



IB PYP Title I Schools Networking Session Randolph Elementary School Monday, March 2, 2020

Session Agenda:

8:30-8:45 Welcome
8:45-9:15 School Tour
9:15 – 9:45 Concept Sort
9:45-9:55- Break
9:55-10:30 Gallery Walk
10:30-11:15 Breakout Sessions
11:15 – 11:30 Closing and Feedback

Session Minutes/Discussion Notes:

Teaching and Learning

- ATLs's and Math (kindergarten)
- SMP & ATLs merging
- Creating annual BOY inquiry professional development to keep momentum and drive focus for school
- Incorporating NGSS & SS standards
- Inquiry cycle used to organize learning engagements so that at least one experience is the same per section across grade level
- Developing a new unit planner
- PD: inquiry approaches to learning, conceptual learning and action
- Systems for developing programmes of inquiry: who, what, when
- Developing a system for portfolios in a large school
- How do you make the unit planner a valuable tool to teachers?
- IB planners and daily lesson plans?
- How are schools co-collaborating with students in planning and teaching the units?

Session Minutes/Discussion Notes, continued

Collaborative Planning

- Teachers have two prep periods a day so the afternoon prep is used for PYP planning and PD
- I push in to “non-IB” planning meetings (math, literacy) to help them make connections to unit planners
- PYP Coordinator attends reading and math CP
- Coordinator is on instruction team
- Coordinator attends other CLTs
- PYP Coordinator and Math Coach share CLTs
- Summer planning with department chairs and grade level chairs (we take a week to align standards under units of inquiry)
- Weekly collaborative planning
- 4 quarterly planning meetings a year where teams have time to map out upcoming unit
- Created a transdisciplinary planning doc for UOI
- All coaches present for planning days with team
- How do you find time for Encore (Art, Music, PE) to collaborate with teams? I meet with specialists and get coverage for a couple of teachers from a different grade each week to meet with them about upcoming units. – I meet with Specialists, and give them a one-pager with units of inquiry and they write in their connections to the unit that I then write into the planners.
- Collaboration with PYP Coordinator math and reading before planning with teams
- Grade level document with unit, central idea and key concepts
- Collaboration vs. plan book filling out – the later is prep time
- What would be the best approach to convince the principal that more collaborative planning time should be dedicated to planner revisions? - Maybe the planner needs to be redesigned to be more of a focus on planning altogether? There is also value in staff feedback, which should be part of the revision process.

Evaluation

- Start early – at a minimum a year in advance
- Read up on IB Expectations and timeline ahead of time. Read documents!
- Leverage leadership in teachers and admin
- New standards and practices – eval system to be streamlined
- Streamline PLCs to focus on the evaluation process
- Self-student is a school celebration of journey so far
- Teacher principal with 1 section – collaborate to find evidence
- How is it organized? We broke into smaller groups based on standards and had collaborative meetings where those teams collected evidence. This was organized by google drive so that multiple people could work on evidence collection at one time.

School Level IB

- We put ATLs on report card – not a separate IB report card but as a section on our Standards Based Report Card where teachers rate each ATL – we provided teachers with a progression chart by grade level of what this might look like in each classroom

School Level IB continued

- Whole school learner profile of the month connected to a visual arts contest
- Attitude of the month – one for each class
- Multilingualism – 50% Spanish 50% English
- How do you get principal and staff on board for PYP? You can't force staff – you have to be the cheerleader and point out the benefits. For example, our 3rd grade team has to submit balanced performance assessments for both social studies and science. We incorporate these as part of our learning experiences within our unit of inquiry, and it makes it easier to do both (science and social studies) together as an activity vs separate. Because we are transdisciplinary, it works, while other schools have to spend time doing separate subject-specific assessments. That is just one example of the benefit – but I make sure to tell anyone who will listen that this is an advantage! Also – get your principal out – have them attend networking meetings. They have to see the big picture to get it.

Evidence

- Documenting student and teacher learning
- Toddle
- Portfolios – We host a parade of portfolios as the beginning of the year where students retrieve their portfolios from their teacher from the previous year and then “parade” to their new teacher’s room. Then at the end of the year we do a “celebration of portfolios” where we invite parents to come in and students share their learning with their parents. When students are reflecting at the end of the unit, we have them select their own work samples and just explain why they selected that piece, and how it represents whatever learner profile or ATL. In terms of tracking, this is not a priority for our teaching staff as the portfolios just go home with the kids on the last day of school in 5th grade. We felt like we needed to put more energy towards other elements of our POI.
- Collecting evidence is ongoing – don't wait for scheduled “collection times” or self-study meeting time
- PYP UOI progress reports – reports that provide comment on unit of inquiry and rates the learner profile
- What hands on evidence do I need to have available for visits? - This will be changing based on the enhancements. For our site-visit last year I had planners, sample report cards, and examples of how we were addressing elements of our self-study that were developing. Really though, it is about what is said and what they see that really matters – not what you have printed out.
- I started to use SeeSaw with my kindergarten teachers only. What is the best way to roll out digital portfolios? - We have been using Google Classroom – but with the population we serve – we always end up printing work out.
- How are teams reflecting throughout UOI - not just at the end? Our CLT facilitators have been directed to ask about questions, actions, reflections at every CLT. Some facilitators do this better than others. I have also assigned a “planner person” at each grade level. Most are people I pulled aside individually and asked if they would be willing to take on that additional leadership responsibility (i.e. my stronger IB teachers) and I will send them bi-weekly checklists of elements missing from their planners.

- Documenting ATLs and LP within the units of inquiry – This is an area we struggle with as well but I walked through a toddler planner with a couple of my teams and it helped us to really think through how we utilize ATLs and LP in our lessons. I would recommend just doing this for yourself with one or two of your planners.

Balance

- IB all day, not just part of a block
- We are working to align our standards better within our IB units
- Flexible schedule
- Re-evaluating master schedule with leadership for next school year
- Exhibition as part of our ATSS time
- I am working through our weekly meetings to help teachers see IB as a framework for teacher SOLs
- Reviewing the vertical and horizontal articulation of POI annually
- Standards aligned under units of inquiry
- How do you balance state standards and IB requirements? - We had to have a larger conversation with our district staff to allow a little more flexibility in standard alignment and planning.
- If you only worked 1.5 days a week, what would be the best way to use your time? - I would survey your staff to determine where their priorities are and go from there. Start with the Enhancements and what they outline a coordinator's role to be, and then determine what that looks like in your school setting.
- How much time is given for PYP collaboration amongst grade level teams? This varies by school. Our CLT facilitators are supposed to approach their meetings (math, ELA) as PYP meetings. That doesn't always go accordingly. The goal is to work smarter, not harder.
- What is the communication between PYP, Reading and math specialists? We are all on the instructional team and meet weekly.

Enhancements

- We created our own planner in response to the flexibility the Enhancements allow
- K only does 4 units – makes such a huge difference, I wish all grade levels could get away with only doing 4 units!
- Design sprint
- Planners can be more focused on the needs of the PYP program in each school
- PYP implementation team read enhancements and selected three major sections to be addressed whole school
- Choose one and dive deep into it, make it your one thing everyone in the school does, it's about growth!
- Unpacking as a PYP implementation team
- How are schools prioritizing the roll-out of the Enhancements? - See above
- Buy-in – understanding the why- unpack that as you roll out
- Student agency – how to encourage teachers and give concrete examples of voice and choice? – There is power in reflection, and utilizing reflection as a way for student to help “co-plan” upcoming units. Also, provide a schoolwide model. One school I visited, hosts a large “IB in Action” board where students submit examples of where they “acted”

- How to you access the Enhancements on the IB website? You need to have an MYIB account. Go to www.ibo.org and when you sign in click on my ib. Once on MyIB you will see a link to Programme Resource Centre. When you click on that you have tabs for each programme. If you click on the yellow pyp tab that brings you to the Enhancements.