



# **PYP Classroom Walk-Through Networking Session Monarch Global Academy October 28, 2016**

## **Session Agenda:**

- Welcome and Continental Breakfast in the Conference Room 8:00-8:30.
- School Tour 8:30-9:00
- Classroom Visits 9:00-11:30
  - Menu of Observation Choices
  - Optional PD and Document Review
- Lunch and Debrief 11:30-1:00

[DETAILED AGENDA LINKED HERE!](#)

## **Session Minutes/Discussion Notes:**

### **Document Review**

- Programme of Inquiry: Teachers and coordinators spent considerable time reviewing the POI and the Monarch PYP Coordinator, Beth Matthews, went over some major strategies and protocols for building an effective POI. Some samples, organizers, and units were copied and shared.
- Assessments: Grade level teachers reviewed PYP binders and looked specifically at summative assessments, assessment samples, and assessment tools. The Monarch PYP Coordinator, Beth Matthews, share rubric building strategies with an emphasis on student involvement and growth mindset. Some samples were copied and shared.
- Authorization Documentation: Some teachers and coordinators also reviewed documents and binders prepared for MGA's authorization visit to gain insight into how to prepare for authorizations. The Monarch PYP Coordinator, Beth Matthews fielded questions and provided samples of documentation.

### **Observation Choices:**

- A menu of observation choices was designed to meet the needs of the visitors

## Session Minutes/Discussion Notes, continued

### Discussion Questions:

- How did you determine I can versus and EQ's?
- What about standards and curriculum?
- Essential Agreements--How are they created? Who?
- How do teachers maintain communication with parents--How?
- What about the Spanish scope and sequence? How is that determined?

### Walk-Through Feedback (PRAISE & TAKE AWAYS):

- **Student ownership:** Students were self-directed. There was great flexibility in the classes and students moved through centers, transitions, and learning with great independence. It was impressive to see so many students directing their own learning across all of the grade levels. Every student they asked could tell exactly what they were doing and, more importantly, the why. They also knew what was going on in the classroom even when the teacher was in a small group and could explain what other students were working on as well.
  - **Displays:** Teachers have represented the 5 essential elements and their units in so many creative and impressive ways. There was evidence of engaging, scholarly work. All of the classroom environments were so inviting and made you want a deeper look. PYP Walls, displays, and unit work were especially creative and eye-catching. It was great to see the emphasis on process and progress over product. The walls showed students working through the unit and putting up their thoughts, which gives students the opportunity to look back, reflect, and reinforce their learning. There were very few premade, purchased displays, which really emphasized student thinking and reflection!
  - **Environment:** The whole school environment supports what we want from the students, teachers and ourselves. There were clear expectations in the classroom, hallways, bathrooms, etc. There were even essential agreements on how to use the classroom like flexible seating, materials, center work, Spanish, etc. It was obvious that these were created for the students by the students. The environment was also inviting because of both the culture and the ambience. Not only did teachers have flexible groupings/seating, music, etc., but they were also seamlessly integrating the LP, reflection, attitudes, etc. into their regular instruction. Most importantly, you heard students encouraging each other and helping each other get back on task, which really shows how developed the culture and climate are.
  - **Student Engagement:** Teachers used a wide variety of strategies for student engagement and it definitely showed that students were engaged. There was a lot of active engagement strategies like using a ball to call on students, rotation through stations or centers, flexible seating/groupings, thinking strategies, art integration, transdisciplinary lessons, etc.
  - **Lessons and Planning:** There were so many powerful lessons and a wide variety of instructional strategies and groupings such as: push-in/pull-out, small groups, partner work, guided instruction, integration of IB themes, connection to the 5 essential elements, etc. You could tell that teachers are making really thoughtful decisions to educate and engage their students, and to support their students thinking and connections. BTW, they loved your POI, unit planners, and assessment tools!
- Authenticity:** Everything seemed SO AUTHENTIC! It didn't seem staged. Teachers were doing real teaching and going about their normal day with regular lessons like daily 5 and spelling tests and behavior management.

## Session Minutes/Discussion Notes, continued

### Walk-Through Feedback (POLISH):

- Technology: Revisit essential agreements and create protocols for technology usage and specifically transitioning on and off technology.
- Language B: Continue looking at ways to integrate Language B in the classroom.
- Differentiation: Focus on academic differentiation within the established structures and content. E.g., Students work through centers, high level of student choice, etc., but how is their work being differentiated within those structures.

### Networking Session and PD Feedback:

- Structure: The overall structure and organization was effective and should be replicated in the future. The flexibility allowed for differentiation and personalization; teachers were able to look at different things that made sense to them and advance their own work.
- Teacher Awareness: Teachers, administrators, and staff across the school had an open door policy and shared insight and documents with the visitors. Teachers were aware of the visitors and students took the visit in stride. At the same time, everything seemed very authentic and it didn't seem staged.
- Openness: Teachers and students were a good source of information about PYP at the school. Teachers, in particular, shared ideas for transdisciplinary work, connecting Daily 5 and the PYP, etc. Tour guides were great and incredibly enthusiastic and informative. They seemed to really like the responsibility and role of being a student ambassador.
- POI and Documentation: It was incredibly useful to look at the school's POI and other documentation.
- Recommendation: Provide even more time for teachers to talk to the Monarch teachers and increase the number of teachers available.