What strategies or resources do you use for planning and or creating units of inquiry?

1) Use UN Sustainable Goals as a concept to teach in MYP units (teachsdgs.org)
2) Managebar
3) Weekly IB planning - share and edit units
4) Vertical teaming
5) PD day - Teachers work together to plan units (Lead teachers from each school bring info. back to their school.)
1. What strategies or resources do you use for planning and/or creating units of inquiry? 
#Inquiry 
#IBMAflashchat

- add to existing lessons
- extension

- attending PLCs & being their resource — make the rubric for them, etc

- Have teachers take parts of assessments & go back & determine necessary skills to be successful — good for vertical continuum.
   — see contribution to longitudinal plan

- Have visual (each classroom)

- PBL, passion projects, genius hour

- Remember — Witty are we doing this?
1. What strategies or resources do you use for planning and or creating units of inquiry? #inquiry #IBMAflashchat

- Workshops + Summer

- Brainstorming a Theme as a class to inspire inquiry

- 3 Why's

Determining Critical needs

Identifying Human Goals

Making Connections + building skills
1. What strategies or resources do you use for planning and or creating units of inquiry? #inquiry #IBMAflashchat

Common planning time

After school planning time on a regular basis

Starting with School/County Curriculum (build from there)

PD & hour modeling inquiry

PRC: on MyIB

- Lynn Erickson Framework
- TED Talks
- The Power of Inquiry by Kath Murdoch
How do you encourage student action and agency in the classroom?

- Follow students
- DP Core requirements
- MVP: Bringing voices together to talk about how we are extending action within the unit.
- Building it into the classroom
- Created student-led honor council
- Trusting students and giving opportunity
- Allowing students to learn from bad choices
- Looking for natural connections that lead to action
- Building self-advocacy in students
• Student Reflection
  - Formative assessment
  - Peer editing
  - Work by teachers to recognize different types of actions

• Push: ERAS vs Range of Summ.
• Use of learner profile

less cooperative

• Gather content (MSE)
  - Helps teachers see: Reality TV spot light
  - Connect to service learning

• Assessments
  - Authenticity
  - Building through learning

• Recognizing teacher + student action
  - Building authentic service learning
  - Career path

the classroom facilitative and emancipatory

2. How do you encourage student action and agency in
2. How do you encourage student action and agency in the classroom? #studentagency #IBMAllaschat

AJ Juliani ³ John Spencer

Agency is the "driver" of unit

⇒ explicit

⇒ in expected outcomes

Must be in summatives ³ voice ³ choice

Using structured choice & skill/concept based rubrics (w/ content added)
- Incorporating Reflection
- Student-created calendars to self-manage deadlines
- Student choice in topics, texts, methods, products
- Student initiated Q’s in the inquiry process
- Peer feedback in the Evaluation process

2. How do you encourage student action and agency in the classroom? #studentagency #IBMAtasticchat

- Start by asking them to identify
- Start by asking them to identify a need
  - What is a possible how?
- Involve them in the inquiry process
- Take them through the action cycle
- Encourage risk-taking
  - It's ok to "fail" to be wrong
- Emphasis on open-mindedness (on the teacher level, too)
2. How do you encourage student action and agency in the classroom? #studentagency #IEMAflashchat

- Planning Ahead - Vertical & Horizontal

* Choices for example:
  * Essay or Blogsite

* Incorporate Service Learning
  - Identify School Needs
  - Identify Community Needs

* Involvement - Survey - Intent *

- Rubrics + Timing that match the learning outcomes!

- Ask! to add to the inquiry questions.
Which strategies have been effective in bolstering reflection?

- collaboration - building a team
- modeling reflection
- faculty workshop
- surveys
- school wide focus
- weekly reflection to show growth
3. Which strategies have been effective in bolstering reflection? #reflection #IBMAflashchat

• We taught the kids the term **“reflection”**
• Reflection is ongoing

• Why? How? Not just what?
  - Recognizing a negative outcome is still reflection
    - Talk about a hiccup or a challenge—require a failure!
    - Not everything is that easy!

• Process is more important than product
• Teach growth mindset
• Reflection as an unpacking of the ATL skills
3. Which strategies have been effective in bolstering reflection? #reflection #iBMAflashchat

- Visual Thinking Strategies
- Talk before you write
- Modeling what a good reflection is
- Guiding questions
<table>
<thead>
<tr>
<th>Teacher</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Work through inquiry cycle in PLC's</td>
<td>• Developing a safe + positive culture in class for reflection to happen.</td>
</tr>
<tr>
<td>• Using the reflection section of the unit planner</td>
<td>• Using peers to help promote + inspire feedback</td>
</tr>
<tr>
<td>• Using Evaluating MYP unit plans to reflect</td>
<td>• Modelling + promoting multiple methods for reflection.</td>
</tr>
<tr>
<td>• Building a school culture of Social + Emotional learning using ATL's</td>
<td></td>
</tr>
<tr>
<td>• Peer visits to provide feedback on teaching practices</td>
<td></td>
</tr>
</tbody>
</table>
- collaboration - building a team
- modeling reflection
- faculty workshop
- surveys
- school wide focus
- weekly reflection to show growth
3. Which strategies have been effective in bolstering reflection? #reflection #HMAFlashchat

- Systemic
- Make them feel safe so they are authentic. Deep, individualized,
- Create structures, ask questions that invite students to go deeper.
- Encourage reflection as an expectation.
- Ask "million dollar questions" to elicit deeper responses.
- Give feedback to encourage deeper reflection.
- Coach teachers on how to help kids reflect.
- brochure style end of unit reflection on LP, skills
- Seesaw
- Exit tickets
- using deliberate question S/prompts
- teach metacognition
- model metacognition
- provide sentence stems
How do you measure implementation of ATL?

Recognition that T's & S's use ATL skills everyday.
- Defining ATL skills as a school community

ATL planning chart

Record ➔ SSD
  ➔ Unit plan

Measure ➔ Explicit ATL instruction

Admin. obs. & walk throughs ➔ P.L.C. collaboration by T's
 ➔ Designing assessments w/ ATL in mind

Implicit opportunities for S/S to demonstrate skills
MEASURE → IMPlicit OPPortunities → OBSeRvAtion → ADvIce → DeSIGNing → ASSESSments → mY aTL iN mINd

RECORD $50 UNIT PLAn → aTL PlANNING CHART

DeFining aTL sKILLS AS a sCHOOL COMmUNITY

Recognition THAT It'S USE
- Internal moderation of ATL implementation (via unit plans - MYP)
- Student-led conferences
- Self-assessment on 5 skills
  - Novice / Developing / Proficient / Expert
    - Goal-setting
- ATL category in Gradebook
- Standards-based grading
- Synergy, Power, Teacher
- Vertical Articulation Chart
  - Categories, Clusters, Indicators

- Making the implicit explicit
  - Directly highlight 5 skills in assessments, lessons
4. How do you measure implementation of ATL?
#ATLimplementation #IBMAflashchat

→ Track what is happening already using walk through spreadsheet

→ Self reporting on unit planners
• Teachers align IB elements including ATL to tasks and share tasks/reflect on alignment in meetings.

• Teach with differentiation to develop ATL Skills (over content?)

• Grade level teachers consider age-appropriate skills to address as a team for a length of time.
4. How do you measure implementation of ATL?
#ATLimplementation #IBMAflashchat

→ Track what is happening already using walk through spread sheet

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#ATLImplementation #IBMAflashchat

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  - Categories, Clusters, Indicators
- Making the implicit explicit
- Directly highlight 5 skills in assessments, lessons
- Break down student-friendly language

- or -

Explicit instruction to ensure pieces are communicated well
- concepts
- world application...

PLC/collaboration—develop together...
• Teachers align IB elements including ATL to tasks and share tasks/reflect on alignment in meetings.

• Teach with differentiation to develop ATL Skills (over content?)

• Grade level teachers consider age-appropriate skills to address as a team for a length of time.
How do you engage reluctant teachers?

- Building personal and professional relationships

- Offering instructional support (i.e., co-teaching, assessment building)

- Push-in vs waiting for teachers to ask

- Create an environment that everyone is a stakeholder

- Recognizing unseen implementation
5. How do you engage reluctant teachers?
   #reluctantteachers #IBMAflashchat

- Pair them with teachers from another school for observations, discussions
  - Also within own building

- Going to trainings & networking

- Be positive and persistent
  - Get admin to do the same

- Break info into manageable chunks

- "Ambiguity is exhausting"

- IB is just good teaching; it's not extra

- Work smarter, not harder
  - Stop reinventing the wheel!
5. How do you engage reluctant teachers?
#reluctantteachers #IBMAflashchat

- Need fewer masters
- Using PBL language as
  "Jedi" mind trick
- Affirming that they are already doing it (Dorothy)
- Daily IB spotlight
  Lots of pics of what "inquiry" etc looks like
- Accountability measures
  Bare minimum
- Backwards design for adults
- Putting teachers on teams
- Admin support
- Take it back to the Philosophy - the "Why" of IB - how are they contributing to the aims of IB already?

- Connections to what they are already doing

- Try to understand the root of reluctance - meet where they are

- Encourage open-mindedness & growth mindset

- Offer to help - take off plate. Positive-focused feedback
5. How do you engage reluctant teachers?
#reluctantteachers #IBMAflashchat

- Mobilize other teachers
- Coaching vs. evaluating
- Building personal relationships
- Archive of curriculum materials
- Pairs/buddies
  - Sample work, lesson plans, etc.
  - Modeling
- PD Days
- Learning Walks
  - Non-evaluative observations
  - School-wide collaboration (not just subjects)
- A feedback
5. How do you engage reluctant teachers?
#reluctantteachers #IBMAflashchat

- Good teaching
- Co-teach a segment of a lesson with teacher
- Assign a mentor
- Explain the why of IB
- Visit classroom / peer observations
- Ask proper questions at the hiring process
- IB training / networking
- Expose teacher to IB subject requirements
How do we deal with constant teacher turnover and prevent teacher burnout?

- Create consistency
- Create model units beforehand in collaboration with district educators
- Vertical alignment in curriculum teams provided
- Structured collaboration meeting time in schedule
- House units so they are accessible
- Instructional coaching
- Finding the right people
- Bite-size feedback & information
- Making them feel competent, motivated
- Challenge teachers w/support & time
- IB training on-site
- Pay teachers to come to training on weekend
- PLC - once a month for teachers to meet with departments
- Incentives

Stop training 1st year
- On weekend
  - PLC - once a month for teachers
  - meet w/ departments
  - incentives

☆ Stop training 1st year to school teachers

☆ Resources → open files
  - Ardis
  - helpful docs
  - online resources

☆ Provide time for teachers to develop plans

☆ Train teachers that may become IB teachers (plan ahead)
6. How do we deal with constant teacher turnover and prevent teacher burnout? #teacherturnover #IBMAflashchat

- Focusing on IB for all, not IB for some.
- Consistent IB language through the building
- Sharing IB load equally between teachers
- Focusing on mindfulness for both staff and students
- Paying teachers for time outside of school
- Providing resources for teachers so they can focus on the important things.
- Tokens of appreciation + create an IB community feel
- New teacher academy
- After school mini IB workshops
- Consolidating/streamlining all the "new" burdens on teachers (everything under one umbrella)
- Adopting a "servant leader" approach to remove obligations from teachers
- Reminding teachers that it's a process + doesn't have to be perfect
- Lessening pressure on end of year assessment
- Encouraging PLCs within schools + subject groups as well as between
- Give them time
- Leadership is supportive, not just critical/evaluating
- The IB approach has to start at the top
- Open lines of communication
- Meaningful/facilitate collaboration
- Recognizing the needs of IB vs State vs County
- Archives of resources
- Unique field experiences/opportunities for teachers outside of IB requirements
△ Team Building may prevent burnout

△ Build teachers to capacity by bringing in and training teachers in the MYP - transfer like for likes

△ Health and Wellness

△ Provide Leadership Opportunities for staff - (feel valuable)
How do we prepare staff, students & community for evaluation visits?

- Dedicated specific time to gather materials etc.
- Shared google files
- Mock visit from another IB School
- Choose parents wisely
- School Board Presentation
- S&P Review
"We've done one before and..."

- make it a continuous part of the process of being an IB school — ongoing — a PROCESS not an EVENT
- use ManageBaCe for Planners
- buy the posters — use the language
  "LIVE it; don't just laminate it."
- Skills attached to learner profile trait — weekly & schoolwide
- survey everyone; make sure stakeholders are involved
- invite parents in for feedback via focus groups
- comment boxes

- COOKIES!
- timelines....
7. How do we prepare staff, students & community for evaluation visits? #IBevalHUB #IBMAsflashchat

- Parents/PTO (who is willing?)
  Then prep volunteers w/expected process.
- Calm the students, tend to be anxious
- Central Office Staff - may be disconnected - IB team will address deficiencies.
- You can’t “fake it.”
- Provide questions/mock interviews w/teachers.
- Email trivia question to staff - answers by certain time = !!
  Prize (assign group)
- Involve everyone in self-study.
- Put together documentation of IB Philosophy and Expectations
- Talk to other schools who have been through the process
- Through Parent Meetings and PTA (community outreach)
7. How do we prepare staff, students & community for evaluation visits? #IBevalvisi: #IBMAflashchat

- Translate a key of terminology for county → IB lingo
- Mock questions for comfort & practice
- Make staff aware of Action plan (journey)
- Training for all admin/leaders
- Binders/digital work samples/unit plans/assessments
- USE BOC process ahead of time to help prepare teachers.
7. How do we prepare staff, students & community for evaluation visits? #IBevalvisit #IBMAllofuschat

- Parents/PTO (who is willing?)
  - Community members
  - Then prep volunteers w/expected process.
- Calm the students; tend to be anxious
- Central Office Staff - may be disconnected - IB team will address deficiencies.
- You can't "fake it."
- Use this activity w/ staff
- Provide questions/mock interviews w/ teachers
- Email trivia question to staff - answers by certain time = Prize!!
- Involve everyone in self-study.
8. Coordinator visits PTA meeting

7. How do we prepare staff, students & community for evaluation visits? #IBevalvisit #IBMAflashchat

1. Parent focus groups - information session

2. Involve all stakeholders in the entire process of self study - they will be knowledgeable and invested by time of visit.

3. Pair IB teachers w/ non-IB teachers to serve as mentors

4. Create FAQs or “Welcome packet” for staff members & other stakeholders

5. Teachers using IB vocab/terminology so common to students

6. Students use terms in reflection

7. IB Student Advisory or “ambassadors”