

Agreement on	We agree to...
Inquiry & Action	<ul style="list-style-type: none"> • Use key concepts to develop and foster student led inquiry • Be facilitators rather than instructors, while guiding students to accurate conceptions through research and the inquiry cycle • Encourage student involvement in the development of the assessments and the direction and flow of inquiry • Display evidence of student inquiry throughout the classroom, as well as in journals and notebooks • Encourage and stress inquiry across content areas, including special content areas- music, art and PE
Promoting Learner Profile	<ul style="list-style-type: none"> • Share identified LP word of the month will be discussed daily on the morning announcements-possibly add literary component (book characters displaying profiles) • Incorporate LP into "I See IB", by recognizing students and teacher nominating student • Develop a better way for teachers to remember to nominate students- "Remind" App? • Books related to LP word of the month will be on display in the media center • Parent report every nine weeks • Include LP info in Friday Flyer (English and Spanish)
Collaboration & Meetings	<ul style="list-style-type: none"> • Attend and be punctual • Be an active participant • Come prepared, bring appropriate materials • On task discussion • Discuss the curriculum during weekly planning (30 – 40) minutes- agreed upon CPT along with the team • Include time to evaluate and prepare IB units, lessons, review IB policy and reflect on planners during teacher planning meetings • Maintain communications with the PYP Coordinator to ensure support staff are aware of current Units of Inquiry
PYP Planner Implementation	<ul style="list-style-type: none"> • Exhibit Learner Profiles in classrooms • Come to meetings ready to plan with an idea of our Learner Profile. Discuss not only curriculum, but also reflections and assessments • Maintain units/reflections & edit using online platform like ManageBac • Update planners with student questions (provocations) • Clarify the number of assessments and learning experiences for each student • Utilize resources gathered by Media Specialist • Collect photos, work samples, links from all IB Units

<p>Parent and Community Communication/Awareness</p>	<ul style="list-style-type: none"> • Complete Learner Profile report card twice per year using a standardized form determined by individual grade levels • Include formal communication via Friday Flyer- linked to the Learner Profile • Present relevant IB info during PTA meetings • Emphasize IB during school/community events- Literacy/Math Night, International Dinner, etc. • Send home Learner Profile info/graphic across grade levels
<p>Room Environment</p>	<ul style="list-style-type: none"> • Provide visual access to IB terminology: transdisciplinary skills, learner attitudes, learner profiles, key concepts, action cycle, and essential agreements. • Display (prominently) current transdisciplinary theme, central idea, lines of inquiry, key concepts, teacher questions, and student questions and frequently refer to display - both teachers and students. • Create a flexible and conducive room arrangement that allows for a variety of teaching styles and approaches. • Display previous PYP units on the bulletin boards in the hallway with present PYP unit displayed on the bulletin board in the classroom. • Display student initiated action on the PYP bulletin boards in the classroom and in the hallway.

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