

Instructions	Assessment Rubric			Excellent	Proficient	Satisfactory	Limited	Poor					
	In the space provided, please list the key classroom change that resulted from each sprint, then rate the overall effectiveness of that sprint using the rubric provided.			- Meetings were very well-managed - This sprint resulted in significant change - Every sprint resulted in classroom change - Very valuable use of PD time	- Meetings were well-managed - This sprint resulted in positive change - Most sprints resulted in classroom change - Almost always valuable use of PD time	- Meetings were adequately managed - This sprint resulted in some change - Some sprints resulted in classroom change - Often a valuable use of PD time	- Meetings were managed - This sprint's change was not felt in classroom - Few sprints resulted in classroom change - Sometimes a valuable use of PD time	- Meetings were very well-managed - This sprint resulted in no change. - No sprints resulted in classroom change - Seldom a valuable use of PD time					
Sprint 1 - What changed?	We reviewed the course outline and modified the sequence. We	We all implemented the personal symbol project into our Health classes	Got the Math 8 course outline made for the year.	Students received targeted needs within the first 2 weeks. We were able to identify	Planned to work on reviewing and improving Unit Tests	We focussed on world view and source based evaluations. We felt	We improved the "intro/review" unit and revised the course outline.	We created the rubric for oral participation and thought about ways	We were able to organize coaches, officials and a schedule for the	We completed and updated the inventory. We also revised the music			Made a plan for SF
Assessment:	Excellent	Excellent	Proficient	Excellent	Satisfactory	Proficient	Excellent	Proficient	Excellent	Proficient			Proficient
Sprint 2 - What changed?	We created a bank of DPA games and improved topic 2.	We created a rubric and project outline for our classes. The topics need to be	Edited the Fraction unit test so it could be conceivably done with no calculator	We were able to create an outline for the math accelerated program and identify	Worked on improving Final Exam	We did not change the goals of our sprint. Rather, we continued with this	Common plan from October - January. We developed a checklist that we all	We made the essay unit much better- both Sandy and Kim thought that the	We simplified the rubric to make it more of an exit slip for students instead	We were able to create multiple CoEd opportunities for students. We were	We updated the sign-out system for instruments and made it easier for the		Look at the logistics of rolling out a SF with minimal grade 8 teachers in the group
Assessment:	Proficient	Proficient	Proficient	Proficient	Satisfactory	Excellent	Excellent	Excellent	Excellent	Excellent	Proficient		Satisfactory
Sprint 3 - What changed?	Kim successfully implemented myBlueprint into the classroom and	N/A	Did not meet the goal	We did not rework enough of our common assessments for the	We have found that we prefer to focus on one Sprint Group rather than two.	We stayed the course, and discussed changes to the SS final.	We continued with our	The Book Thief novel study was successfully implemented. The	We found it difficult to implement in into our classroom assessments as	Away at coaching. Continued with scheduling coaches, officials and	We reviewed the need in each of the instrument families and ordered some		Away at meeting. Continued with template to give to sci teachers
Assessment:	Proficient		Poor	Satisfactory	Limited	Proficient	Excellent	Satisfactory	Satisfactory	Satisfactory	Satisfactory		Satisfactory
Sprint 4 - What changed?	We implemented the film study "Wonder" and began re-organizing the Health	The group focused more on occupation research and career investigation rather	Did not meet the goal	We were not able to complete Sprint 4	Did not complete a new sprint		We have challenged ourselves with the book club boxes.	We started to review the poetry/short story unit. We picked out some different	We have decided to use the exit slip as a reflective tool during the Québec trip and	We were able to finalize the school ski trip. Organized the coaches and practice	We ordered new music with hopes to garner more interest as these songs are		Away at meeting. Continued with template to give to sci teachers
Assessment:	Excellent	Poor	Poor	Poor	Poor		Satisfactory	Satisfactory	Satisfactory	Excellent	Proficient		Satisfactory
Based on all four sprints, how successful was this teacher team in changing practice at the classroom level?	Based on all four sprints, this teacher team was very successful in changing the practice at classroom level. We worked well together to improve the course.	The members who are new to Health 9 found that the group was instrumental in teaching Health this year. Those members were able to build resources and create plans to better teach Health 9. The members who already had the resources and materials found less benefit to the group due to the smaller changes to their teaching practices.	Limited	The intervention and acceleration programming was quickly implemented and well targeted for our students. Students have access to different levels of remediation and acceleration. The group is very proud of the work we have done for these programs.		We felt that we successfully implemented the changes that we were hoping to see in the classroom. We were all on board with the importance of our goals and supported each other.		Excellent	Satisfactory	Excellent	Proficient		Satisfactory
How often did group members work on teacher team goals outside of official meeting times?	Monthly	Once per term	Never	Once per term	This second Sprint did not go well as we felt we did not have the energy to focus on more than one thing with any real success. As well, not all member were always available which made it difficult to plan or accomplish anything.	Would like more clarification before answering this question.	Optimal efficiency was	Weekly	Weekly	Daily	Monthly		Once per term
What would make things better for next year?	Meet more often	Meet more often	Only one team per teacher	Deeper work on a single goal	Deeper work on a single goal	Longer meetings	Longer meetings	Less Communication			Longer meetings		Longer meetings
General Comments	We were split between the more time and the less communication. Ideally we would like more time to meet and less e-mails everytime we get together.	The support from the more experienced teachers was key for the new teachers in Health 9. Teaching Health 9 to a class which is not otherwise taught by the Health 9 teacher is more difficult. The teachers in this	This group had good intentions at the start but there was not enough time and members had other obligations with other teams at the same time so meeting up was very difficult.	We often did not have enough time to complete our goals. Tutorial time was available to meet during but many of our group uses tutorials as a key part of our teaching. Fewer sprint goals would allow us more		IT was a great time to connect, discuss, and support each other - not only with our goals, but with teaching in general.	This time together has been very beneficial. We have enjoyed the sprints and being given time to collaborate during PD.	We really enjoyed being able to meet but would like to have less e-mails sent in each meeting and more time to just work on the sprint.	It was a valuable time to meet and discuss the challenges of encouraging students to continue to speak in French. The focus has always been that spoken French is to be assessed in FLA.	We really enjoyed the time to work together to organize our schools sports teams and field trips. It helped lessen the amount of after school work needed.	We enjoyed this time as it gave us the opportunity to fix, clean and inspect the instruments. As this is our option class it provided a time to meet and discuss our pedagogy.		The goal was great but we need to have more people directly affected by this project in the group. With 2 members being pulled out often for other duties, it interrupted the flow of our project and a lot fell on one