



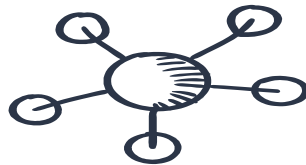
QUADRA COLLABORATIVE PRACTICE



INTRODUCTION

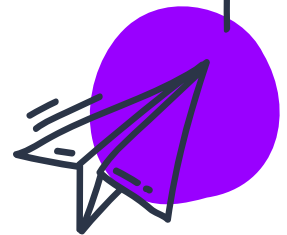


Our Quadra school objective: to collaborate around the curriculum and common formative assessments to ensure high levels of learning for all our students.



WHAT ARE WE DOING?

- x When we attempt to frame our collaborative grade team work (the work of continuous school improvement) it helps to have a lens through which to view this work. All of our work to help students achieve high levels of academic success at their individual level can be framed through the following four questions:



1

WHAT DO WE EXPECT OUR STUDENTS TO LEARN? (GOALS/EXPECTATIONS)

This is our look at the curriculum and the work that each grade team has done in terms of establishing essential content and competencies within the curriculum.





2

HOW WILL WE KNOW THEY ARE LEARNING? (ASSESSMENT)

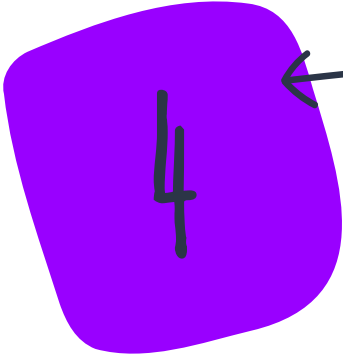
Here we use Common Formative Assessment (CFAs) as a way to determine whether our students are 'getting it' in terms of the content and competencies being studied. Examination and reflection of the CFAs as a grade team afford us the opportunity to reflect upon best practices. (This is not exclusive of behavioural, social emotional, and mental health concerns). [CFA Template](#)



3

HOW WILL WE RESPOND WHEN THEY DON'T LEARN? – (INTERVENTION)

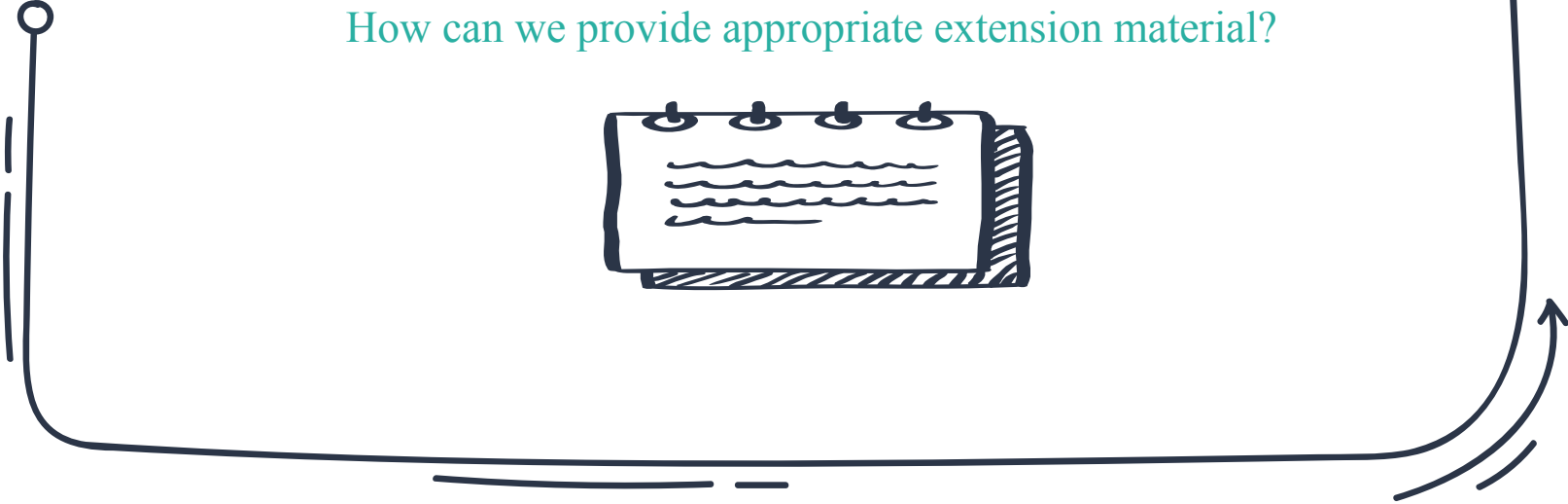
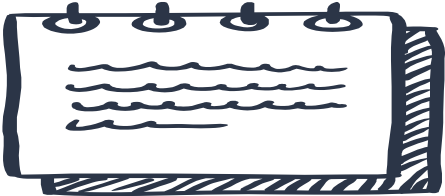
Analyzing CFAs in our grade teams will help us determine individual student academic supports. This practice will also help us cater our teaching to the needs of the learner. Rich, deep, collaborative conversations around student learning will guide teacher practice and inform our intervention. We of course also have to look at intervention that goes beyond the classroom level here.

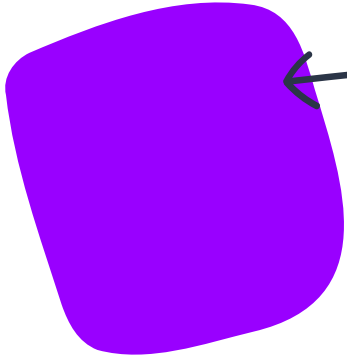


HOW WILL WE RESPOND IF THEY ALREADY KNOW IT? (EXTENSION MATERIAL)

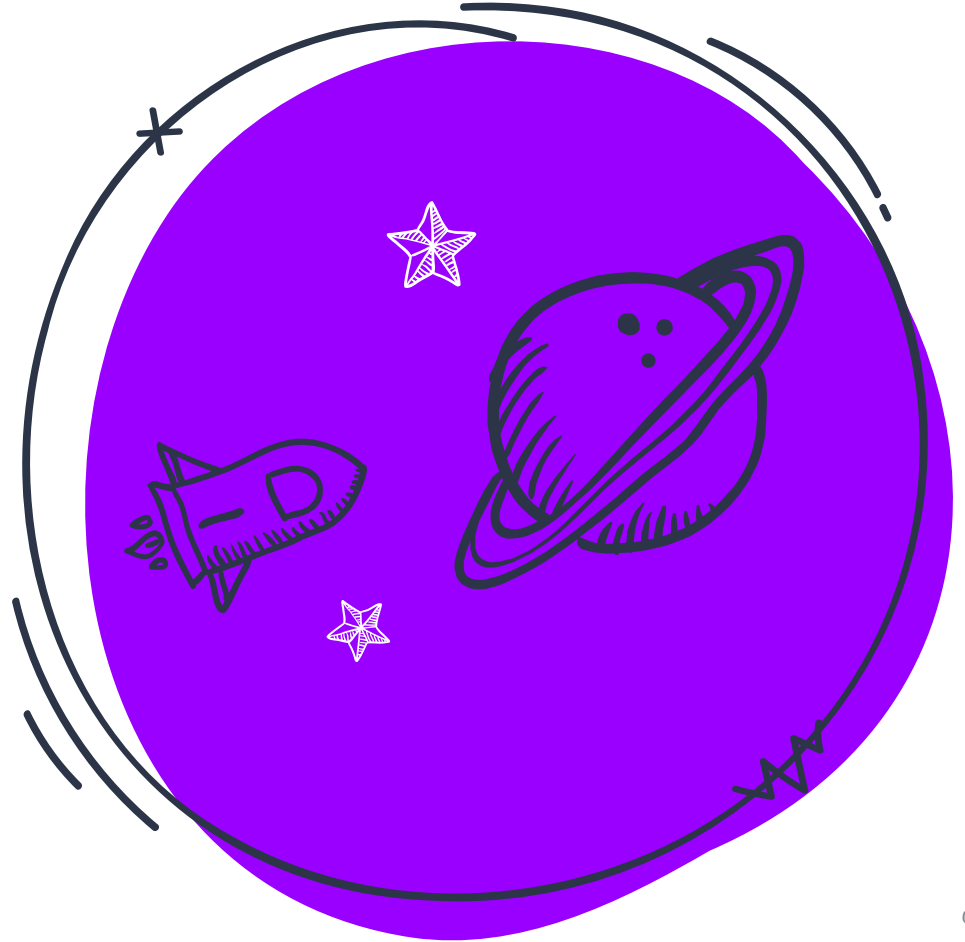


How can we provide appropriate extension material?





How does our
work align
with our
District
Strategic Plan?



GOAL 1 OF THE 2020-2025 DISTRICT STRATEGIC PLAN



Create an inclusive and culturally responsive learning environment that **will support and improve all learners' personal and academic success.**

Strategy 1

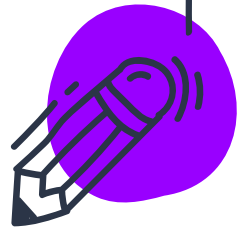
Develop and support **high quality learning opportunities** through the implementation of curriculum in order to improve student achievement.

Strategy 2

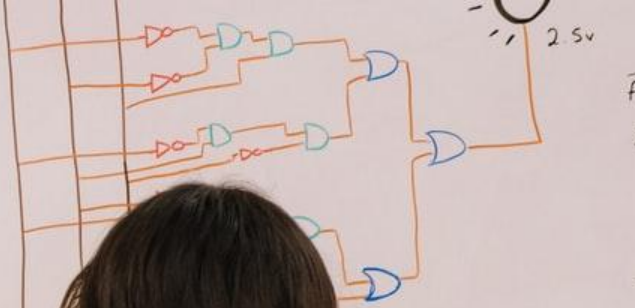
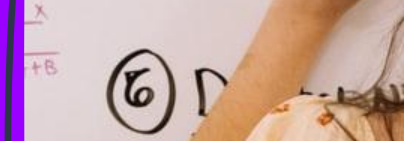
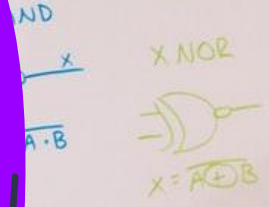
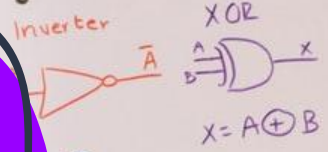
Engage and collaborate with students, families and staff to provide an inclusive learning environment that will enhance and support student learning, identities and well-being.

Strategy 3

Address the **inequity of outcomes** for diverse learners in literacy, numeracy, engagement and completion rates.



4) Digital Logic



In reviewing Goal 1 and its corresponding strategies of our district's new Strategic Plan, it becomes obvious that our collaborative work at Quadra naturally supports this plan.



1. What do we expect our students to learn? (Goals/Expectations)

engage and collaborate with students, families and staff

2. How will we know they are learning? (Assessment)

high quality learning opportunities through the implementation of curriculum in order to improve student achievement.

3. How will we respond when they don't learn? – (Intervention)

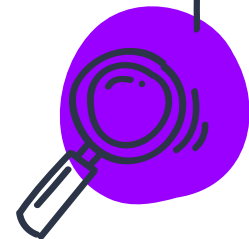
inequity of outcomes for diverse learners in literacy, numeracy, engagement and completion rates. support and improve all learners' personal and academic success.

4. How will we respond if they already know it? (gifted)

inequity of outcomes for diverse learners in literacy, numeracy, engagement and completion rates. support and improve all learners' personal and academic success.



When we are immersed in this method of continuous school improvement (collaborative practice), we quickly find that we are answering another question as well: Are we providing our individual students with respectful, meaningful tasks at their level? (EQUITY OF LEARNING)



THANKS! MERCI!

x Questions,
Comments??

