

Willard IB Essential Agreements

2017 -2018

Agreement on	Agreement
IB Planner Implementation	<ul style="list-style-type: none"> ● Teach six thematic units of inquiry ● Devise calendar of implementation dates ● All planners will be updated yearly by the grade level teams including the reflection component
Inquiry	<ul style="list-style-type: none"> ● Teachers will emphasize the development of student questions and use of the key concepts in each unit of study. ● Student inquiries will be visible in the room as well as in student inquiry journals. ● Teachers will stress inquiry process in stand alone subjects as well as the units of inquiry. ● Teachers will have a copy of the current planner in the front of the room for reference and for documenting student questions ● Students will take an active role in the design and direction of the inquiry and the assessment process. ● Teachers will act as a facilitator of the learning community.
Room Environment	<ul style="list-style-type: none"> ● Students/Facilitators will have visual access to IB terminology ie: transdisciplinary skills, attitudes and profile, key concepts. ● The Central idea and the Lines of inquiry will be placed predominantly and be referred to frequently by both teachers and students. ● The room arrangement will be flexible and conducive to a variety of teaching styles and approaches.
Student Profile & Attitudes	<ul style="list-style-type: none"> ● The student profile and the attitudes will be taught as they naturally occur in the within the POI and the instructional day. ● Certain attitudes and profile attributes will be taught in depth correlating with the monthly award assemblies. ● The attitudes and profile attributes listed in box 4 of the IB planners will be stressed and reflected on within each of the IB thematic units. ● Students will have the opportunity to reflect on their understanding of the attitudes and IB Learner Profile and attributes, and their ability to live these out in their daily lives. ● Students will assess themselves 2-3 times a year in the their ability to demonstrate the IB attitudes and learner profile and will set goals for themselves in an area of challenge. ● Report cards will include areas of strength and challenge related to the IB attitudes and learner profile.. ● Each teacher will articulate and demonstrate all qualities of the IB profile and will demonstrate the attitudes within the classroom and throughout the school.
Action	<ul style="list-style-type: none"> ● Teachers will encourage students to complete the action component of all IB planners and will demonstrate action themselves. ● Action will be appropriate and meaningful to the interests and needs of the individual, class, and the community. ● The action will be documented in student portfolios and celebrated within the school and through grade level documentation.

Meeting Times	<ul style="list-style-type: none"> ● Teacher team meetings will include time to evaluate and prepare IB units and lessons, and review IB policy documents. ● Teachers will agree on a weekly time set aside for grade level planning ● Teachers will bring: IB planners, student questions, IB notebooks/materials, and inquiry journal to IB planning meetings.
Portfolios	<ul style="list-style-type: none"> ● Entries will include choices from students, teachers, and may also include parent chosen selections or comments. ● Entries will reflect the child’s growth over time, their strengths and weaknesses, and their ability to reflect and improve. ● Students should have classroom working portfolios from which students can choose the pieces that they want to place in their school portfolio. ● School portfolio entries, each year, will include all areas listed on the portfolio table of contents: <ul style="list-style-type: none"> ○ One piece from each of the six planners ○ A piece that demonstrates the IB attitudes or the IB Learner Profile ○ A World Language piece ○ A piece demonstrating student action ○ And a piece demonstrating the interest of the child, if not already present within the portfolio <ul style="list-style-type: none"> ■ When completing the portfolio students should be conscious of having pieces that reflect the transdisciplinary nature of the program. Portfolios should include pieces that display: the inquiry process, the use of technology, writing, math, the arts, and student choice. ● All entries should include student self-reflection. ● Portfolios should be available for the students for on-going collection and reflection of entries.
Reporting to Parents	<ul style="list-style-type: none"> ● Parents will be informed when a unit of inquiry begins and ends. ● Parents will be informed of the IB programme during Back to School Night, Parent Conference Day, Open House, and Parent Education Nights. ● IB Report cards will be sent three times a year, each showing progress related to two units of inquiry.
Assessment	<ul style="list-style-type: none"> ● There will be formative and summative assessments, and student self reflection for every IB unit. ● All essential elements of the IB programme will be assessed in some way by both teachers and students. ● All students will take mandated District exams and participate in state testing if appropriate.
Parent and Community Awareness	<ul style="list-style-type: none"> ● Each grade level will have at least one community involvement activity during the school year. ● Each year we will develop a calendar of school-wide events and will market those events through newsletters, all- call messages, and parent/community meetings.
Role of IB Coordinator	<ul style="list-style-type: none"> ● IB coordinator will check in with all grade levels as to improve and support IB implementation. ● IB coordinator will support and train new staff. ● IB coordinator work with leadership team to develop a strategic plan for staff development.

Teacher

Signature

Date
