

# Scenario 1: IB World School

Your school has a well-established IB Diploma Program or IBCC program, but the IB aspect feels more like a 'school within a school' than an IB world school.

How do you involve various constituents in your building to make the IB philosophy and ideals more school-wide? Consider non-IB students, parents and teachers in your answer.

# Scenario 2: Scheduling

Scheduling for the IBDP and IBCC can be complicated and, in the case of the DP, may need to start as early as 8<sup>th</sup> grade.

How do you ensure that students and parents are knowledgeable about the requirements for the IB diploma or IBCC as well as how to meet state requirements in their course selections and sequence options? How do you manage IB courses that must be offered but have low enrollment numbers?

## Scenario 3: Academic Malpractice

It is nearing the end of the extended essay and reflection project process. A student submits his final draft to turnitin.com and you discover it is 85% plagiarized.

How could you have involved parents, teachers, and students differently in the research process before this point to have prevented this malpractice from occurring?

# Scenario 4: Stress

Completing the additional work required of the Diploma or IBCC candidate can be stressful for students. Supporting students at home when they are struggling through courses can be stressful for parents. Meeting the grading demands of teaching the IB curriculum can be stressful for teachers.

What policies and systems do you have in place to ensure that these populations feel supported?

# Scenario 1: Teacher Accountability

You are in the process of implementing the Middle Years Program or are currently a school which offers the Middle Years Program. Some teachers are experts in unit planning design and implementing the learner profile as well as working in cross-disciplinary teams, whereas other teachers are struggling with the implementation of the program.

How do you ensure the fidelity of implementation staff-wide? Consider the role of administrators, support staff, department chairs and the coordinator in your answer.

## Scenario 2: IB Attrition Rate

Annually, between 25% and 30% of your Middle Years Programme students choose not to continue on to the Diploma Programme. You want to reduce the attrition rate to less than 15%.

How do you engage administration, teachers, students and parents in supporting this goal?

# Scenario 3: School-wide MYP

Your school has a successful MYP that directly impacts a large cohort of students, but is not implemented school wide.

To begin this process, you plan to have all 10<sup>th</sup> graders complete a Personal Project. How do you engage administration, teachers, students and parents in supporting this goal?

# Scenario 4: DP Recruitment

Your school has a successful MYP-DP continuum that recruits DP students from a cohort of MYP students. You want to expand enrollment opportunities for students in the Diploma Programme by recruiting students who do not currently participate in the MYP. How do you engage administration, teachers, students and parents in supporting this goal?