



International
Baccalaureate[®]

March 16, 2012
Gar-Field High
School



Welcome and Introductions



Asheesh Misra, President of
IB Mid-Atlantic

Updates

- College Fair
- Regional Associations Meeting
- 2012 Summer Academy
- Networking Updates
- DP Advisory Committee Updates



Christian's presentation

Christian Hernandez, Senior, Gar-Field HS



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Baccalaureate

How Are IB Policies Alive in your School?

Laura Lane
Frangiska Lewis
Libby Rogovoy



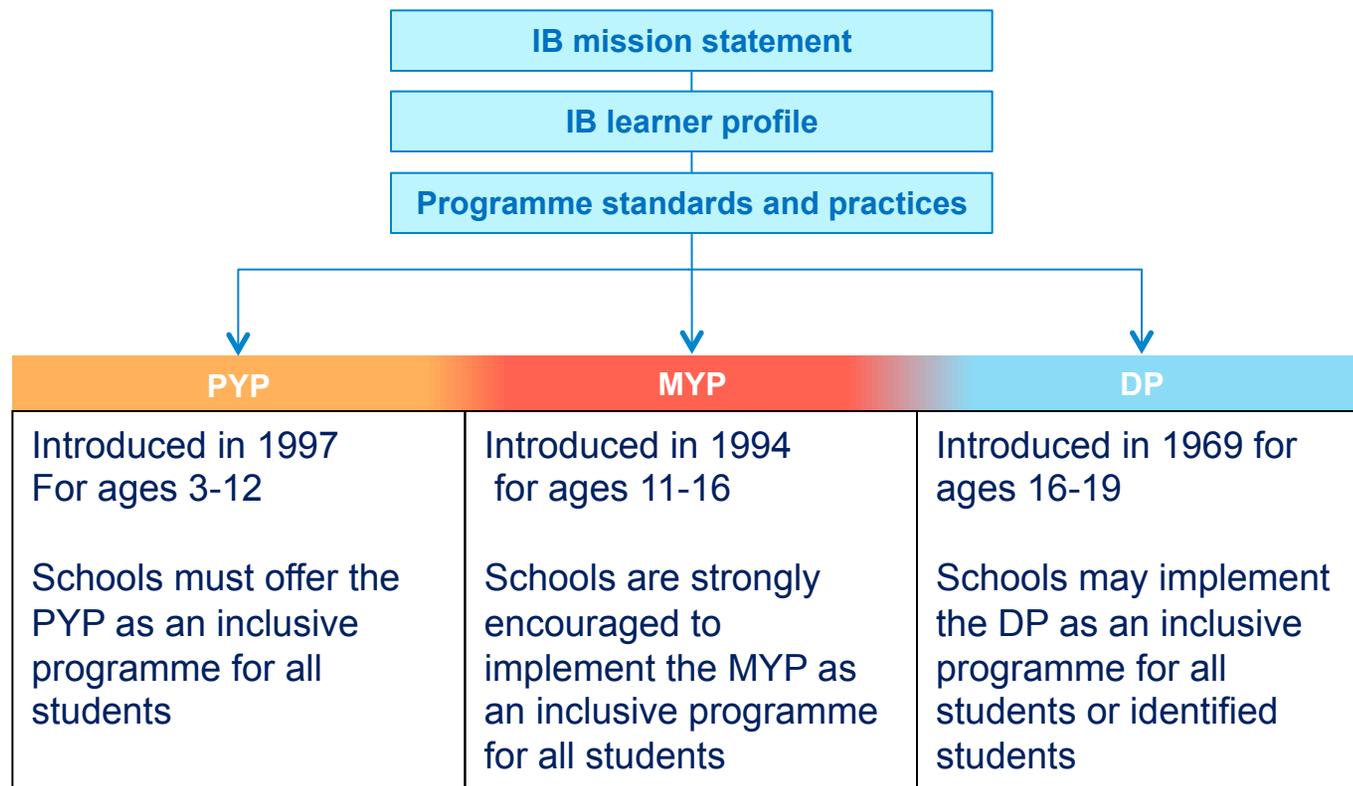
Learning Engagement Objectives

- Frame the IB policies of Assessment, Language, Special Educational Needs, and Academic Honesty within the context of the Learner Profile.
- Provide an opportunity for members to access prior knowledge and discuss the continued implementation of IB Policies.
- Provide an opportunity for brainstorming with colleagues that will lead to the following understanding:

Standard B1.5 The school develops and implements policies and procedures that support the programme(s).

Framework: IB Standard and Practices, Towards of Continuum of International Education, From Principles into Practice, Visible Thinking Routine, TED Talk

The IB continuum inception



Standard B1.5

The school develops and implements policies and procedures that support the programme(s).

Specifically....

- Academic Honesty Policy
- Assessment Policy
- Language Policy
- Special Educational Needs Policy

What is the IB mission?

The International Baccalaureate aims to develop **inquiring**, **knowledgeable** and **caring** young people who help to create a better and more peaceful world through **intercultural understanding** and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of **international education** and **rigorous assessment**.

These programmes encourage students across the world to become **active**, **compassionate** and **lifelong learners** who understand that other people, with their differences, can also be right.



IB learners strive to be:

Inquirers

Thinkers

Communicators

Risk-takers

Knowledgeable

Principled

Open-minded

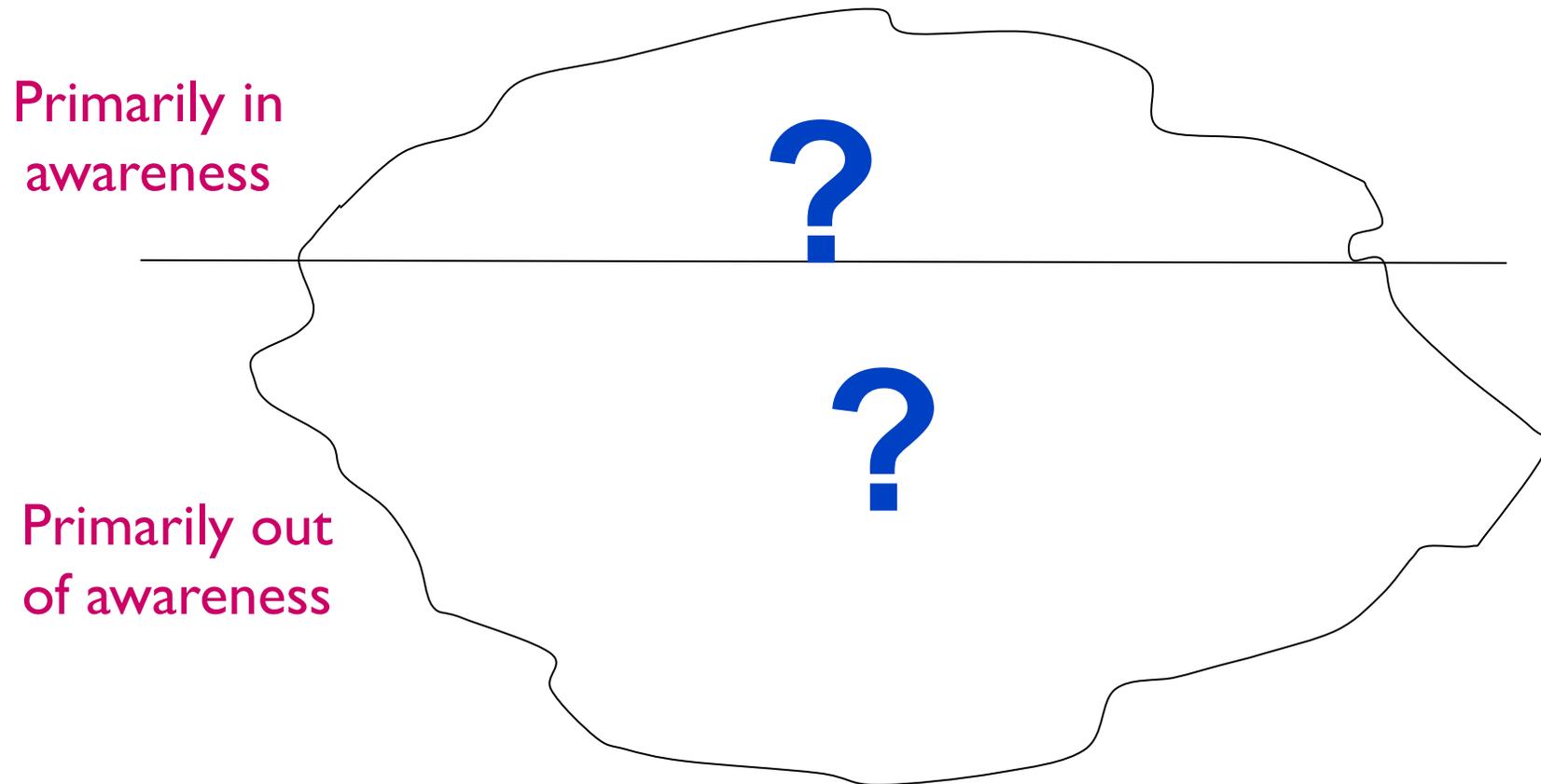
Caring

Balanced

Reflective



School Policies: the iceberg approach



Assessment Policy

Standard C4.2

- The school communicates its assessment philosophy, policy and procedures to the school community.

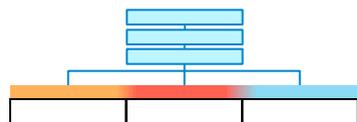
Assessment Policy

- Document that clarifies teachers' understanding of the whole assessment process within their school setting
- Communicated to students and parents
- Addresses...
 - **Purpose for assessment**
(What and why do we assess?)
 - **Principles of assessment**
(What are the characteristics of effective assessments?)
 - **Assessment practice**
(How do we assess?)

Language Policy

Standard C3.7 and C3.8

- 7. Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.
- 8. Teaching and learning demonstrates that all teachers are responsible for language development of students.



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 A1 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

The IB continuum of education

Language Policy

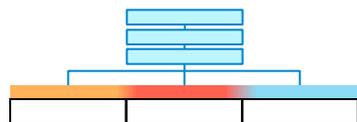
- A statement of purpose that outlines goals for language learning and teaching

- An action statement that recognizes that
 - All teachers are language teachers
 - Students learn at least one world language + mother tongue
 - All students are supported in the development and maintenance of the mother tongue

Academic Honesty Policy

- Standard A5
 - The school promotes responsible action within and beyond the school community.

- Standard B2.9
 - The school has systems in place to guide and counsel students through the programme(S)



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>

The IB continuum of education

Academic Honesty Policy

- It is important that the school takes a proactive approach to academic honesty, as part of a school climate that is supportive of the learner profile.
- Most schools and teachers will have formulated some response to plagiarism and academic malpractice but it is essential that the high expectations of the IB are supported with a robust and coherent policy that focuses on educating students about what constitutes malpractice and imposes strict sanctions when necessary.
- Schools also need to monitor that policies are being applied uniformly in each classroom. Each subject area needs to develop systems to monitor and check for authenticity, and these systems need to be integrated into the school's overall policy.

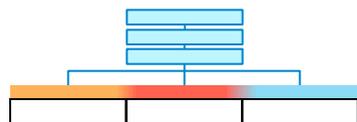
The Diploma Programme: From Principles into Practice

Special Educational Needs Policy

- Standard A1.9
 - The school supports access for students to the IB programme(s) and philosophy.

- Standard B2.8
 - The school provides support for its students with learning and/or special educational needs and support for their teachers.

- Standard C3.10
 - Teaching and learning differentiates instruction to meet students' learning needs and styles.



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.</p> <p>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.</p> <p>Guidelines are available in the <i>Handbook of Procedures</i>.</p> <p>School must develop a special education needs policy</p>

The IB continuum of education

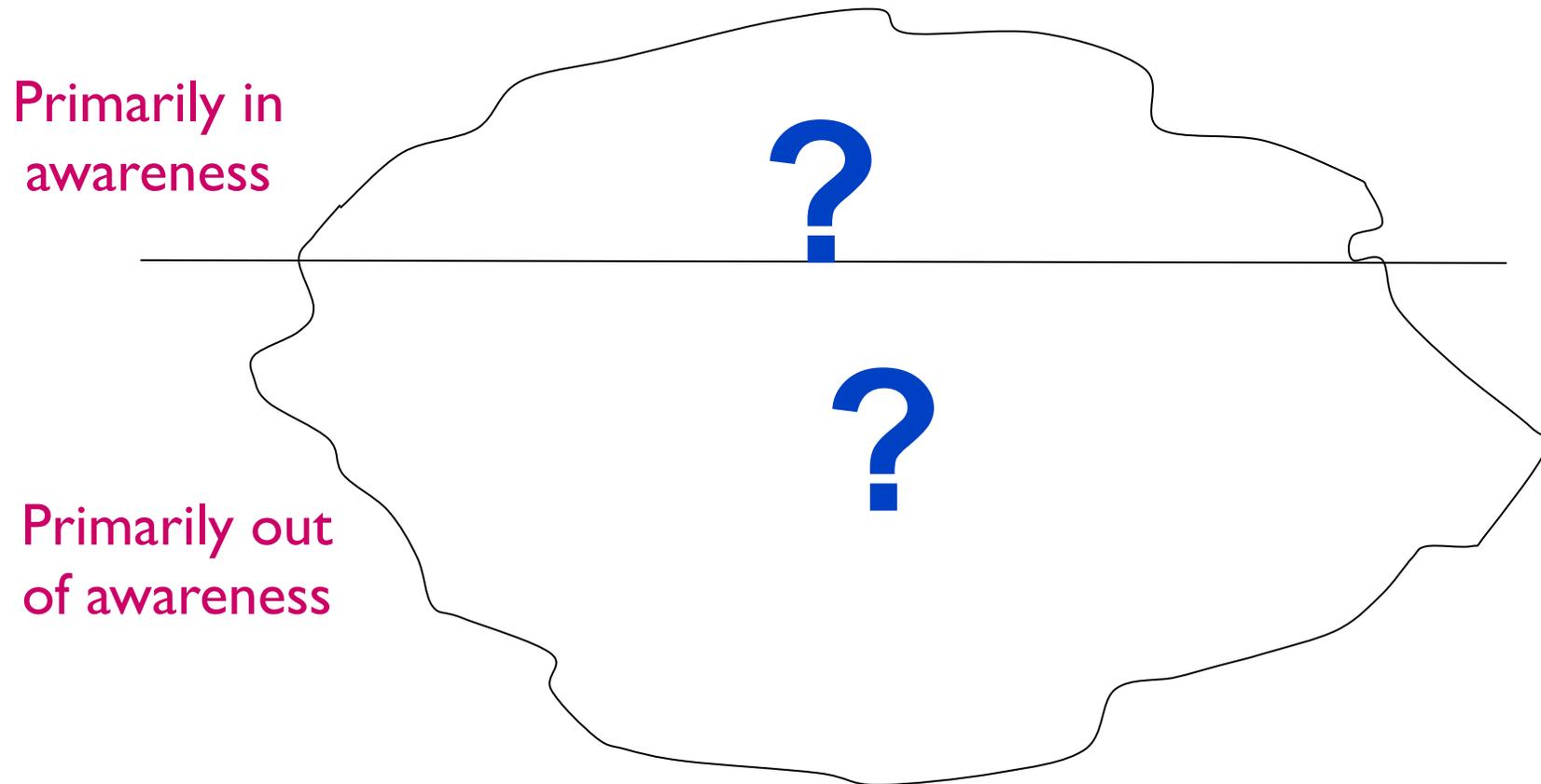
Special Educational Needs Policy

The IB believes that all students should be allowed to learn and to demonstrate their ability under conditions that are as fair as possible. Some students will require different teaching and assessment arrangements due to special educational needs (SEN) such as:

- gifted and talented issues
- specific learning issues
- language issues
- emotional and behavioral issues
- physical, sensory and medical conditions, and
- mental health issues.

The school must develop and implement a special educational needs policy that is consistent with IB expectations and with the school's admission policy.

School Policies: the iceberg approach



Activity

- **Work in programme alike groups to examine the policies in greater detail and to reflect on your school/district practices.**

Starting a movement!

**Enjoy this fun Derek Sivers
from TED TALK**

How do you start a movement to bring these policies to life in your school?

Turn to your neighbor and discuss the following questions:

- ❖ Who is your “lone” nut and your first “follower”?
- ❖ How do you communicate the policies to:
 - The school board?
 - The teachers?
 - The parents?
 - The students?

Capturing the essence...

Headlines Routine – A Visible Thinking Routine

- **Work with your partner/s...**
- **If you were to write a headline right now and capture the most important aspect that should be remembered from today's pd, what would that headline be?**