in advance.

From their collected works, students will select one or two examples of learning that best represent the growth they have made each year. These will be preserved in digital format, to become part of each student's history of learning at CIS.

Positive Discipline

Positive Discipline is a program designed to teach young people to become responsible, respectful and resourceful members of their communities.

The tools and concepts of Positive Discipline include:

- Mutual respect. Adults model firmness by respecting themselves and the needs of the situation, and kindness by respecting the needs of the child.
- Identifying the belief behind the behavior. Effective discipline recognizes the reasons kids do what they do and works to change those beliefs, rather than merely attempting to change behavior.
- Effective communication and problem solving skills.
- Discipline that teaches (and is neither permissive nor punitive).
- Focusing on solutions instead of punishment.
- Encouragement (instead of praise). Encouragement notices effort and improvement, not just success, and builds long-term self-esteem and empowerment.

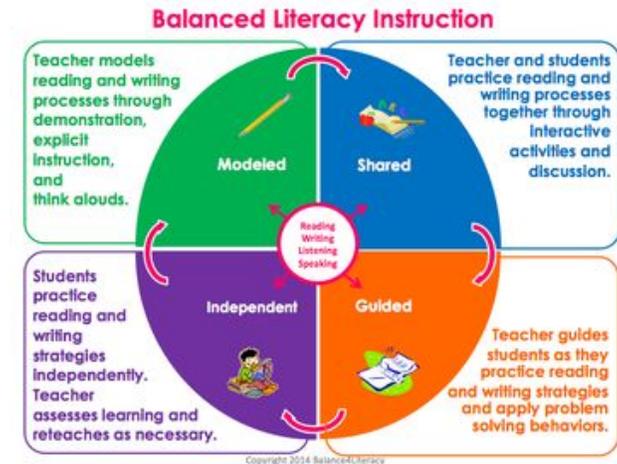
For more information, please read this document:

High Scope (Early Childhood)

HighScope's educational approach 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 HighScope programs. They construct their own knowledge through interactions with the world and the people around them. Children take the first step in the learning process by making choices and following through on their plans and decisions. Teachers, caregivers, and parents offer physical, emotional, and intellectual support. In active learning settings, adults expand children’s thinking with diverse materials and nurturing interactions. Through scaffolding, adults help children gain knowledge and develop creative problem-solving skills. The HighScope Preschool Curriculum is a play-based approach, and learning is guided by [58 Key Developmental Indicators \(KDIs\)](#) that meet all US state standards. Each KDI is linked to one of the eight areas of learning. Furthermore, each developmental indicator has a statement that identifies an observable child behavior reflecting knowledge and skills in one of the eight areas of learning (Approaches to learning; Social and emotional development; Physical development and health; Language, literacy, and communication; Mathematics; Creative arts; Science and technology; and Social studies)

Balanced Literacy

Cayman International School uses a balanced literacy framework for the English Language Arts program in the Elementary School. Teachers use the Common Core Standards, associated tools, and the CIS Vision for Teaching & Learning to inform planning.



Everyday Math

Everyday Mathematics (EDM) is a rigorous curriculum tool used successfully by over three 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.

Full Option Science System (FOSS)

FOSS is a curricular tool used in kindergarten through grade five that guides and develops active learning for students in science. It is used in at least one science unit per grade level and provides the tools and strategies to engage students with experiences that lead to a deeper understanding of the world.

World Language Instruction

The 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.

Tools and Systems for Designing and Documenting Learning

CIS Secondary Curricular Documentation Expectations Levels 1-4

Secondary School Curricular Expectations:

The secondary school has four levels of curricular documentation with some mandatory requirements and some optional components.

Level 1: Vertical articulation Unit Maps for core content subject areas in secondary (grades 6-12). These documents are being created in subject area meetings and provide the targeted standards, unit titles, along with a very broad description of the Conceptual Understanding, Competencies, and Character learning targets. These documents are stored in a google drive and are updated by the Curriculum Office using individual teachers' Rubicon Atlas details. These maps provide the most broad and general articulation of CIS curriculum. They can be easily accessed by any teacher, regardless of the content area.

Level 2: Rubicon Atlas is a web based curriculum mapping tool that is a requirement for all ISS schools to use. The content in Rubicon Atlas should reflect the same content present in the Unit Maps described above, but with more details and accompanied documentation. Added details include specific Essential/Driving Questions, scaffolding questions, and specific content. This content is generated by each individual teacher. Stages One ("Desired Results") and Two (Assessment documentation) must be completed for every unit of instruction. Stage Three ("Learning Plan") can be ignored at this time. CIS is working on changing the Rubicon template to be more reflective of the school's commitment to the shared language of learning articulated in the Unit Maps.

Level 3: Google Suite for Educators (G Suite) is a requirement for all secondary teachers and reflects individual teachers' courses, unit-by-unit (and perhaps even day-by-day). G Suite is not a mapping tool, but rather a course planning tool. The primary purpose of the G Suite account is to supplement Rubicon Atlas and provide more detail and documentation of individual courses.

Level 4: Lesson Plans: Planbook.com is an optional tool that secondary teachers can use to formalize daily lesson plans. An account will be provided and teachers can use this platform to organize plans as needed for each subject and/or class. However, teacher may use any lesson plans format they feel most comfortable with. Whatever the format, this documentation is not optional as it is required by the Cayman Ministry of Education.

**Curricular Documentation Expectations
Cayman International School
Elementary |**

Elementary School Curricular Expectations:

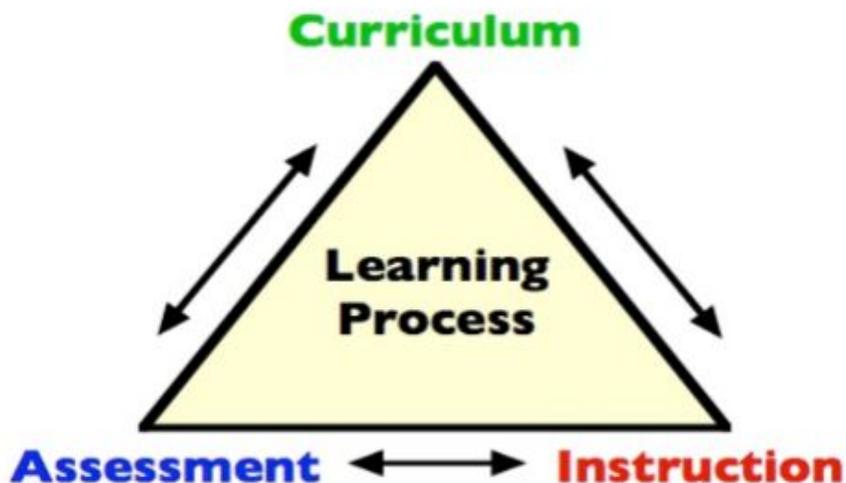
The elementary school has three levels of curricular documentation with some mandatory requirements and some optional components.

Curriculum Documentation: Rubicon Atlas is a web based curricular mapping program that is a requirement at CIS. Each elementary team is required to complete a scope and sequence for each subject area. Next, teams work together to review and develop the units within each subject area. All three stages of learning on the Atlas curricular maps are to be completed and developed in a collaborative effort.

Instruction Documentation: Planbook.com is the tool that elementary teachers are required to use to formalize daily lesson plans. An account will be provided and you can use this electronic format to organize your plans as needed for each subject and/or class. These plans will need to be turned into the Cayman Islands Ministry of Education.

Assessment Documentation: Standards-based reporting focuses on the most important skills throughout a year that are assessed formally (tests and quizzes) and informally (observations, anecdotal notes, quick checks). Progress in those skills is then recorded onto the report card through the Jump Rope platform. The standards-based model promotes a growth mindset and communicates growth in specific Conceptual understandings (standards and skills). The elementary school report card also includes information regarding a student's Character (approach to school life) as well as child Competencies (21st century skills).

The graph below illustrates how elementary staff views the curriculum process:



Continuous Improvement

A 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 and professionals we are incessantly striving to improve and learn, and as an organization we are forever working to advance, develop, innovate and progress with the ultimate goals of improving student learning and bettering our world.



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CIS Professional Learning Program adapted from Jakarta International School

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<http://www.thecgcproject.org/>

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](#)

