What systems does your school have for reporting student progress that reflect IB standards?

- Report Cards
- Portfolios
- Conferences
- Rubrics
- PowerSchool
- Schoology - attach documents/rubrics
• Conversion Chart in gradebook setup so tasks are named by criterion & score=IB score converted/calculated to Co. score

• Suggestion to push conversion Chart @ Co. level

• Use notes section

• Report Card Comments > auto ones match IB lingo

• ATL, ungraded, in gradebook

• Semester progress reports w/ IB progress
- ManageBac
- Weekly assessments w/rubric
- Quarterly report card w/IB standards
8. What systems does your school have for reporting student progress that reflect IB standards?
#IBprogressreport #IBMAlessonchat

- Develop an IB-standards-based report to send home regularly.
- Develop Learner Profile report or ATL report
- Students self-assess, perhaps starting point & then progress
- How would this type of reporting increase community involvement? (i.e. why is this an important goal?)
Common translation to % grades

Common entry in grading system
Integers criteria

Separate progress report in PYP schools for "themes"

Learner profile ratings for advisory students
8. What systems does your school have for reporting student progress that reflect IB standards?
#IBProgressReport #IBMAflashchat

**MYP**

*Progress Report* through electronic Gradebook - teachers input MYP grades (8, 7, 6, ...); coordinator prints report twice a year

*IB reporting in report card on LP, ATL, patterns of performance - student self-assessment rubrics - content & conceptual/skills based
How do you keep International Mindedness at the forefront?

- Provide opportunities
  - Celebrations during school year
  - Showcase diversity - International Night
  - Current events
  - Incorporate technology
- Morning announcements in different languages
- Inclusive of different cultures throughout school

- Preplanning is important!
- Global Ambassadors Program
- Mother-Tongue Activity
- Connections to other areas
. Start with mindedness
. Unit on identity
. Validation of self first
. Culture team
  - Culture Fair
. Perspectives in TOK
. Focus on IB mission statement as a school
  - Nominate students who exemplify that, bring to attention of school
. Get teachers and students to articulate what international mindedness and culture actually are.
. Use Group 4 project w/ UN sustainability goals.
- Resources in each unit to represent multiple perspectives
- Celebratory events tied to student populations
- In mission statement + lived in the building (signage, announcements, etc)
- Links to international days (ex: day of 4)
- Clubs
- IB Iron Chef + similar fine events to showcase culture
- CAS connections + core projects as opportunity

- NOTE: opp. to have student museum + report + make ideas
- Student Assembly - Focus on world issues
- SAA Connection
- Literature/Novels - school wide
- Faculty CAS (Modeling for students)
- Partnerships with SGA
- Grade Level Project - Global Goals
- Building Visuals - Murals
- Visuals w/ multiple languages
- Exposure via lang./culture intra course
- PYP current events - provocations
- Global context in subject areas
- Draw on diversity
- Expanding L+L offerings (reading choices)
- Celebrations of heritage
10. How do you facilitate vertical articulation throughout your program or between programs?
#verticalarticulation #IBMAlasheist

- 2 staff meetings in 1 yr. for M.S. - H.S. vertical discussions
- Weekly mtgs w/ MYP coord. & In M.S & H.S
- Food
- Use PD days
- Central office sets dates to make it happen PYP - CP
- Within program: Instr. council has rep from depts at each grade level to share curriculum ideas
- Specific Time to plan on Google Drive/Collaborate Google Hangout

- Overlapping Teaching

- Taking a holiday to use as P.D.
  Where teachers can meet as a group and breakout together based on subject.

- Planning days from home collaborating remotely

- Fraction off a specific amount of time during PD days specifically for vertical planning
- MS+HS option nights for parents in PYP schools
- Coordinators across the continuum meeting working together
- DP teachers also teach in grades 9-10
- DP teachers run vertical team planning
- DP teachers are part of MYP implementation team
- Vertical planning time during paid after school meetings
  → Focus on 3-5 skills to be successful
- Providing sample exams and projects
structures

- end of year bands
  - K-2 3-5 6-8
  - w/ specific reflecting
  - goals
- 6 weeks GL band w/ 
  Cultural ARTS - overview 
  w/ problem of practice
- 2x a month collaborative 
  planning K-P, all support 
  staff w/ Cultural ARTS w/ 
  SMART goals

Annual alignment of 
PYP/MYP/DP @ Aug PD
  - Vertical articulation 
    mapped out and aligned 
    w/ School Action Plan
  - Action Plan vert. art. 
    topics reviewed at 
    monthly PDs
10. How do you facilitate vertical articulation throughout your program or between programs? 

#verticalarticulation #IBMFlashchat

★ Collaboration - scheduled regularly 
- cycle of implementation (up and down)

★ Content specialist presides over all planning sessions (up and down)

★ Coordinators meet together within feeder pattern

★ Schedule “content summit” between middle/high

★ Building curriculum addendum documents with MDEL IB units (jumping-off point)
- POI alignment across the continuum

★ Using manageable to share and collaborate in virtual space
- Use of PD days
- Visit other schools/peer observation
- Apply to MYP/DP!

- Professional Learning Community/ Collaborative Learning Team Meetings

- Grade Level Chair or Department Leader PLCs/CLTs (creates buy-in without admin)

- Use of the ATLs to unify all

- Learning Walks - dept leaders go to
  PYP → MYP → DP
  Inquiry based instruction - this is way we teach
What ideas do you have for making IB accessible to all?

- Dropping AP courses for IB
- Require all students to participate - No choice
- Open IB classes to non-IB magnet or academy students
- Encouraging zoned students who are thriving in certain classes
- MYP + PYP - implemented wall to wall
- Using students to encourage other students
  - Shadow days, panel discussions, etc.
11. What ideas do you have for making IB accessible to all? 
#IBaccess #IBMAflashchat

* Financial support (for schools) 
- eliminate obstacles

* Qualitative data to prove efficacy of programs

* Identify pipeline issues
- internal recruitment
- program competition issues
11. What ideas do you have for making IB accessible to all?
#IBaccess #IBMAflashchat

- reviewing student accommodations
- vertical planning (to help students consider DP)
- recruiting (CP - CTE teachers etc.)
- buy-in (teachers/admin)
- learning specialist going into classes

- use of Learner Profile @ PyP
- Use of Learner Profile @ PYP
- SPED/ELL teachers input @ planning meetings
- Expand course offerings @ DP
- Mentoring program for students
- Use of first language
- Implement MYP/ICP creates access for all
- ATLs: focus use of advisory period/homeroom time to discuss/learn
11. What ideas do you have for making IB accessible to all?
#IBaccess #IBMASHchat

- Master Schedule
- Open enrollment/no barriers
- Staffing for support
- Start in Grade 9
- Convince reluctant faculty
  + counselors
- Everyone does personal project
If you have to talk to a friend or family member about IB, how would you explain your program?

- AP² - student driven
- students need to "think" not just spit back facts
- student interest/concerns
- global citizens/global mindedness
- conceptual and inquiry-based
- connects content to real world
- experiential learning
- 3 Why's
- reflective students
- interdisciplinary
- teach the whole child
- it's not just for "gifted" kids
- motivated students
- Agency and Action
- "just a different way of thinking"
- AP² - student driven
- students need to "think" not just spit back facts
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- motivated students
- Agency and Action
- "just a different way of thinking"
“best program ever”
- lifelong learning
- think about connections
- holistic approach can benefit in advanced academics many ways
- college prep - real world
- beyond content - connectedness
- student agency & ownership
- student curiosity
- transdisciplinary
- learning endures - Learner Profile
- unconventional - why IB was created
- no textbooks - mission
- sell IB program - create a Freshman college experience
- AP as prerequisite for IB
what don't you know? 
- How do you know?
- IB teaches the "Why"
- Student-centered
- Inquiry based
- Global perspective in classroom
- Critical thinking
- "Learning how to learn" to develop and empower students
- IB is a deeper preparation for a student's future academic/career pursuits
- Interdisciplinary learning facilitates students' connecting with real-world applications
* Aspirational
* Skills based → Applied builds * character. LP
* Global citizens, international minded
* Holistic/whole child
* Learn how to write, think, research
* Problem finders → problem solvers
* Make the world better - ACTION
* CP "Academy" (branding)
* Connectedness → interdisciplinary connections
* Conceptual understanding → Deeper learning "buffet vs. menu"
* Rigor
* Language focus - communicate in more than one language
12. If you have to talk to a friend or family member about IB, how would you explain your program?
#IBelevatorspeech #IBMFlashchat

* Aspirational
* Skills based → Application builds
  * character - LP
* Global citizens, international minded
* Holistic/whole child
* Learn how to write, think, research
  +
* Problem finders → problem solvers
* Make the world better → Action
* CP “Academy” (branding)
* Connectedness → interdisciplinary connections
* Conceptual understanding → deeper learning
  "buffet vs. menu"
* Rigor
* Language focus - communicate in more than 1 language
- AP^2 student driven
- students need to "think" not just spit back facts
- student interest/concerns
- global citizens/global mindedness
- conceptual and inquiry-based
- connects content to real world
- experiential learning
- 3 Whys
- reflective students
- interdisciplinary
- teach the whole child
- it's not just for "gifted" kids
- motivated students
- Agency and Action
- "just a different way of thinking"
Elevator speech

Wholistic, child centered, connecting the IB and AP helps some schools have choice.

Prepares students for real world situations.
Elevator speech

Wholistic, child centered

Connecting the IB and AP helps

Some schools have choice

Prepares students for real

World situations
Elevator speech

Wholistic, child centered

Connecting the IB and AP helps

Some schools have choice

Prepares students for real world situations
How do you get parents involved in your program?

- Showcasing student work
- Door prizes, gift cards
- Parent "board" that meets a few times per year
- Taking advantage of parents' jobs (internships, career day, etc)
- Drawing on family backgrounds, cultures — brings in all parents to a "safe" space
- Parent survey
- IB diploma helps students gain admission internationally
- Parent ambassadors to recruit
- Go to them; don't just ask them to come to you
- Communicating legal aspect of what can happen on school property
13. How do you get parents involved in your program? #IBparents #IBMADrashchat

- Parent orientation
- Parent Focus Group
- Newsletter (IB focused)
- Touch Base conferences
- TOK Seminar - inquiry based discussions
- Parent meetings about program overview
- Home-School Connections (LP Activity & MNA sheets)
- Parent Academy (monthly)
- IBO Parent Pack
- Student learning showcases
Deliberate involvement - helpful

Monthly

- Parent Workshops - in person or zoom - online video
  - Unit of Inquiry
  - Math and PYP
  - IB and the home

Parent survey to determine which are needed

- Coffee talk with the coordinator
  (could be done as a county)

- Parent resources that pair up with classes - in-house
  field trip

- Translation service for all IB documents so all
  feel included

- Parent survey to ask how you would like to be involved
  answers will maybe surprise us

- IB Core Night - EE, CAS, TOK, Personal Project, Service Learning
  Parent as student - parents go to info sessions
  that are specific to their needs
* Keep them informed
  - newsletters (canvas) Monthly
  - PTSA meetings
  - Email
  ?? Parent feature to manage back

* Events
  - Use as Judges
  - Field trips
  - Inquiry units - help with PYP
  - Meetings on topics / PARENT NIGHTS
  - By grade levels for specific concerns

* Advisory Committee
  - Support for teachers/students
    (BROWNIES!)
  - 5 year review / self-study
• Student centered activities that get parents into the classroom/school
• Open communication about the program
• Monthly parent group mtgs
• Parent info sessions about the community project, personal project etc.
• Providing child care for after school or evening events
• Meetings available online (freeconferencecall.com)
• Translation or bring your child to translate
- Presence @ BTS Night
- One page flyers/brochure by grade levels
- Regularly attend PTA/PTO mtgs.
- Share projects w/ learning community
- Invite for Exhibition
- Mangle b/c - Parent view
- Blog - connected pyp & how it looks @ school
- Teacher webinars
  - Skills, strategies - how to help @ home
How can I word Inquiry Statements, especially in math, that make sense to the students?

What do you want the students to know? You can use words that relate to the key concepts.

Providing examples in the subject guide readily available to teachers - you can link other subjects as well.

Have the conversation about the "concept" and what they want students to know.

Does the statement reach all the students? Can have "sub" statements.
- Lynn Erickson Framework
- TED Talks
- The Power of Inquiry by Kath Murdoch
- 18 Subject Guides
- Backwards Design
- Thirteen.org
- Project Based
- Unit Planners
- Open Ended Questions
1. How can I word Inquiry Statements, especially in math, that make sense to the students? 

#InquiryStatements
#IBMAflashchat

- Use the right concept
- Use student-friendly language
- Not subject specific
- May not be fully understandable @ 1st routine + practice but change up the approach
- Revisit them
- Show/model how you (teacher) uses it
- Use synonyms (command + concept terms)
- Break down the question - pick it a part to model
• Common sentence starters across disciplines
  " Exploration leads to ... "

• Use summatives to back-map so SoI is grounded in a context

• Have kids respond to the wording - concept map, Post-It wall

• Use an LP trait or thinking skill in the wording to make it more universal: e.g. "trial and error" "balance" "problem-solving"

• Generate SoI from the list of content objectives and high quality summative layered on top
- Inquiry statements should be rigorous and conceptual → should make sense to students as the unit progresses
- Teacher understanding of concept and context is key
- Math is hard b/c it is very prescribed but bringing it up to a conceptual level can help
  - What are the 3 BIG ideas that you want students to understand by the end of the year?
- Explicitly teach concepts to students and explain why they are learning the concept
- Unpack SDT into lines of inquiry
  "Today I will... so that I can... I'll know I've got it..."
How do you disseminate information for your community about changes to your program?

- Website
- Social Media (run by kids)
- DoJo/Remind
- Weekly Email Blast
- Parent Focus Groups/PTA
- Instructional Council/School Leadership
- Media
- Survey for comm. pref.
- School Board Mgt.
- Info Nights/Events/round tables
- Multiple Languages
- Email
- Newsletter
- Parent Meetings
- Weekly updates (principal call)
- Info sessions @ school events
- Social Media
- School Board
- Feeder School (through flyers)
- Vertical Articulation
- Webpage
- Brochure
- Open House
- Translation options
- Counselors of feeder pattern + in-house
- "Parent Academy" Meetings
- Coordinate w/ PTSA
- Parent 'Coffee Corner'
- Have info videos to play whenever there's an audience
- Have info session at Back-to-School (w/ student speakers)
- Newsletter
- Social Media
- Informal Fun Education / Fun events w/an info sideshow
• PTA meetings
• Information Nights
  - Overview Night
  - IB Night
• Implementation team for parents
  - Host bootcamp for parents
• Parent Education Sessions
• Webinars
• Websites / emails
• PTA Meetings
• Parent Newsletters
• Parent Coffees
• Frame as “IB Parent Orientation”
• SNACKS at events
• Create a Community advisory board with members outside the school: businesses, local gov. members, “socialites,” real estate agents.
• Student assemblies to get students talking to parents
• Sending information to Embassies alerting them to your IB program
* Carefully / - anticipate fear & mitigate anxiety /
* Monthly newsletters / parent coffees
* PTSA meetings / website
* Principal tweets / Facebook
  - Consider multiple platforms / channels
* Translations across the community
* Differentiate for knowledge of IG / offer support