

IB MA Lang & Lit For  
All Networking 2/8/24





## 9-10

- Introductions
- Purpose of this Session
- Definition of L & L for All (new name from IB: Schoolwide Adoption)
- Overview of FCPS schools implementing Lang and Lit for all
- What's going well
- Challenges

## 10-12

- Breakouts and share out
- Follow-Up

## 12-1

- Lunch

# Facilitators

- Daina Lieberman - FCPS IB Specialist



- Stephanie Bilimoria - Justice HS (FCPS) IB DP Coordinator



## Purpose of this Session

- Collaborate and share resources/experiences
- Collect information for requests from IB



## Definition of L & L for All (new name from IB: Schoolwide Adoption)

- Benefits
- Evidence about impact of advanced coursework



## Impact of Advanced Coursework

- “Research that shows students who take these rigorous high school programs are better prepared for college, more successful in college admissions, get scholarships, do well in their classes, and graduate in four years (Finn & Scanlan, 2019; Kettler & Hurst, 2017; The College Board, 2020; Clinedinst & Patel, 2019).”

# Impact of Advanced Coursework

- “A positive relationship exists between high-rigor courses and college success. This relationship was evident even after controlling for relevant student demographics including gender, ethnicity, and socioeconomic status.”
- Morgan, T. Lee, Diana Zakhem, and Wendy Loloff Cooper. 2018. "From High School Access to Postsecondary Success: An Exploratory Study of the Impact of High-Rigor Coursework" *Education Sciences* 8, no. 4: 191. <https://doi.org/10.3390/educsci8040191>

# Impact of Advanced Coursework

- IB Diploma Programme participation increases the probability of graduating from high school (by 20%) and enrolling in college (by 38%) (Saavedra 2014).
- IB participation increases college retention and graduation rates. (Aldana, Mayer, Ee 2020).



# Impact of Advanced Coursework

Converging evidence demonstrates that the best approach to ensure equitable access to high-level courses is to ensure that all student groups enroll in these classes at the same rate. The first step is to recognize that advanced programs must be available to a broader group of students, not just the most talented (Theokas & Saaris, 2013; EOS, 2020; MCPS, 2020; Porter, 2019; Belcher, 2017; Finn & Scanlan, 2019; Hamilton et al., 2017). The most effective practices include:

- Expert leadership at the district and school level.
- School-wide administrator and teacher buy-in. This practice involves building a shared understanding of the institutional racism and classism, and implicit bias.
- Change in school wide policies and practices:
  1. Developing a shared comprehensive vision of an equitable environment at the school and district levels
  2. Eliminating low-level courses with reduced academic expectations
  3. Increasing the capability of staff to provide productive and inclusive learning environments for all students, and
  4. Providing information to parents about the benefits of participating in rigorous instructional programs.

# Overview of FCPS schools implementing L&L for all

- Scheduling structures
  - Edison - double block junior year, level 3 ELLs
  - Justice (double block math → applications 2 by senior year)

School	Student Demographics SY 2022-23	Students Involved	Other Courses
<b>Marshall</b>	ELL 12% SWD 13% FRM 23%	All English 11/12 sts L and L teamed classes 11/12, both with SPED teachers & ESOL teachers	No DE courses English 11 and 12 for two self-contained sections
<b>Justice</b>	ELL 40% SWD 15% FRM 57%	All English 11/12 students SWD ELLs	Has DE courses (12 only) No English 11 No English 12 Adjusting structure for next year
<b>Edison</b>	ELL 17% SWD 13% FRM 38%	All English 11/12 students	No DE courses No English 11/12 (except self-contained) No ESOL levels 1-2
<b>Mount Vernon</b>	ELL 24% SWD 18% FRM 60%	All English 11/12 students SWD ELLs	Has DE courses (11 and 12) No English 11/no English 12 starting 2025-26

## What's going well

- Edison
  - Great success with ELLs in class
- Justice
  - Teachers gradually buying in



# Challenges

- ESOL
- Sped
- Vertical Articulation
- Teacher buy in



## General strategies to include learners with diverse needs

- Know your students
- Create a safe learning environment
- Foster a growth mindset
- Make an IEP cheat sheet to identify common accommodations for students
- Apply Universal Design for Learning (UDL) principles
- Differentiate Instruction
- Incorporate technology
- Maintain consistent communication
- Collaborate with others
- Encourage students to engage in active learning
- Involve family and community members

# Breakouts

- 30 Minute rotations (you will visit 3 groups)
  - Record
    - Materials/ideas
    - What you need/want
- Groups
  - Materials (Curriculum, Syllabus, Texts)
  - Engagement
  - Stakeholder Support
  - Skill/Assessments
  - Different populations



# Groups:

Materials (Curriculum, Syllabus, Texts)

Engagement (motivation, tenacity, success)

Stakeholder Support (buy-in from staff, admin, community)

Skill/Assessments (Papers 1 and 2; critical thinking, reading, writing)

Different populations (ELLs, SWD, FRM; accommodations; differentiation)



- Google drive folders by topic
- Photos of chart paper will be posted
- Please add resources (docs, slides, etc)



**IB MA Lang & Lit Networking Session 2/8/24, 9-12**  
[Presentation Agenda](#)

9-10

- Introductions
- Purpose of this Session
  - Collaborate and share resources/experiences
  - Collect information for requests from IB
- Definition of L & L for All (new name from IB: Schoolwide Adoption)
  - Benefits
    - VDOE
      - verified credits in reading and writing (score of 2)
      - CCRI
    - FCPS - Strategic Plan
  - Evidence about impact of advanced coursework
- Overview of FCPS schools implementing Lang and Lit for all

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- Scheduling structures
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  - Justice (double block math → applications 2 by senior year)
- What's going well
- Challenges
  - ESOL
  - Sped

- Vertical Articulation

10-10:15 Break

10:15-11:45 30 minute breakouts

- Breakouts and share out: discuss and respond on chart paper (sharing and what we need)
  - Materials (Curriculum, Syllabus, Texts)
  - Engagement
  - Stakeholder Support
  - Skill/Assessments
  - Different populations

11:45-12 Wrap-Up

- Follow-Up
  - Google drive folders by topic
  - Photos of chart paper will be posted
  - Please add resources (docs, slides, etc)

**IB Language and Literature Networking, 2/8/24**  
**Materials/Ideas Shared**

**Skill/Assessments (Papers 1 and 2, critical thinking, reading, writing)**

- Command terms (slides—explain, analyse, etc., in shared folder)
- Aspect curation (lists of aspects to match non-literary texts)
- Critical theories/lenses
- Recorded group discussion with focused reflection (they listened to the conversation recording and noted their contributions)
- One way others challenged their thinking—good prep for practice IO
- Vertical alignment of skills and academic vocabulary and IB vocabulary
- Common language 9-12
- Speaking confidence
- Practice with presentations
- Regular academic conversations
- Paper 1 and 2 skills emphasized in grades 9-10
- Global texts in grades 9-10
- More media literacy skills built in (like with old curriculum)

**Materials (curriculum, syllabus, texts)**

Character trackers

Root words

Plays

Bodies of work/units

- Banksy
- Herblock (political cartoons)
- Giovanni (poems)
- Jessica Sabogal street art
- Michelle Obama speeches
- Wired podcasts
- Edward Bernays unit (ads)
- Van Heusen shirt ads
- Donnelly cartoons

Texts

Short Stories

- Vonnegut

Graphic Memoir/Autobiography

- Persepolis
- Face - Rosario Villajos (queer author, EIT, on PRL)
- They Called Us Enemy (George Takei)

Poetry/Lyrics

- Duffy

- Szymborska
- Clint Smith
- Jose Olivarez
- Duffy
- Damn - Kendrick Lamar (PRL)

#### Novel/novellas

- Chronicle of a Death Foretold (great bc plot is simple and repeated, so you can focus on analysis; good paired with The Witness)
- Their Eyes Were Watching God
- Kim Jiyong, born 1982 (WIT)
- House on Mango Street
- Born a Crime - Trevor Noah
- The Stranger

#### Plays

- A Doll's House
- Into the Woods
- Our Town
- Master Harold and the Boys

#### Films/Documentaries

- My Octopus Teacher (film)
- The Social Dilemma (film)
- The Witness (documentary, bystander effect)

#### **Different Populations (ELLs, SWD, accommodations, differentiation)**

- Empowering SWDs to be self-directed learners can be difficult, but teaching a variety of more accessible texts (cartoons, ads, and contemporary poetry) makes IB assessments more accessible than English 11 curriculum/assessments
- Bodies of work that reflect our ELL/SWD populations
- [Words without borders](#)
- Focus on accessing background knowledge
- Push oral language—formal and informal
- Collaboration on anchor texts/mind maps
- Academic language
- Color code sample writing for structure/transitions
- Sentence frames
- [The “magic sentence”](#)
- More opportunity to discuss before writing
- Graphic organizers for writing (different for Paper 1 and Paper 2)

#### **Engagement (motivation, tenacity, success)**

- Reading bookmarks to track ideas—students can use for quizzes/discussions
- Learner portfolio checklists starting in year 1
- Composition book-style learner portfolio
- Handwriting practice

- Accountability
- Read-alouds with guided practice
- Modeling thinking routines
- Inclusion of non-literary texts and mixed media
- Graphic novels
- Groups and presentations

**Stakeholder Support (buy-in from staff, admin, community)**

- Special supports for students (social worker, nutrition, snack budget)
- Co-teachers present to English 10 courses to spread information about team-taught IB sections and awareness of accessibility
- Consumables/books for kids to keep
- Alternative scheduling for SPED and EL population
- IB-specific curriculum development
- Inform parents and SPED department chairs of IB as a reasonable and accessible option for SPED students (IEP discussion should support this—"IB might be for you if...")