



# MARC MYP Networking

## Subject

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9:00 a.m. Breakfast snacks and conversation

9:30 a.m. Welcome - Cynthia Boddie Host, MARC

9:45 a.m. Physical Education Updates and Where to go?

Discussed were the changes in the PE Guide, 2007, and the networking group referenced the interim objectives. More work is needed to better align our curricula with the Interim Objectives IBMA-wide. The general moderation report was given to participants and an updated report for the December, 2008 session was handed-out. The TSM was covered and explained to participants, but further exploration of ideas and resources was up to the teachers. Many teachers were unaware of the hard copy TSM that was available. OCC access was discussed and many teachers responded they needed their logins to begin exploring the site. Some school districts were utilizing blackboard as a local OCC service.

10:45 a.m. Break

11:00 a.m. Collaborate: Small Group Discussions

During the small group session the first half consisted of teachers identified upcoming activities they were able to assess and then identified the method of assessment. Teachers teaching common activities were grouped and brainstormed ways to assess these activities. Common challenges were noted: class-size, scheduling, pacing were all challenges that many participants shared. Unconventional thinking was among the most common solution to the problems. Sharing classes, and assessing groups of students in like-activities were among possible problem-solvers. The continued dialogue and discussion was an additional

12:00 noon – 1pm

During the breakout sessions participants shared ideas and best practices for PE and Health classes. Units were spoken to but not created. The Unit Question was explored a great deal within the units. Brainstorming solutions to common problems: thorough planning to create student centered learning and to discuss the benefits of crafting lessons around student-centered instruction. The assessment criteria were identified and tasks that teachers currently implement in class were assimilated to the MYP assessment criteria. Appropriateness and complexity within an assignment (task) were discussed and the group identified tasks they could redesign to allow for criterion-based assessment. The session included viewing samples of video and assessing students using the MYP assessment criteria. In

addition tables of teachers represented different schools' PE departments. The schools assessed within their tables and then consented to levels for the students performances or written work as to simulate internal standardization.

Internal  
Brainstorm

Sample unit, task collection  
Standardization  
solutions to **common** problems