IBMA

New Diploma Programme Coordinators Networking

October 4, 2017

Welcome to Rockville

a. Introductions
b. Agenda

Getting Started

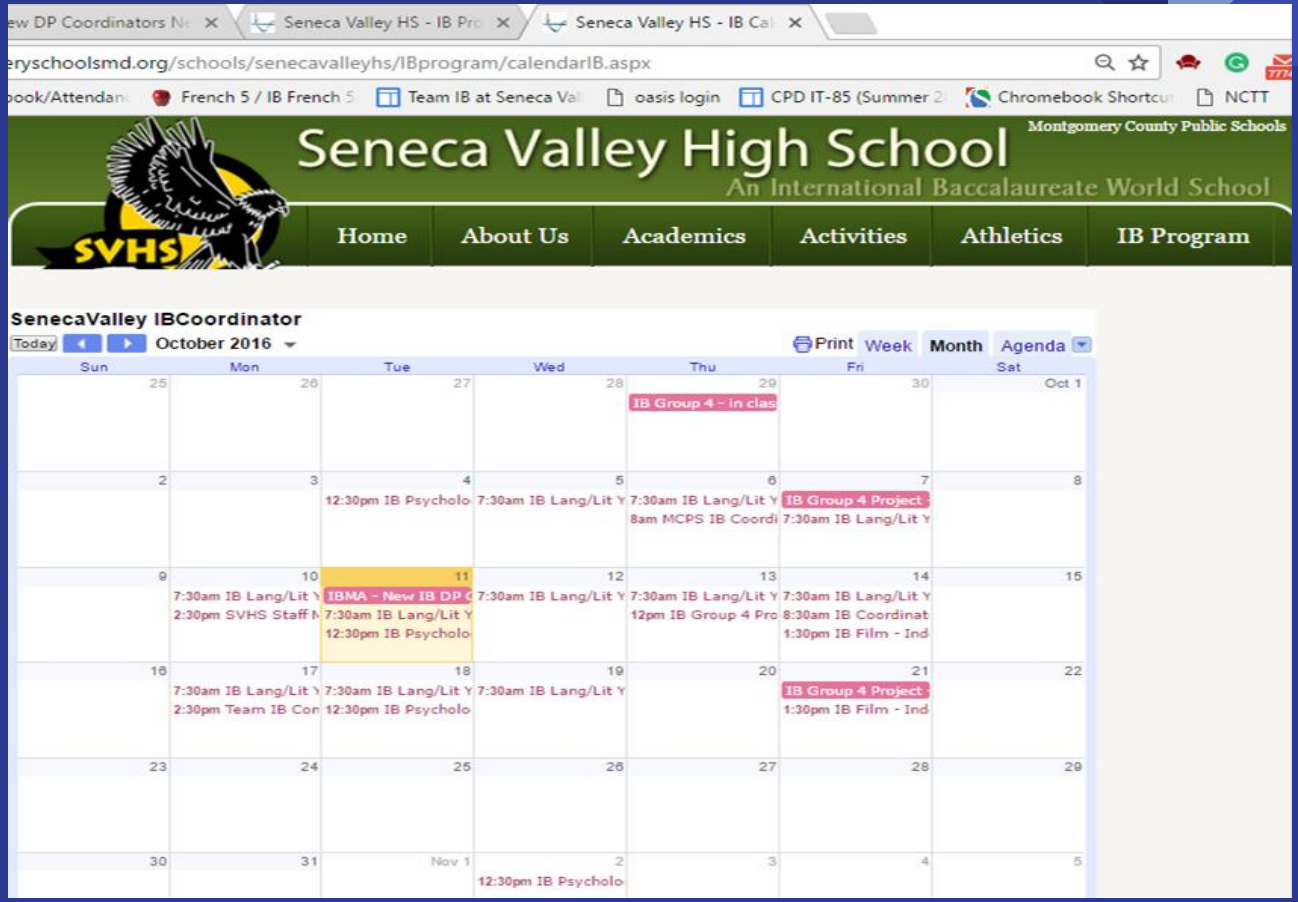
a. Make lists of IB students (Diploma, Anticipated, Course)
    1. Diploma 12th grade full diploma students
    2. Anticipated 11th grade full diploma students
    3. Course students who are taking IB classes

b. Prepare teacher meeting schedule

IA Calendar

a. Get check in and due dates from all teachers
b. Map them out on a calendar
c. Be sure to spread them out
d. Beware of college application deadlines for seniors
e. Emphasize the importance of all teacher using turnitin.com
f. You can set turn it in to do World Languages
g. Consider use of a generic email for a calendar, EE and TOK especially if students will switch teachers

IA Calendar Planning



Make IB Exam Calendar

Put the IB exams on the calendar
Put the AP exams on there as well so you know when there may be Conflicts
Put major due dates for teachers on there

a. EE, TOK and WA upload due around end of February(IBMarch 15)
b. IA and PG due to you around March 15 (IB April 10)
c. Beware of spring break dates
c. Moderation Samples due March 25 (IB April 20)
d. Art upload needs to be planned (IB April 30)

Exam Calendar

SVHS International Baccalaureate Diploma Programme
Testing Calendar – May 2017* Salvation Army, Germantown

*First Exam – IB Business Management SL/HL – Paper One on Friday, April 28 arrival time: 11:45am. (SL=1h45min/HL=2h15m in)

WEEK 1	Monday, May 1st, 2017	Tuesday, May 2nd, 2017	Wednesday, May 3rd, 2017	Thursday, May 4th, 2017	Friday, May 5th, 2017
Student Latest Arrival Time: 7:45am Exact Start Time: 8:00am	Business Management SL/HL Paper (P) 2 - 2 hrs SL – 1h45min HL – 2h15min	Biology HL Paper 3 – 1h15 AP Computer Science 3.5 hours at Seneca Valley H.S.	AP English Lit 3.5 hours	English A Lang/Lit HL Literature HL Paper 2 - 2 hours AP NSL Govt – 3 hr	Math SL Math Studies SL Paper 2 - 1h30 AP US History 4 hours
Student Latest Arrival 11:45am Exact Start Time: 12:00pm	Biology HL Paper 1 – 1 hr Paper 2 – 2h15		English A Lang/Lit HL Literature HL Paper 1 - 2 hours	Math SL Math Studies SL Paper 1 - 1h30	AP Computer Science Priciples 2 hours

WEEK 2	Monday, May 8th, 2017	Tuesday, May 9th, 2017	Wednesday, May 10th, 2017	Thursday, May 11th, 2017	Friday, May 12th, 2017
Student Latest Arrival Time: 7:45am Exact Start Time: 8:00am		AP Calculus 4 hours	History HL Paper 3 – 2 hr. 30 min	Music SL Paper 1 – 2 hours In SVHS Library	Chemistry SL Paper 3 – 1 hour
Student Latest Arrival 11:45am Exact Start Time: 12:00pm		History HL Paper 1 – 1 hr. Paper 2 – 1 hr. 30 min		Chemistry SL Paper 1 – 45 min Paper 2 – 1 hr 15 min	Psychology SL Paper 1 – 2 hours World Religions SL Paper 1 – 1 hr. 15 min

WEEK 3	Monday, May 15th, 2016	Tuesday, May 16th, 2016	Wednesday, May 17th, 2016	Thursday, May 18th, 2016	Friday, May 19th, 2016
Student Latest Arrival Time: 7:45am Exact Start Time: 8:00am	Psychology SL Paper 2 – 1 hour World Religions Paper 2 – 1 hr. 30 min	Physics SL Sp. Hlth, Ex Science Paper 3 – 1 hour	Spanish B SL/HL Paper 2 – 1h30		French B ab/SL/HL Paper 2 – 1 hr. 30 min. ab initio – 1 hour
Student Latest Arrival Time: 11:45am Exact Start Time: 12:00pm	Physics SL Sp. Hlth, Ex Science Paper 1 – 45 minutes Paper 2 – 1h15	Spanish B SL/HL Paper 1 – 1h30		French B ab/SL/HL Paper 1 – 1 hr. 30 min.	

Perceived end times are rough approximations. Add five minutes to each IB exam for reading time & 15 minutes to AP exams for instructions. Students WILL NOT have access to cell phones during exams.
IB Visual Art, IB Film and IB Theatre do not have official exams; students submit assessments through their teacher at designated intervals throughout the year.

Fees

Registration fee $172
Exam fee $ 119

Remember Diploma kids pay the registration fee once course students pay it every year they take an exam

Check the scale of fees

Data from the spring

Make a data notebook with :

a. overall results
b. component results
c. EE results
d. TOK results

Do data analysis

a. data chats with teachers
b. order remarks or EUR by September 15 if needed
c. review moderation feedback

The diploma points matrix

May 2015 onwards

		Theory of knowledge					
		Grade **A**	Grade **B**	Grade **C**	Grade **D**	Grade **E**	No grade **N**
Extended essay	Grade **A**	3	3	2	2	Failing condition	Failing condition
	Grade **B**	3	2	2	1	Failing condition	Failing condition
	Grade **C**	2	2	1	0	Failing condition	Failing condition
	Grade **D**	2	1	0	0	Failing condition	Failing condition
	Grade **E**	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade **N**	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

Staff Supervision

Set up observation schedule
Create an observation tool
Determine if you will require unit planners
Determine how to integrate TOK and ATL
Determine how to integrate international mindedness
Determine how to integrate the Learner Profile

More on this later

Obser

Seneca Valley High School
International Baccalaureate Diploma Programme
Informal Observation / Classroom Visit

IB Educator: _____ Period: _____ Date: ____/____/____

IB Course: _____ Classroom: _____

Mastery Objective (how shared?): _____

_____

Teaching and learning reflects IB philosophy by:	Evidence of Things to Continue	Ideas for Things to Consider
• addressing all of the aims and objectives of the subject; follows the IB syllabus, giving big picture.		
• engaging students as inquirers and thinkers.		
• building on what students know and can do		
• supporting students to become actively responsible for their own learning.		
• addressing human commonality, diversity and multiple perspectives.		
• using a range and variety of strategies.		
• differentiating instruction to meet students' learning needs and styles.		
• developing student attitudes and skills that allow for meaningful student action & reaction.		
• engaging students in reflecting on how, what and why they are learning.		
• fostering a stimulating learning environment based on understanding and respect.		
• encouraging students to demonstrate their learning in a variety of ways.		
• developing the IB learner profile attributes.		

* knowledgeable * thinkers * communicators * principled *
* caring * risk-takers * balanced * reflective*

Seneca Valley High School
International Baccalaureate Diploma Programme
Informal Observation / Classroom Visit

Approaches to Learning – Focus on Thinking Skills

Critical Thinking: **Analyzing and evaluating issues and ideas (How can students think critically?)**

- ☐ Practice observing carefully in order to recognize problems
- ☐ Gather and organize relevant information to formulate an argument
- ☐ Recognize unstated assumptions and bias
- ☐ Interpret data
- ☐ Evaluate evidence and arguments
- ☐ Recognize and evaluate propositions
- ☐ Draw reasonable conclusions and generalizations
- ☐ Test generalizations and conclusions
- ☐ Evaluate and manage risk
- ☐ Revise understanding based on new information and evidence
- ☐ Formulate factual, topical, conceptual and debatable questions
- ☐ Consider ideas from multiple perspectives
- ☐ Develop contrary or opposing arguments
- ☐ Analyze complex concepts into their constituent parts and synthesize them to create new understanding
- ☐ Propose and evaluate a variety of solutions
- ☐ Identify obstacles and challenges
- ☐ Use models and simulations to explore complex systems and issues
- ☐ Identify trends and forecast possibilities
- ☐ Troubleshoot systems and applications

Creativity and innovation: **The skills of invention (How can students be creative?)**

- ☐ Use brainstorming and mind mapping to generate new ideas and inquiries
- ☐ Consider multiple alternatives, including those that might be unlikely or impossible
- ☐ Create novel solutions to complex problems
- ☐ Use lateral thinking to make unexpected connections
- ☐ Design improvements to existing machines, media and technologies
- ☐ Design new machines, media and technologies
- ☐ Make guesses and generate testable hypotheses
- ☐ Apply existing knowledge to generate new ideas, products or processes
- ☐ Create original works and ideas
- ☐ Practice flexible thinking – arguing both sides of an argument
- ☐ Use visible thinking strategies and techniques
- ☐ Propose metaphors and analogies

Transfer: **Utilizing skills and knowledge in multiple contexts**
(How can students transfer skills and knowledge among disciplines and subject groups?)

- ☐ Utilize effective learning strategies in subject groups and disciplines
- ☐ Apply skills and knowledge in unfamiliar situations
- ☐ Inquire in different contexts to gain a different perspective
- ☐ Compare conceptual understanding across multiple subject groups and disciplines
- ☐ Make connections between subject groups and disciplines
- ☐ Combine knowledge, understanding and skills to create products or solutions
- ☐ Transfer current knowledge to learning of new technologies
- ☐ Change the context of an inquiry to gain different perspectives

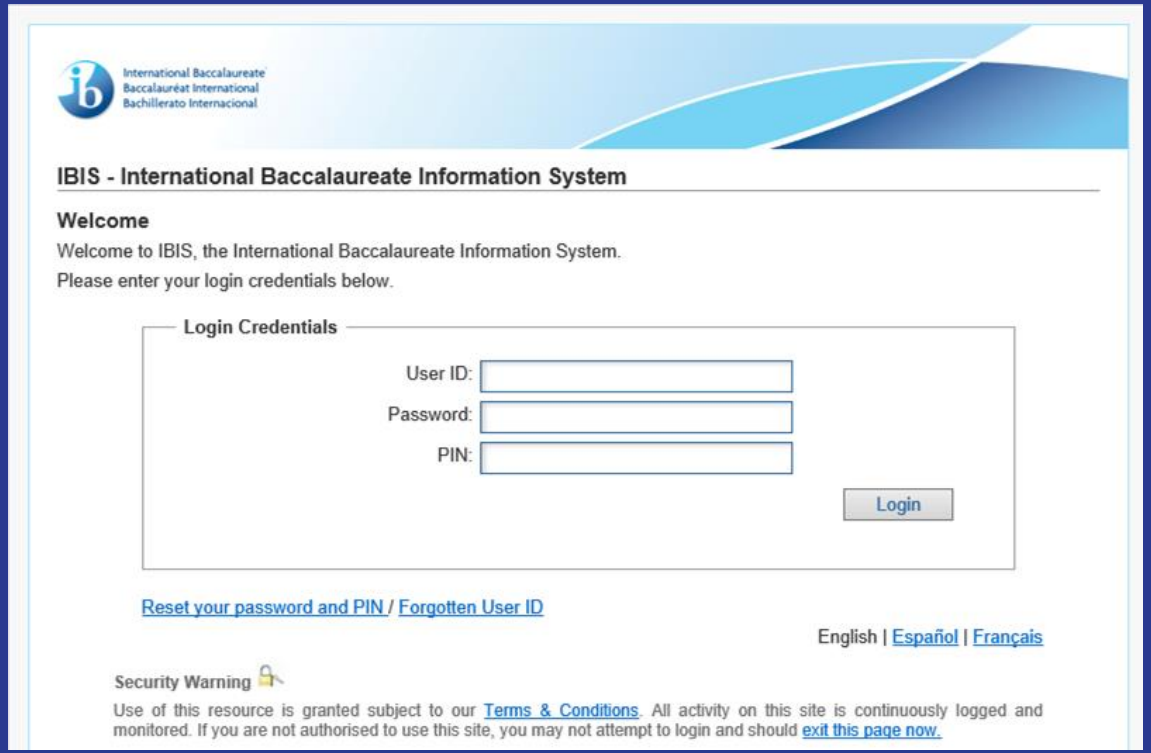
* knowledgeable * thinkers * communicators * principled *
* caring * risk-takers * balanced * reflective*

DC, DE, MD & VA — IB WORLD SCHOOLS — EDUCATE, PARTICIPATE, LEAD — ib — Mid-Atlantic

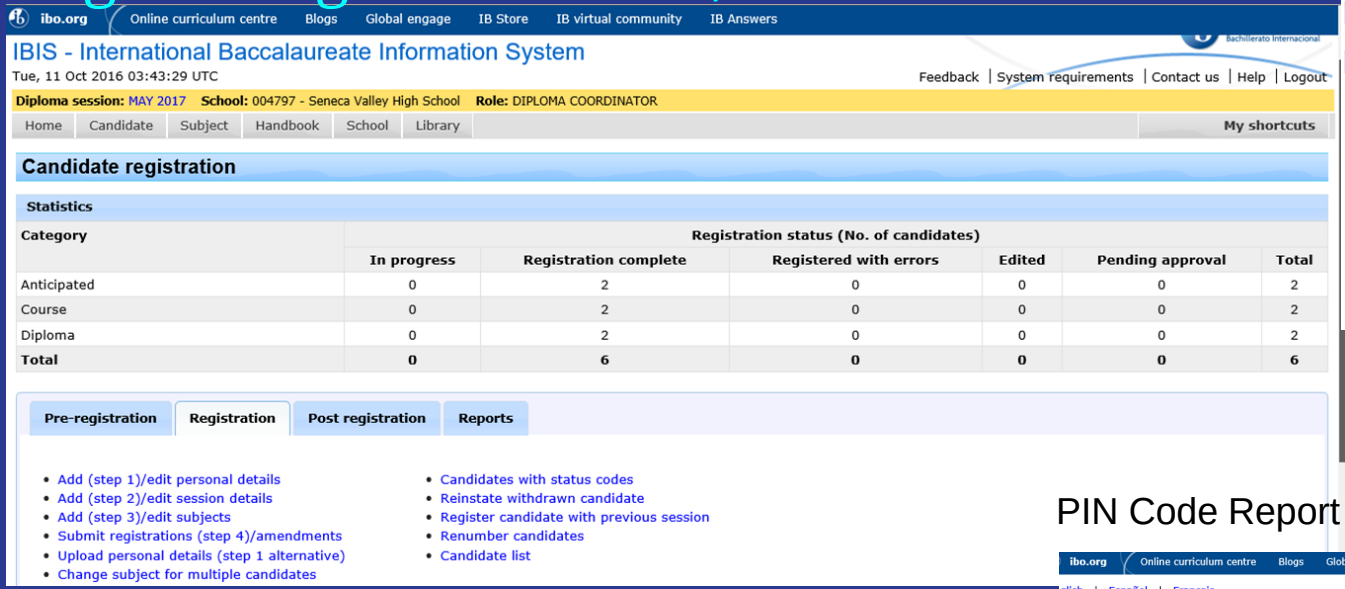
Exam Registration

a. November 15 key date
b. January 15 next key date (exam fees are refundable the registration fee is not)
c. Beware of IB billing (always keep track of credits and payments and keep copies)
d. You must know the EE subject area to register Diploma students
e. All senior diploma students need to be registered for TOK and EE or you will get error codes
f. Codes vs PIN
g. Verify all registration carefully (teachers, kids sign)
h. Tell it to renumber when you are done
i. Do it on IBIS or use Manage Bac (Beware of Total Registration)

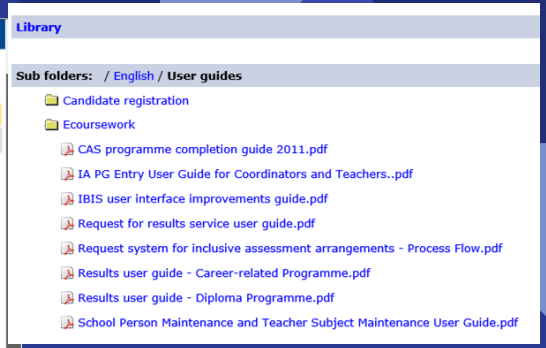
IBIS


International Baccalaureate
Baccalauréat International
Bachillerato Internacional
IBIS - International Baccalaureate Information System
Welcome
Welcome to IBIS, the International Baccalaureate Information System.
Please enter your login credentials below.
Login Credentials
User ID:
Password:
PIN:
Login
Reset your password and PIN / Forgotten User ID
English | Español | Français
Security Warning
Use of this resource is granted subject to our Terms & Conditions. All activity on this site is continuously logged and monitored. If you are not authorised to use this site, you may not attempt to login and should exit this page now.

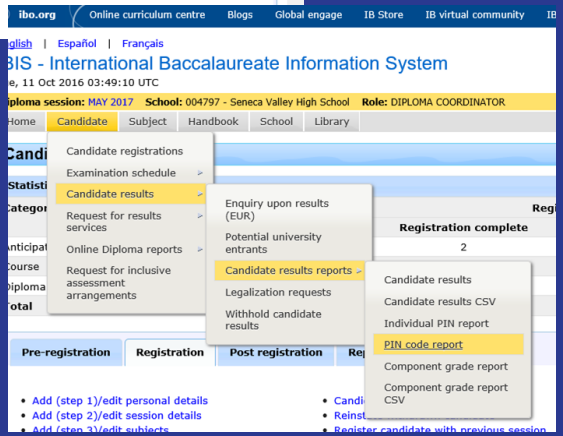
Registering candidates / course students



User Guides on IBIS



PIN Code Report on IBIS



Other Tasks on IBIS

a. Testing accomodations (Inclusive assessment)
b. D2 Adverse
c. Advance Notice Requirements (Music)
d. Adding helpers
e. Uploading
f. Finding Scaling Factors
g. University Transcript entry
h. Forms and Cover sheets
i. Moderation and Moderation Feedback
j. Entering IA and PG data
k. Uploading Moderation Samples

Managing Exams

a. Read the handbook
b. Plan testing venue
c. Get proctor schedule ready
d. Make seating charts
e. Figure out how to deal with the calculator policy
f. Print data books (you need to provide clean copies)
g. Inspections
h. Give kids their schedules (print from IBIS)
i. Make up exam policy
j. How to get results

Sub folders: / English / **Required during examinations**

- Cover sheets
  - 2017 examination session stationery - Your questions answered .pdf
  - 2017 The conduct of IB Diploma Programme examinations .pdf
  - Academic honesty flyer.pdf
  - Academic Honesty pamphlet.pdf
  - Answer booklet guide (A5 size).pdf
  - Candidate consent - 2017 school template.pdf
  - Conduct of the examinations - items not permitted (poster).pdf
  - Conduct of the examinations - notice to candidates (poster).pdf
  - Use of calculators in examinations 2017 - version 1.1.pdf

Managing the Extended Essay

a. The process
b. Supervisors (how will you assign them ?)
c. The three meetings (who will do them ?)
d. Use of turnitin.com
e. Registration by subject
f. Uploading (who will do it , timeline)

Categories 1 and 2—literature

1. Studies of one or more literary works originally written in the language in which the essay is presented.
2. Studies of a literary work or works originally written in the language of the essay compared with one or more literary works originally written in another language. (The work originally written in another language may be studied in translation.)

Language acquisition EEs are divided into three categories:

Category 1	A specific analysis of the language (its use and structure), normally related to its cultural context or a specific text.
Category 2	A socio-cultural analysis of the impact of a particular issue on the form or use of the language: (a) based on an examination of language use (b) an essay of a general cultural nature based on specific cultural artifacts.
Category 3	An analysis of a literary type, based on a specific work or works of literature exclusively from the target language.

Individuals and societies

- Individuals and societies
- Business management: Subject-specific guidance
- Economics: Subject-specific guidance
- Geography: Subject-specific guidance
- Global politics: Subject-specific guidance
- History: Subject-specific guidance
- Information technology in a global society (ITGS): Subject-specific guidance
- Philosophy: Subject-specific guidance
- Psychology: Subject-specific guidance
- Social and cultural anthropology: Subject-specific guidance
- World religions: Subject-specific guidance

The sciences

- The sciences
- Biology: Subject-specific guidance
- Chemistry: Subject-specific guidance
- Computer science: Subject-specific guidance
- Design technology: Subject-specific guidance
- Physics: Subject-specific guidance
- Sports, exercise and health science: Subject-specific guidance

The arts

- The arts: Subject-specific guidance
- Dance: Subject-specific guidance
- Film: Subject-specific guidance
- Music: Subject-specific guidance
- Theatre: Subject-specific guidance
- Visual arts: Subject-specific guidance

Interdisciplinary essays

Interdisciplinary essays

Environmental systems and societies: Subject-specific guidance

Literature and performance: Subject-specific guidance

World Studies: Subject-specific guidance

Managing CAS

CAS outcomes
The three interviews
CAS projects
Elements of a CAS portfolio
Tracking it using Manage Bac or some other option

LO 1	**Identify own strengths and develop areas for growth**
Descriptor	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
LO 2	**Demonstrate that challenges have been undertaken, developing new skills in the process**
Descriptor	A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.
LO 3	**Demonstrate how to initiate and plan a CAS experience**
Descriptor	Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.
LO 4	**Show commitment to and perseverance in CAS experiences**
Descriptor	Students demonstrate regular involvement and active engagement in CAS.
LO 5	**Demonstrate the skills and recognize the benefits of working collaboratively**
Descriptor	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
LO 6	**Demonstrate engagement with issues of global significance**
Descriptor	Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.
LO 7	**Recognize and consider the ethics of choices and actions**
Descriptor	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

Managing TOK

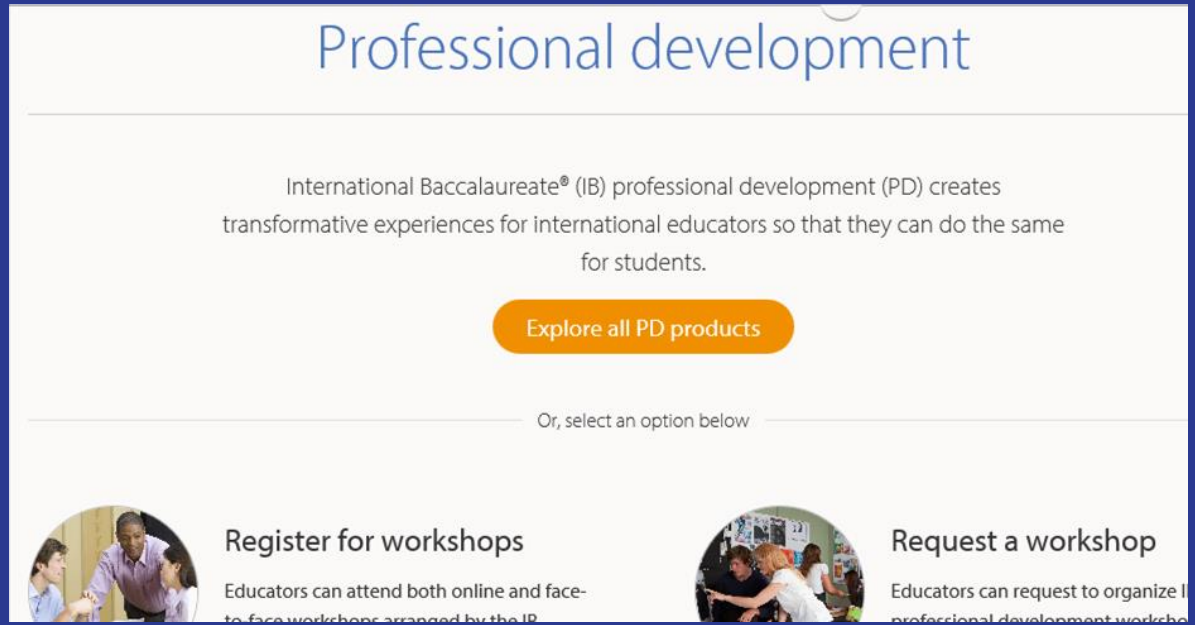
The TOK presentation and form
The prescribed title and three interviews
Uploading the titles

a. who will do the interviews
b. who will upload (kids, teacher, you)
c. who will control for academic honesty

Assisting your staff

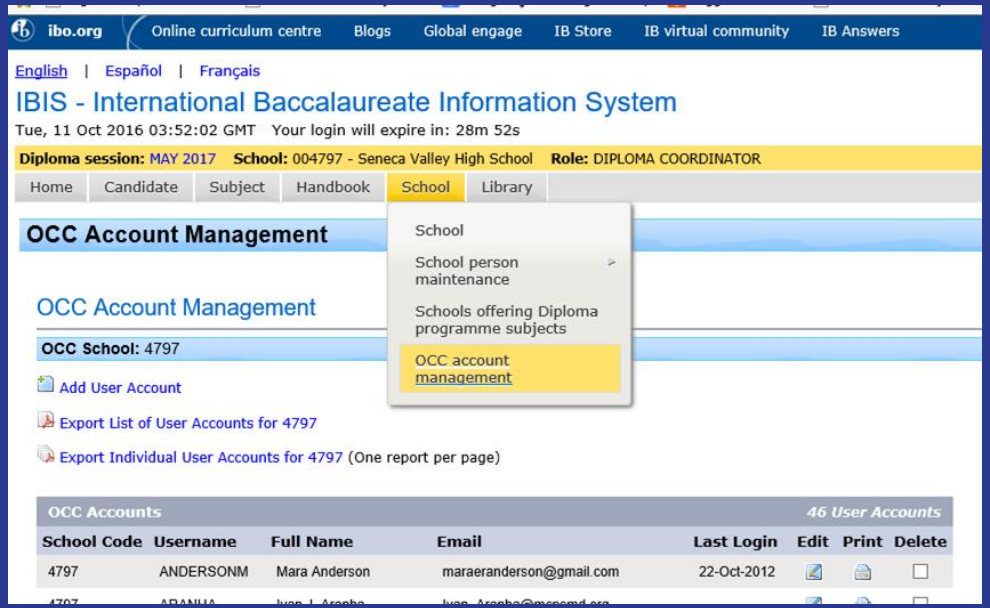
My IB
The Program Resource Center
The Program Communities
The Facebook IB Coordinator group
New Curricula (Coordinator's Notes)
Subject Reports
Scheduling of orals for Language A and B and Visual Arts upload
Training (ibo.org)

IB Training - search/registration



www.ibo.org/professional-development

The Online Curriculum Centre (OCC)



FORMS / COVERSHEETS

Course Requirements

- Check assessment outline in subject guides
- Groups 1-6 review of rec's
  - Gp 1-2: orals / written tasks
  - Gp 3: investigations
  - Gp 4: labs - group 4 project
  - Gp 5: investigations
  - Gp 6: involved assessments (no formal exams but for music)

Assisting Students

Academic support
Scheduling
Time Management
Celebrations
Recognition
AP vs IB

The Basics: Calendar of Duties (3)

January -

- Wrap-up EEs / ToK essays
- Teacher PD meetings
- IA progress check-in
- Schedule requests / recruitment / middle schools?
- I am IB! Publicity Campaign

February -

- eCoursework opens
- Film/Theatre/Art showcase
- Parent meetings for future DP students
- Check / share Coordinators Notes

IB Philosophy

The M ission Statement
The Learner Profile (Is it visible in your school ?)
Approaches to Teaching and Learning
    a. Do your teachers know what they are ?
    b. Are they purposeful in their use of them ?
    c. Consider using the reflection tool on the website
International Mindedness
Concurrency of Learning

IB Coordinator as IB PD Facilitator

Delivering PD for your school staff

Working with your staff development teacher and/or administration and department heads

Creating the concurrency of learning necessary for fullness of curriculum delivery

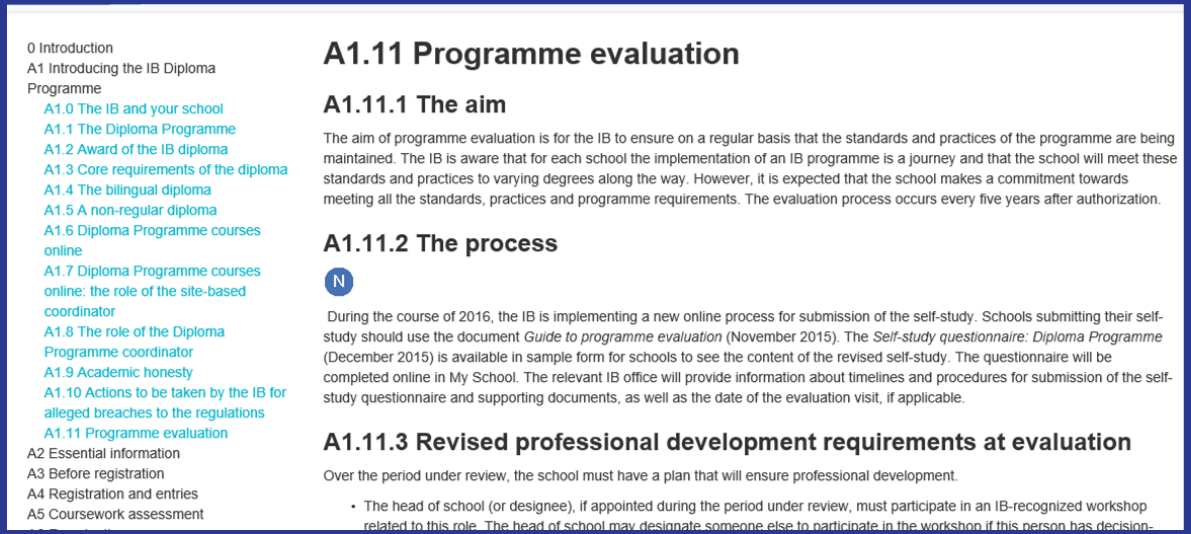
Program Review

Every five years
Keep good records of training
You will need new course outlines (TOK and ATL)
Review your policies (make sure they are posted somewhere)

a. Acadmic Honesty
b. Special Needs
c. Language Policy
d. Assessment Policy

Action Plan

Program Evaluation - Self-Study (mySchool)



0 Introduction
A1 Introducing the IB Diploma Programme
- A1.0 The IB and your school
- A1.1 The Diploma Programme
- A1.2 Award of the IB diploma
- A1.3 Core requirements of the diploma
- A1.4 The bilingual diploma
- A1.5 A non-regular diploma
- A1.6 Diploma Programme courses online
- A1.7 Diploma Programme courses online: the role of the site-based coordinator
- A1.8 The role of the Diploma Programme coordinator
- A1.9 Academic honesty
- A1.10 Actions to be taken by the IB for alleged breaches to the regulations
- A1.11 Programme evaluation

A2 Essential information
A3 Before registration
A4 Registration and entries
A5 Coursework assessment

A1.11 Programme evaluation

A1.11.1 The aim

The aim of programme evaluation is for the IB to ensure on a regular basis that the standards and practices of the programme are being maintained. The IB is aware that for each school the implementation of an IB programme is a journey and that the school will meet these standards and practices to varying degrees along the way. However, it is expected that the school makes a commitment towards meeting all the standards, practices and programme requirements. The evaluation process occurs every five years after authorization.

A1.11.2 The process

N

During the course of 2016, the IB is implementing a new online process for submission of the self-study. Schools submitting their self-study should use the document *Guide to programme evaluation* (November 2015). The *Self-study questionnaire: Diploma Programme* (December 2015) is available in sample form for schools to see the content of the revised self-study. The questionnaire will be completed online in My School. The relevant IB office will provide information about timelines and procedures for submission of the self-study questionnaire and supporting documents, as well as the date of the evaluation visit, if applicable.

A1.11.3 Revised professional development requirements at evaluation

Over the period under review, the school must have a plan that will ensure professional development.

- The head of school (or designee), if appointed during the period under review, must participate in an IB-recognized workshop related to this role. The head of school may designate someone else to participate in the workshop if this person has decision-

Share evaluation folder in google drive

The IB and College

Advanced standing
The Good News Letter
IBMA College Fair
Credit Policies
IB transcripts in July

Subject Briefs - on ibo.org (public site)

Language and literature
Language A: literature SL/HL
Language A: language and literature SL/HL
Literature and performance SL

Language acquisition
Classical languages SL/HL
Language B SL/HL
Language ab initio SL

Individuals and societies
Business management SL/HL
Economics SL/HL
Geography SL/HL
Global Politics SL/HL
History SL/HL
Information technology in a global society SL/HL
Philosophy SL/HL
Psychology SL/HL
Social and cultural anthropology SL/HL
World religions SL

Sciences
Biology SL/HL
Chemistry SL/HL
Computer Science SL/HL
Design technology SL/HL
Environmental systems and societies SL
Physics SL/HL
Sports, exercise and health science SL

Mathematics
Further mathematics HL
Mathematical studies SL
Mathematics SL/HL

Arts
Dance SL/HL
Film SL/HL
Music SL/HL
Theatre SL/HL
Visual arts SL/HL

The Basics: Calendar of Duties

August/September

- Verify students' schedules (visit TOK classes/meet counselors) IB Student Registry sign-up (mySchool)
- Check Coordinators Notes (share with team)
- Share Subject Reports (how to process?/OCC access)
- Plan meetings (BTSN/data review/Unit Planners)
- Share IB Calendar of deadlines/forms with tchrs.

October -

- Register students (Paper/ManageBac/IBIS)
- Order Past Exam CD

The Basics: Calendar of Duties

November -

- Verify registrations before 11/15
  - Teacher verification / Family verification
  - Renumber candidates (D/A/C)

January -
•Wrap-up EEs / ToK essays
•IA progress check-in
•Schedule requests / recruitment / middle schools?
February -
•eCoursework opens
•Parent meetings for future DP students
•Check / share Coordinators Notes

The Basics: Calendar of Duties

March-

- March 15 - EE/TOK deadline eCoursework upload
- IA / PG requirement (depending on Spring Break)

April-

- Final exam preparation (train invigilators)
- Film/Theatre/Art showcase
- PG / IA due (extended deadlines in p 6)
- Receive and account for exams / store securely

The Basics: Calendar of Duties

May-

- Exams
- College transcript requests / alumni info gathering
- PIN Code Reports
- Graduation regalia / end of year event
- Teachers give feedback on exams
- CAS deadline is June 1

June/July -

- Plan for next school year (update website)
- July 5/6 - score release to you / students
- IA feedback - share results with staff
- Data review