

IB Coordination Networking Session

October 16th, 2014

Mount Vernon High School

Facilitated by Dan Coast and Carlota Bernal Shewchuk

Getting Started!

- »» What you need to do at the beginning of each school year

Importance of Timelines

- ▶ Review last year's IB Handbook of Procedures for due dates and download new Handbook when it's published (usually in September for the May Examination Session):
 - https://ibpublishing.ibo.org/server3/apps/handbook/index.html?doc=d_0_dpyyy_vmx_1409_1_e&part=1&chapter=1
- ▶ Establish calendar of tasks for IB DP Coordinator responsibilities (see “Don’t Panic” and “Connie’s In-House IB Schedule”)
- ▶ Prepare your agenda for the first IB Diploma Teachers’ Meeting (see examples from Marshall HS and Mount Vernon HS)

Important Philosophical Underpinnings of the IB

»» How the Diploma Program fits into the IB Continuum of Education:

- International Mindedness
- Assessment

Programmes : What is the Learner Profile?

It's the IB mission statement translated into a set of learning outcomes for the 21st century.



The attributes of the learner profile express the values inherent to the IB continuum of international education: these are values that should infuse all elements of the three programmes and, therefore, the culture and ethos of all IB World Schools.

IB programmes promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge.

IB learners strive to be:

Inquirers

Knowledgeable

Thinkers

Communicators

Principled

Open-minded

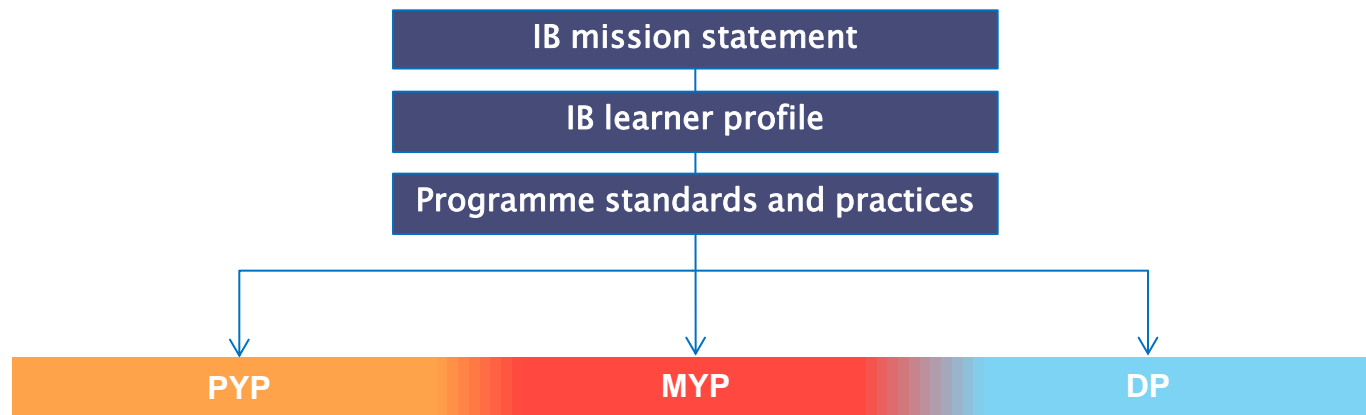
Caring

Risk-Takers (forthcoming:
Courageous)

Balanced

Reflective

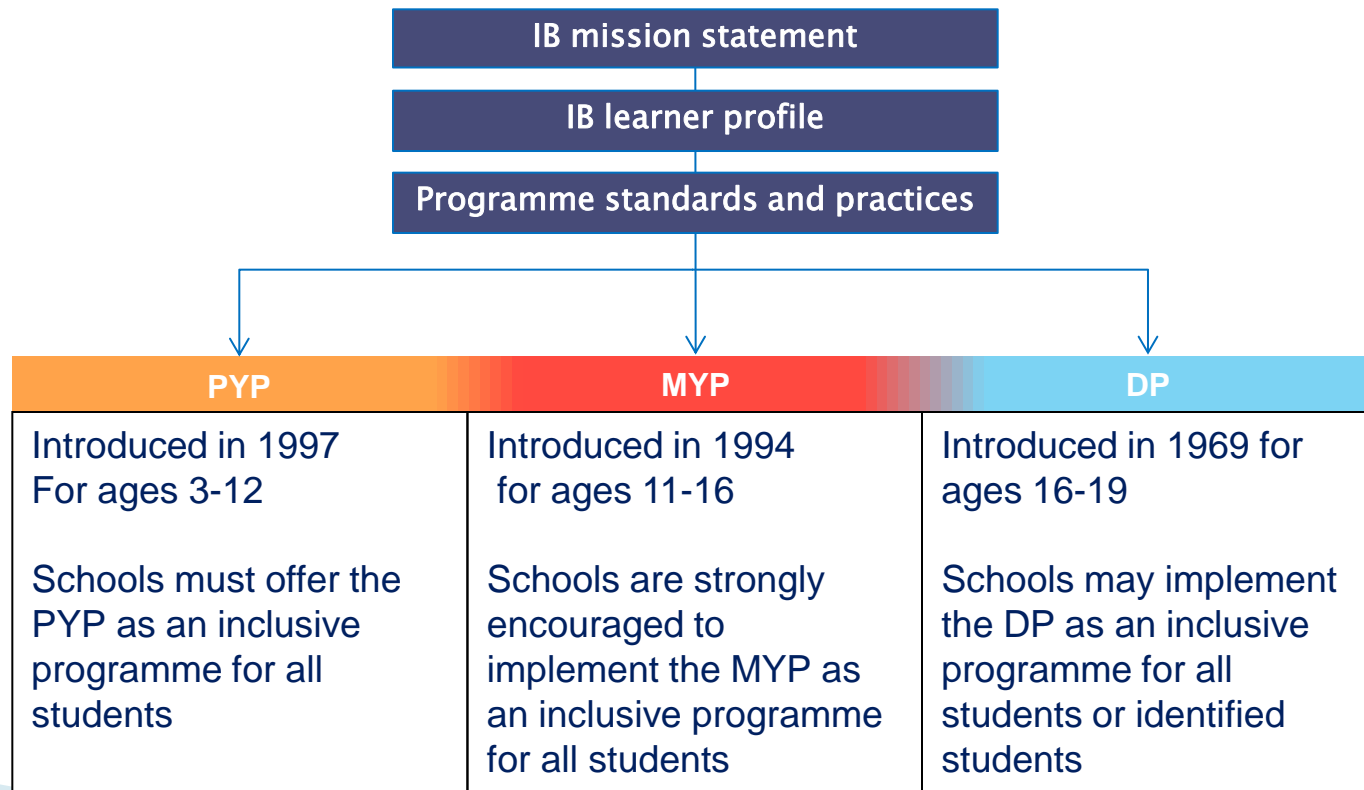
The IB continuum of education



Three programmes: one continuum

Continuum – part of a Latin verb now used in English as a noun meaning *to keep together, uninterrupted without a break: a continuous series in which no part is noticeably different from the parts immediately next to it but the extremes or ends are very different.*

The IB continuum inception





Structural continuum

PYP	MYP	DP
<p>Programme of inquiry and scope & sequence for six subject areas:</p> <ul style="list-style-type: none"> •Language •Mathematics •Social studies •Science •Arts •Personal, social & physical education <p>Prescribed planner to support inquiry</p>	<p>Eight subject areas with aims, objectives & assessment criteria:</p> <ul style="list-style-type: none"> •Language A •Language B •Humanities •Sciences •Mathematics •Arts •Physical education •Technology <p>Planner for units of work</p>	<p>Six subject groups with detailed syllabus & assessment guides:</p> <ul style="list-style-type: none"> •Language A •Second language •Individuals & society •Experimental sciences •Mathematics & computer science •The arts <p>Course outline for each subject offered</p>

The IB continuum of education



Structural continuum continued

PYP	MYP	DP
<p>Curriculum framework organized around units of inquiry within six transdisciplinary themes:</p> <ul style="list-style-type: none"> •Who we are •Where we are in place and time •How we express ourselves •How the world works •How we organize ourselves •Sharing the planet 	<p>Curriculum framework organized around disciplines with interdisciplinary areas of interaction:</p> <ul style="list-style-type: none"> •Approaches to learning •Human ingenuity •Community & service •Health & social education •Environments 	<p>Curriculum with some prescription organized around disciplines with three core components:</p> <ul style="list-style-type: none"> •Theory of knowledge connects the disciplines •Extended essay •Creativity, action, service (CAS)

The IB continuum of education



Learning to learn continuum

PYP	MYP	DP
Learners constructing meaning	Approaches to learning	Theory of knowledge
Promotes metacognitive knowledge (knowledge learners have about themselves and how they learn best)	Promotes metacognitive knowledge (knowledge learners have about themselves and how they learn best)	Promotes metacognitive knowledge (knowledge learners have about themselves and how they learn best)
Promotes metacognitive performance (the ability to use self-knowledge to improve)	Promotes metacognitive performance (the ability to use self-knowledge to improve)	Promotes metacognitive performance (the ability to use self-knowledge to improve)



Language learning continuum

PYP	MYP	DP
Promotes mother-tongue development	Promotes mother-tongue/best language and/or Language A development	Promotes mother-tongue development: school supported, self-taught Language A courses
Student's learn an additional language from age seven	Student's second language (Language B)	Student's second language (Language B)
Schools must develop a language policy	Schools must develop a language policy	Schools must develop a language policy



Special education needs continuum

PYP	MYP	DP
<p>Inclusive programme where early intervention is critical for developing effective learning.</p>	<p>Inclusive programme allowing schools to offer appropriate intervention through scaffolding and differentiation. Flexible curriculum framework provides schools with opportunities to support students with special education needs.</p> <p>School must develop a special education needs policy</p>	<p>Established support mechanisms outlined in <i>Candidates with special assessment needs</i></p> <p>Special arrangements can be authorized by IB Cardiff for external assessments. Guidelines are available in the <i>Handbook of Procedures</i>.</p> <p>School must develop a special education needs policy</p>



Academic honesty continuum

PYP	MYP	DP
<p>The PYP framework provides opportunities for the ongoing development of the concept of academic through:</p> <ul style="list-style-type: none"> •The IB learner profile and the essential elements of the PYP •Teachers designing in-depth inquiries that require analysis and exploration •Teachers being academically honest •The use of resources in ethical ways, including the recognition of the work of others 	<p>Academic honesty is integral to an effective <i>Approaches to learning</i> programme. Specific areas include: personal skills, social skills and technical skills. The IB learner profile provides a basis for further development of the concept of academic honesty.</p> <p>Academic honesty is the responsibility of all schools, teachers, and students. <i>MYP: From principles into practice</i> offers guidance to develop an academic honesty policy.</p>	<p>Academic honesty is stressed and reinforced throughout the programme.</p> <p>Candidates must understand the meaning and significance of concepts that relate to academic honesty, intellectual property and malpractice.</p> <p>The IB publications <i>Academic honesty; General regulations: Diploma Programme</i>; and the <i>Handbook of procedures for the DP</i> provide information.</p>



Assessment continuum

PYP	MYP	DP
<p>Internal assessment of all aspects of a student's learning based on criteria developed by the teacher (often with student involvement) relevant to the context of the learning.</p> <p>Provides feedback on the learning process as a basis for future learning</p> <p>Schools must develop an assessment policy</p>	<p>Internal assessment based on subject-specific criteria; schools can opt for external moderation of teachers' internal assessment</p> <p>Criterion related performance assessment provides feedback on the learning process as a basis for future learning</p> <p>Schools must develop an assessment policy</p>	<p>External moderation of internally assessed work, externally assessed coursework, and external examinations</p> <p>Criterion related performance assessment</p> <p>Summative assessment for a final qualification</p> <p>Schools must develop an assessment policy</p>

The IB continuum of education

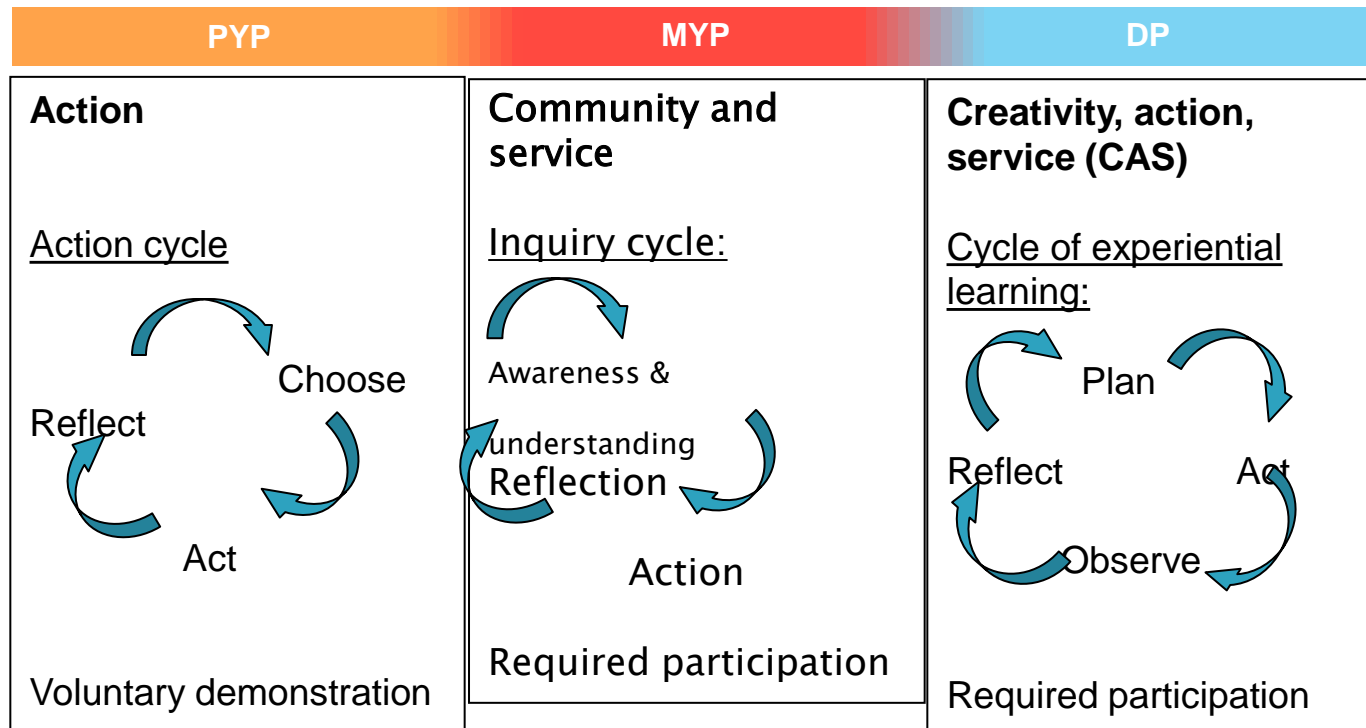


Consolidation of learning continuum

PYP	MYP	DP
<p>Exhibition</p> <p>Real life issue identified by students and explored through an extended and collaborative inquiry</p> <p>Learner profile attributes reflected on and developed.</p>	<p>Personal project</p> <p>Independent project resulting from the student's own initiative and creativity integrating the areas of interaction</p> <p>Learner profile attributes reflected on and developed.</p>	<p>Extended essay</p> <p>Individual inquiry and research into a focused question of student's own choice using a recognized disciplinary methodology.</p> <p>Learner profile attributes reflected on and developed.</p>



Action continuum



The IB continuum of education

International Mindedness in the IB

- ▶ **International mindedness** is about understanding how, and why, other people on the planet live, think, feel and act as they do. It is about getting on the inside of their shared systems of beliefs and values with a view to understanding how they have created a culture enabling human life to flourish and prosper.

- ▶ *From Dr. Stephen Hreha's 2008 Presentation about International Mindedness in the IB Diploma Program*

International Mindedness...

- ▶ ... is an **intellectual** perspective characterized by the belief that truth and value does not flourish in one's own culture exclusively
- ▶ ...is an **ethical commitment** to seek what is “good” and “true” in all cultural views and practices
- ▶ ...is a **philosophical view** celebrating open-mindedness and diversity

- ▶ *From Dr. Stephen Hreha's 2008 Presentation about International Mindedness in the IB Diploma Program*

International Mindedness resources

- ▶ “Global engage”, a part of the IB’s website, is meant to be inspiring to teachers, students, and anyone interested in participating in international endeavors and who may want to share successful innovations:
- ▶ <http://globalengage.ibo.org/eng>

Academic Honesty Resources

Here are various useful repositories of documents related to Academic Honesty:

- ▶ Use the Handbook of Procedures to find the Guide:
 - http://xmtwo.ibo.org/publications/DP/Group0/d_0_dpYYY_vmx_1409_1/pdf/academichonesty_e.pdf
- ▶ Also, there are interesting position papers on the OCC under the Diploma Program tab, in Diploma Coordinators (see example)
- ▶ Finally, there are many useful documents within the Library Tab on IBIS, under the folder Policies and Practices (see example)

Assessment in the IB Diploma Programme

Underlying philosophy

To give students an opportunity **to demonstrate what they know**, rather than find out what they don't know

How is this accomplished?

- ▶ Both Internal and External assessment using established grading criteria
- ▶ Assessment is criterion referenced
- ▶ Assessment varies across the disciplines
- ▶ Multiple methods of assessment used for each course
- ▶ Various skills tested across disciplines
- ▶ Balance between independent and teacher supervised work

Excerpt from IB Americas Preconference Session on University Recognition, July 2008

Schools

**Internal
Assessment**

 **Exam 1**

 **Exam 2**

 **Exam 3**

**Predicted
Grades**

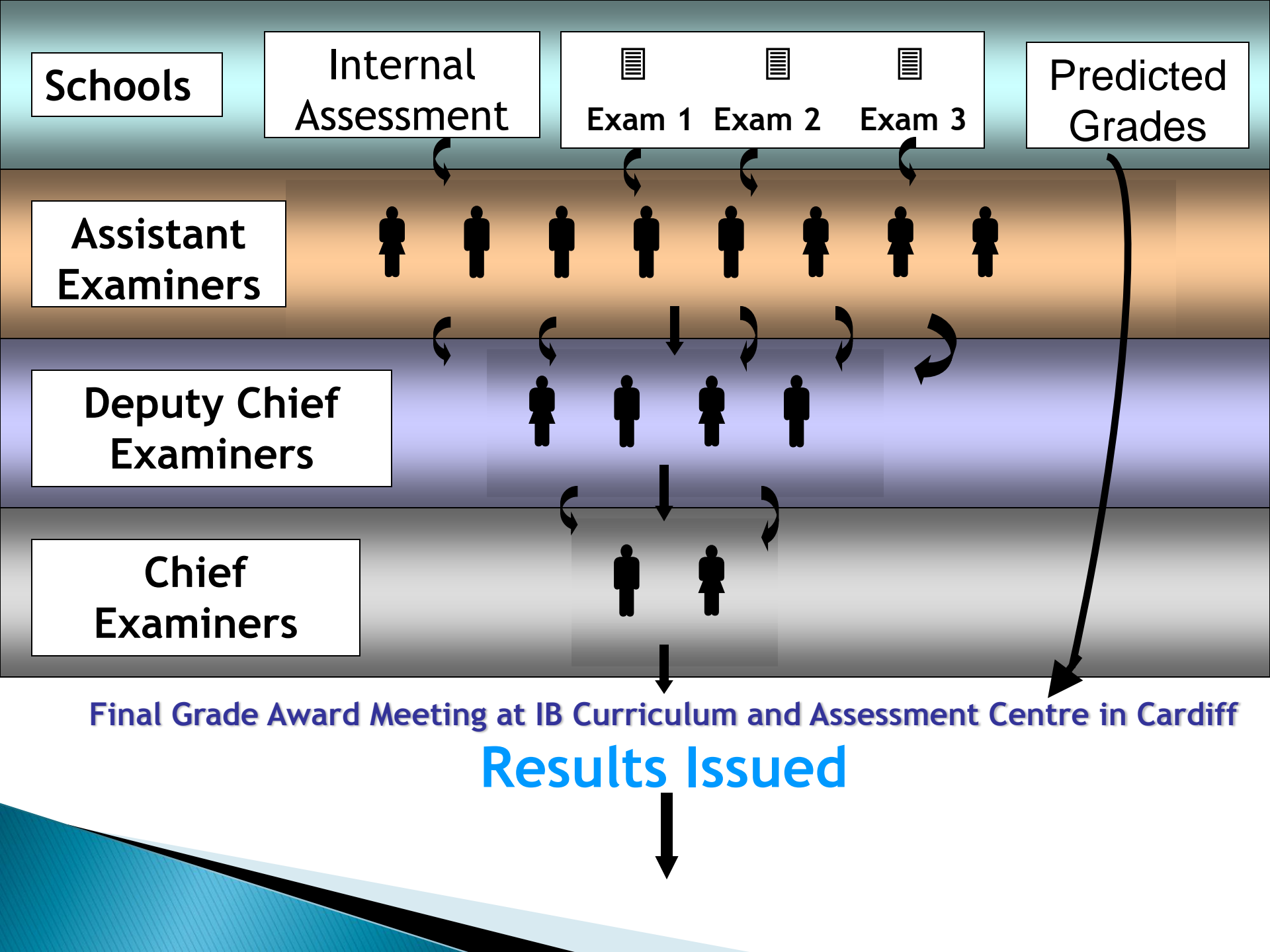
**Assistant
Examiners**

**Deputy Chief
Examiners**

**Chief
Examiners**

Final Grade Award Meeting at IB Curriculum and Assessment Centre in Cardiff

Results Issued



EXAMS

- »» What you need to organize ahead of time, what you need to know about IBIS, and suggestions for a smooth execution of a given Exam Session

Exam Registration Process

- ▶ Utilize your counselors, or testing coordinators, or technology related to school scheduling to design a list of all students taking IB Exams
 - See Dan Coast's example of a SASI query
 - Hear Carlota's "low tech" and "high tech" ways of accessing student enrollment in IB "exam-bound" courses
- ▶ Establish a "checks & balances" system for reconciling exam registration data (use IBIS Registration Reports to help you)

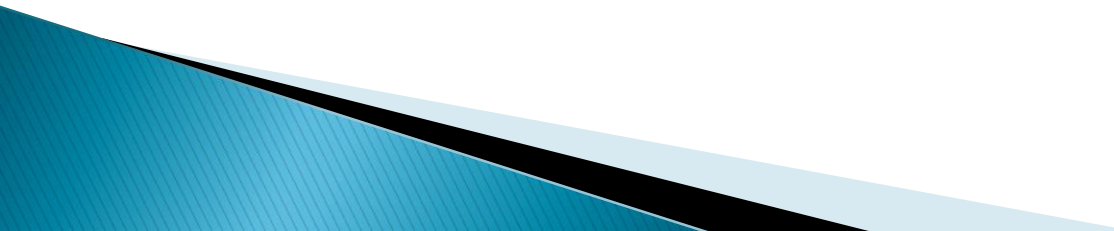
Navigating IBIS

- ▶ How to determine your Subjects for a given year
- ▶ How to register your IB Candidates (Anticipated, Courses or Diploma)
- ▶ How to register a Candidate who took exams the year before (Courses or Diploma)
- ▶ Diploma Candidates: get to know the Status Code Errors:
 - ▶ https://ibpublishing.ibo.org/server3/apps/handbook/index.html?doc=d_0_dpyyy_vmx_1409_1_e&part=6&chapter=8
- ▶ Anticipated Candidates versus Courses Candidates in Grade 11 – considerations

Deadlines within IBIS

- ▶ Be mindful of deadlines in IBIS related to:
 - Advanced Notice documents/entries:
 - Language A and Language A Self-Taught works
 - Numbers for musical groups
 - D1 Authorization Forms for Accommodations
 - Must be submitted online within IBIS for May 2015 and beyond; access is under the “Candidates” tab
 - https://ibpublishing.ibo.org/server3/apps/handbook/index.html?doc=d_0_dpyyy_vmx_1409_1_e&part=10&chapter=1
 - Registration (dates correlated with increases in fees): November 15th, January 15th and April 15th
 - https://ibpublishing.ibo.org/server3/apps/handbook/index.html?doc=d_0_dpyyy_vmx_1409_1_e&part=7&chapter=12

Creating Exam Schedules and Calendar of IB Assessments (Internal and External)

- ▶ We recommend adapting the IB's Examination Calendar to reflect only the subjects tested within your school (*see examples from Marshall HS and Mount Vernon HS*) – recommend disseminating it once you have all locations identified (March at Marshall HS)
 - ▶ In addition, do create a personalized calendar of IB Assessments (*internal and external*) for your particular school (*see Marshall HS and Mount Vernon HS examples*) – recommend publishing it in early fall
- 

Contract and Schedule Change Forms (related to fees)

- ▶ Whether or not your school or school district requires that IB Candidates pay fees for the privilege of taking IB Exams, we recommend that you design a contract related to:
 - Maintaining academic integrity (and consequences for Malpractice)
 - Fees for adding, dropping, or changing IB Exams as related to November 15th and January 15th
 - Possible ties to additional credit for GPA?
- ▶ We recommend that penalties listed above are also stated on Schedule Change Forms, and that your signature should be required for any IB Course switches/drops/additions
- ▶ See examples of Memorandum of Understanding for FCPS and Marshall's Schedule Change Form

Core Requirements of the IB Diploma

- » Creativity, Action & Service (CAS)
- Extended Essay
- Theory of Knowledge (TOK)

Managing CAS

- ▶ We recommend creating a personalized CAS Handbook for your school that gives some concrete examples for your students of what CAS activities are worthy and also all of the procedures and deadlines involved (see Marshall's example)
- ▶ CAS Coordinator must establish method for recording accurate documentation of both types of activities and Learning Outcomes (review "low tech" methods and ManageBAC)
- ▶ Design CAS Timeline that includes Overview, "Training" in how to document/reflect, and then benchmark deadlines to help scaffold the process
→ concurrency of learning over 2 years!

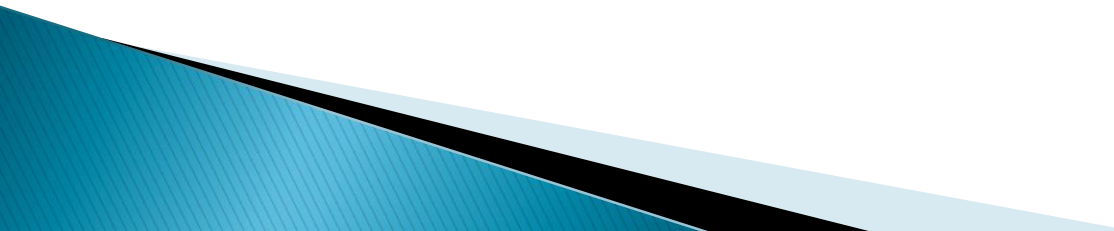
Managing the Extended Essay

- ▶ Establish with the Extended Essay Coordinator (you?) a timeline over 2 years to once again reflect concurrency of learning (see example of timeline)
- ▶ We highly recommend a workshop during the research process to utilize exemplars and evaluate them with the General and Subject Specific Assessment Criteria
 - Involve your IB teachers in this process!
- ▶ Do invest in some type of plagiarism-checking program (e.g. <http://turnitin.com/> and SafeAssign via Blackboard)

Managing the Extended Essay, cont'd

- ▶ Extended Essay Supervisors:
 - Consider how and when to orient them to the process of advising students
 - Consider designing a handbook for Supervisors that includes timeline for Diploma Candidates
 - Ask them to use OCC resources (i.e. “Effective Citing & Referencing”)
 - Rely on them to help ensure authenticity of work
 - Remember to set aside time to allow them to sign Candidate Portfolios and submit comments
- ▶ Consider process of matching Diploma Candidates with EE Supervisors

TOK

- ▶ Collaborate with your department of Student Services (Guidance) to ensure that TOK is offered over a 2 year period
 - ▶ Be sure to train your TOK teacher(s) to be able to manage the uploading of TKPPD forms and authentication of TOK Essays before March 15th (requires that teachers have IBIS login)
 - ▶ Encourage collaboration among TOK teachers to benefit from inter-rater reliability and to share lessons and methodology
- 

Assisting your Teachers

- » How to be a valuable resource and guide for your colleagues

Using the Online Curriculum Centre (OCC)

- ▶ Do spend time with new IB Teachers orienting them to the OCC so that they can take advantage of:
 - Curriculum and updates to curriculum
 - Subject Reports
 - Assessment Procedures
 - Coordinators' Notes
 - Forum for Discussion
 - Cross-Programme Publications
- ▶ Create OCC passwords in IBIS; good idea to export a list periodically to have the most current passwords handy

Sending IB Teachers to TTWs (i.e. Teacher Training Workshops)

- ▶ Determine which teachers need training for a given year (either on your own or with the advice of subject administrators and department chairs) combined with what your budget allows (a typical bottom line figure is about \$1200–1500 for one person to fly to another location in the 50 U.S. states)
- ▶ Look for workshops and sign them up as soon as you can confirm that they will attend:
 - <http://www.ibo.org/events/index.cfm>

Exam Results & Assessment Feedback for IB Teachers

- ▶ Variety of Reports on IBIS:
 - Candidate Reports (several types)
 - Subject Reports (several types)
 - Statistics (several types)
 - Internal Assessment Feedback Forms
 - Enquiry Upon Results (see scale of fees for cost)
- ▶ Consider manipulating data in Excel or with Access (share examples from Marshall and Mount Vernon)

Internal Assessment (IA) and Predicted Grade (PG) entry; External Assessments

- ▶ Determine each year what YOUR deadline will be for teachers so that
 - All External Assessments are sent away on time (first wave due March 15th; second wave due April 30th)
 - You have all IA scores inputted into IBIS prior to April 10th in order to produce Samples for Moderation for each Subject; PGs due April 10th in IBIS
 - Teachers have time to prepare Samples of Moderation and submit them to you in time to send them prior to April 20th (remember: Spring Break factors into your calendar!)

Assisting your Students and Families



Recruitment

Planning for IB Diploma

Diploma Candidate Support

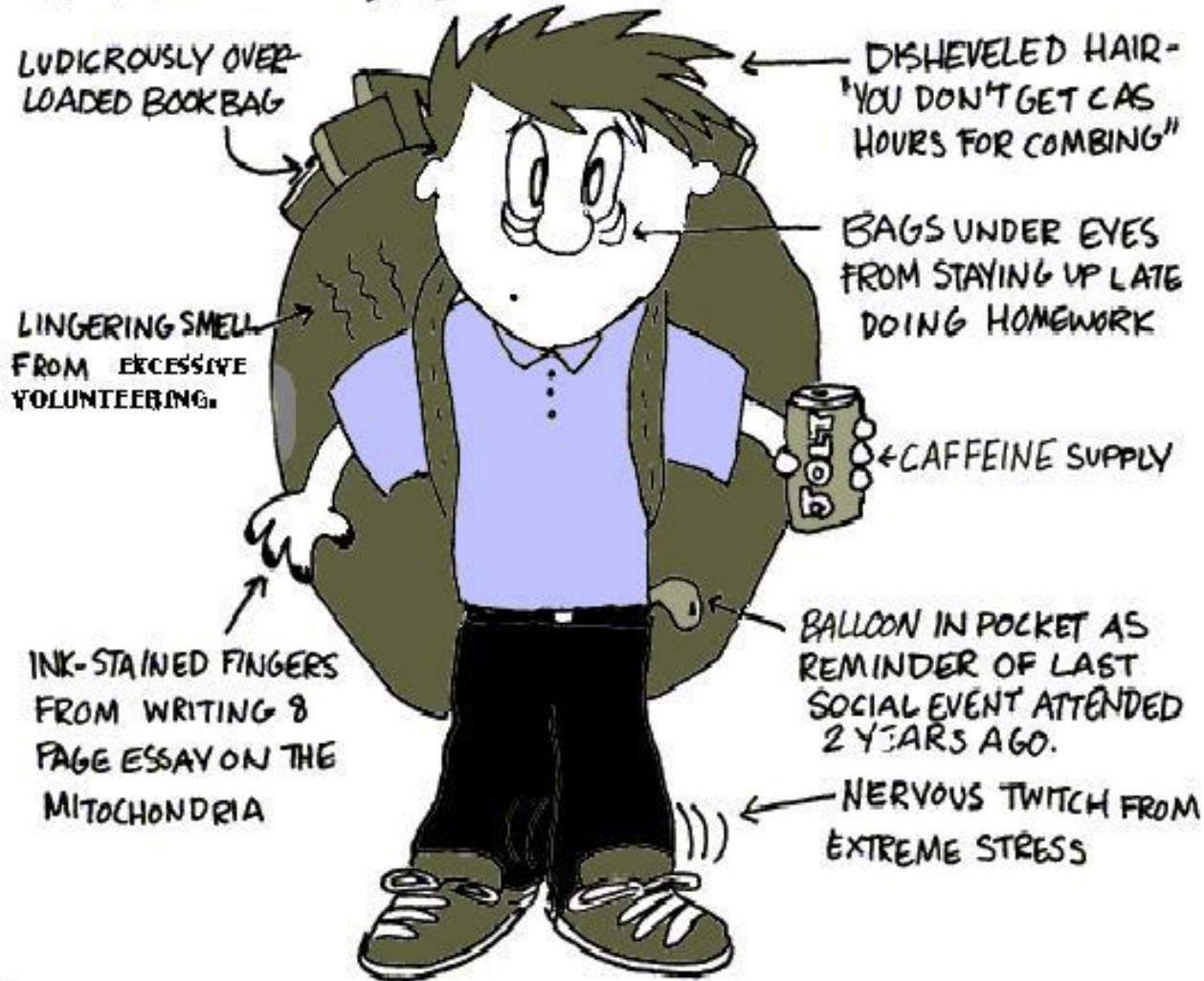
Differences between AP and IB

Identifying and Recruiting an IB Candidate

Consider and discuss with your counselors how to best serve each prospective student:

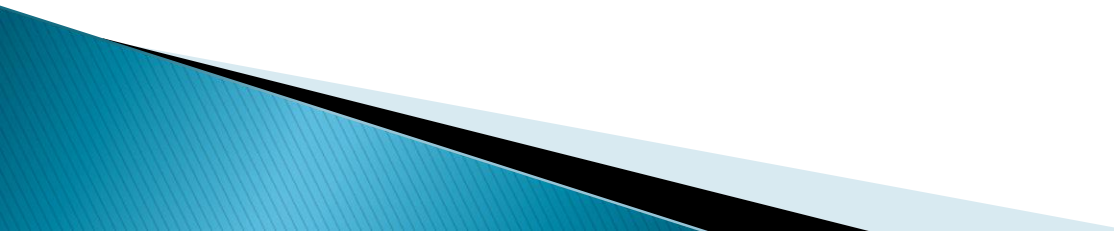
- ▶ The full IB Diploma
- versus
- ▶ IB Diploma Courses Candidates
- 

THE IB STUDENT:



Graphic taken from Andrew Atkinson's presentation of what IB Students think of themselves; from an IB World School in IB Americas

On a more serious note...

- ▶ Share points to consider as you enter course-planning meetings with sophomores (*refer to Dan's handout*)
 - ▶ Consider holding joint recruitment and/or Diploma Course-planning meetings with your counselors
 - Mount Vernon Example
 - Marshall Example
- 

Contents: What does the Diploma Programme curriculum contain?

The curriculum contains six subject groups and a core of three parts.



Students study concurrently:

- three subjects at higher level (240 hours each).
- three subjects at standard level (150 hours each).
- all three parts of the core.

The IB Learner Profile and the core are central to the philosophy of the Diploma Programme.

Contents: What does the Diploma Programme curriculum contain?

There are three core requirements

The extended essay:

- ▶ 4,000 words
- ▶ Offers the opportunity to investigate a research question of individual interest
- ▶ Familiarises students with the independent research and writing skills expected at university



Contents: What does the Diploma Programme curriculum contain?

Creativity, action and service (CAS):

- ▶ Encourages students to be involved in artistic pursuits, sports and community service
- ▶ Education outside the classroom
- ▶ Development of the learner profile



Contents: What does the Diploma Programme curriculum contain?

Theory of knowledge:

- ▶ Interdisciplinary
- ▶ Explores the nature of knowledge across disciplines
- ▶ Encouraging an appreciation of other cultural perspectives



Services: What is special about IB assessment?

IB assessment is rigorous, criterion related, consistent and differentiating of student ability.

- ▶ Diploma Programme assessment includes both final examinations and internal assessment undertaken by the teacher to IB criteria and then externally moderated by the IB.
- ▶ All 4,000 examiners are 'quality checked' through a process of moderation.
- ▶ The IB undertakes random inspections of schools during exams.
- ▶ Results are published on 5 July for May session and 5 January for the November session.
- ▶ The diploma is graded over 45 points giving ample scope to differentiate student ability
- ▶ Marks awarded for each course range from 1 (lowest) to 7 (highest).
- ▶ Diploma is awarded to students who gain at least 24 points.
- ▶ The overall diploma pass rate is broadly consistent year on year
- ▶ Diploma Programme assessment – principles and practice – available on www.ibo.org

Sample IB Transcript #1

▶ HL Exams

- ▶ English 4
- ▶ 20th Cent. Topics 4
- ▶ Spanish 4

▶ SL Exams

- ▶ Biology 5
- ▶ Math Studies 6
- ▶ Business 4

TOK Essay and Extended Essay Bonus = 3

Total Score = 30 points
Diploma Awarded: YES

Sample IB Transcript #2

▶ HL Exams

- ▶ English 4
- ▶ 20th Cent. Topics 4
- ▶ Spanish 4

▶ SL Exams

- ▶ Biology 4
- ▶ Math Studies 3
- ▶ Business 3

TOK Essay and Extended Essay Bonus = 2

Total Score = 24 points
Diploma Awarded: YES

Sample IB Transcript #3

▶ HL Exams

▶ English	4
▶ 20 th Cent. Topics	4
▶ Spanish	3

▶ SL Exams

▶ Biology	6
▶ Math Studies	3
▶ Business	3

TOK Essay and Extended Essay Bonus = 2

Total Score = 25 points
Diploma Awarded: NO

Sample IB Transcript #3

▶ HL Exams

- ▶ English 4
- ▶ 20th Cent. Topics 4
- ▶ **Biology** 5

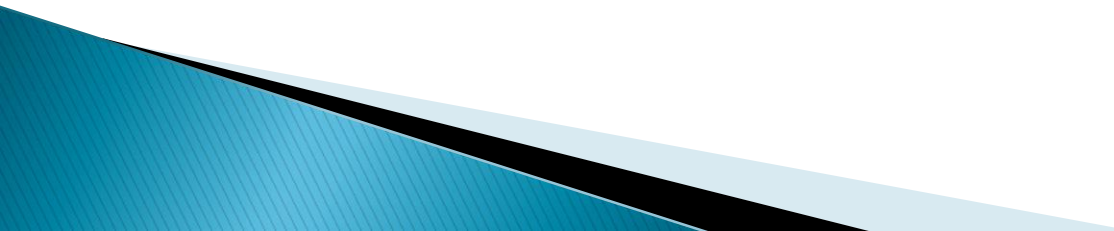
▶ SL Exams

- ▶ **Spanish** 3
- ▶ Math Studies 3
- ▶ Business 3

TOK Essay and Extended Essay Bonus = 2

Total Score = 24 points
Diploma Awarded: YES

Typical Pathways to Earning the IB Diploma

- ▶ Share Course Planning forms (Marshall & Mount Vernon)
 - ▶ Discuss ideal prerequisites
 - ▶ Share special cases (like overseas transfers with different IB courses; strategies for resolving mismatched courses, Self-Taught Language A, online IB Courses)
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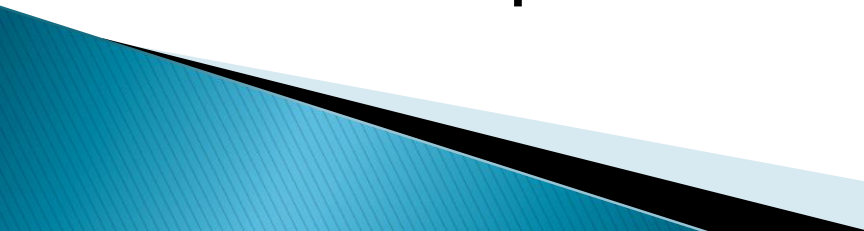
Planning the Honors and IB Classes

Subject	9th	10th	11th	12th
English	Honors	Honors	IB Eng. 1	IB Eng. 2
For. Lang.	Span. 2	Span. 3	IB Span. 1	IB Span. 2
S. Studies	W. Hist 2 Honors	Gov't Honors	IB History	IB Topics 20 th Cent.
Science	Biology Honors	IB Chem 1	IB Physics 1	IB Physics 2
Math	Geom. Honors	Algebra 2 Honors	IB Math 1 (SL or HL)	IB Math 2 (SL or HL)
Elective	PE 9	PE 10	IB Elective	IB TOK
Elective				

Planning the Honors and IB Classes

Subject	9th	10th	11th	12th
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For. Lang.	Span. 2	Span. 3	IB Span. 1	IB Span. 2
S. Studies	W. Hist 2 Honors	Gov't Honors	IB History	IB Topics 20 th Cent.
Science	Biology Honors	IB Chem 1	IB Physics 1	IB Physics 2
Math	Geom. Honors	Algebra 2 Honors	IB Math 1 (SL or HL)	IB Math 2 (SL or HL)
Elective	PE 9	PE 10	IB Elective	IB TOK
Elective				

Providing support for IB Diploma Candidates

- ▶ Communication and collaboration with the IB DP Coordinator are paramount
 - ▶ Connection with Counselors is essential
 - ▶ Promote Self-Advocacy for College Credit
 - ▶ Upon graduation, coordinate how to best execute Request for Results
 - ▶ Alumni: be ready for requests for IB Transcripts and PIN codes
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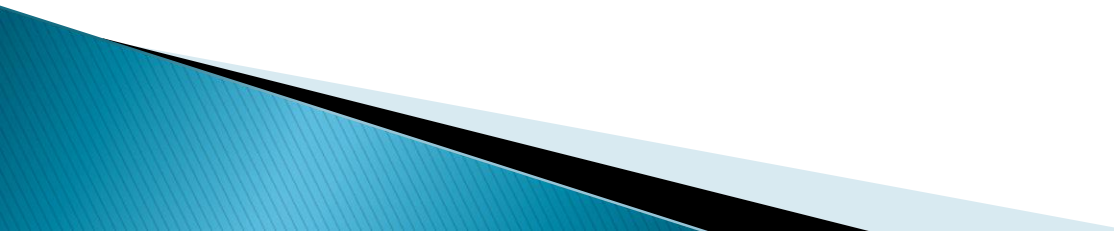
Differences between AP and IB

- ▶ Please see what Fairfax County has written about the two types of Advanced Academic Programs:
 - <http://www.fcps.edu/is/news/apib.shtml>
- ▶ Refer to handout from FCPS as well

Program evaluation

»» Advice from Marshall and
Mount Vernon Coordinators

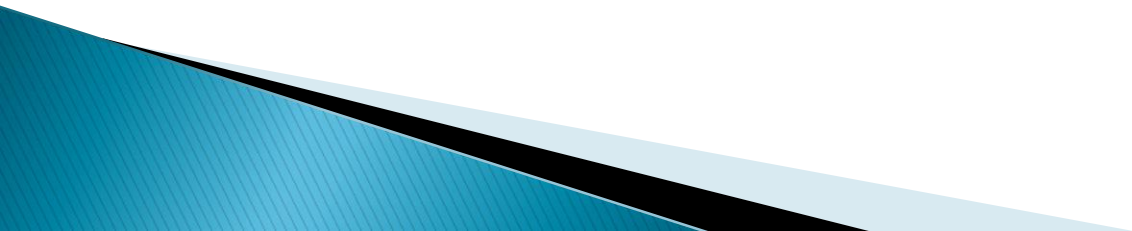
Advice

- ▶ Start as early as you can; Self-Study is on OCC
 - ▶ Involve your teachers in Section C as soon as possible
 - ▶ Include your Administration and other departments where appropriate to provide feedback
 - ▶ Consider collaborating with other DP schools in your district to establish Language Policy, possibly Assessment Policy, Academic Integrity Policy and Special Needs Policy
- 

Frequently asked questions

»» Feel free to add to this list!

Frequently Asked Questions

- ▶ What are the differences between IB & AP ?
 - ▶ What is the value of an IB education?
 - ▶ What is the extra weight for GPA calculation given by your school district to IB courses?
 - ▶ How do colleges award credit for IB exams?
 - ▶ When do colleges request IB predicted grades?
- 

Frequently Asked Questions

- ▶ Can IB exams substitute or replace state standardized exams (verified credits)?
 - ▶ What are things to consider when working with transfer students?
 - ▶ What is the add/drop philosophy for your school?
- 