IBMA Programme Evaluation Highlights

Jim Rossi and Kip Malinosky
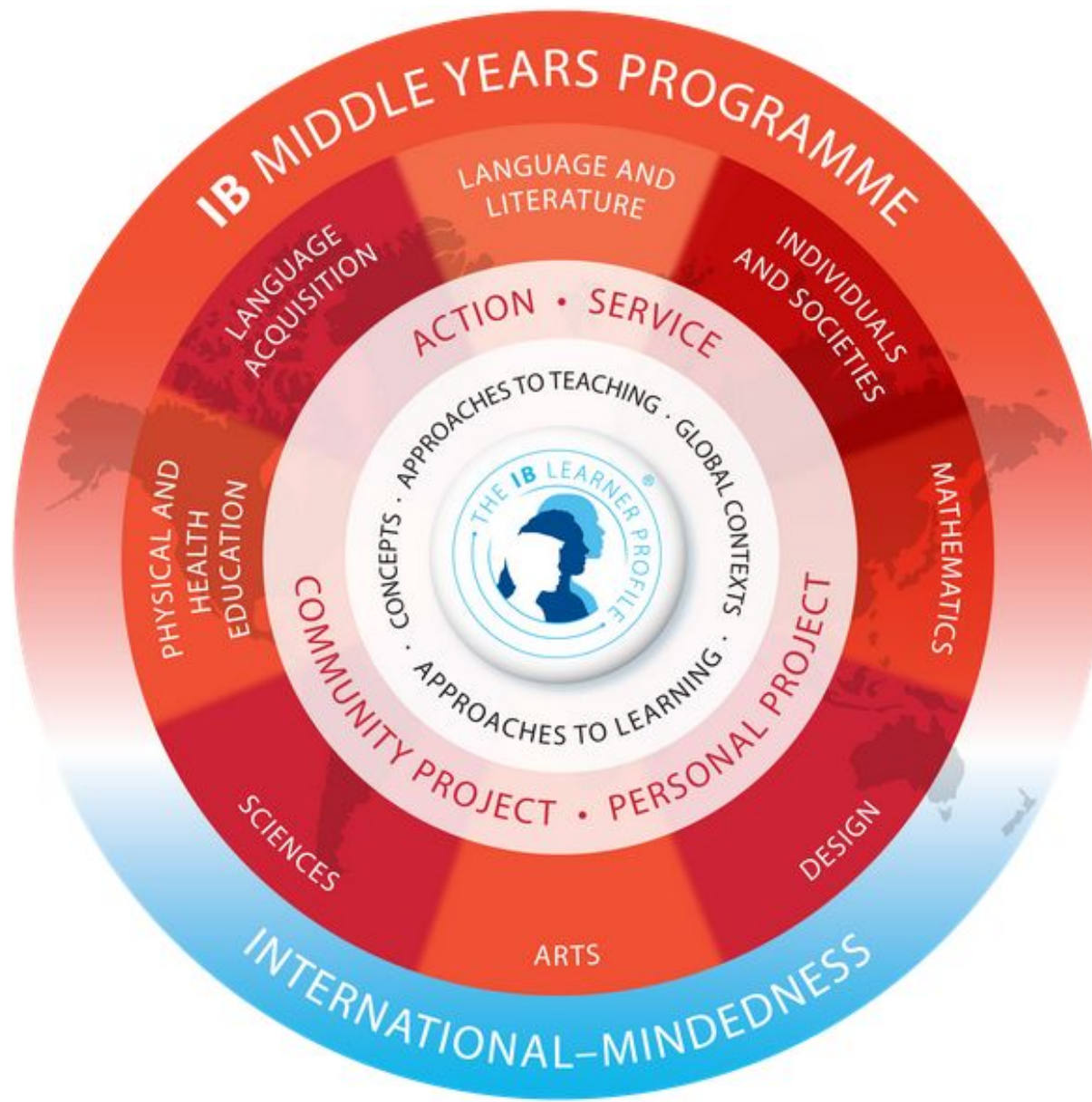## September 23, 2022

Agenda

- Big Picture Programme Evaluation

- Action Plan and Self-Study

- Subject Overviews and ATL Chart

- BQC, Policies, and Interdisciplinary Units
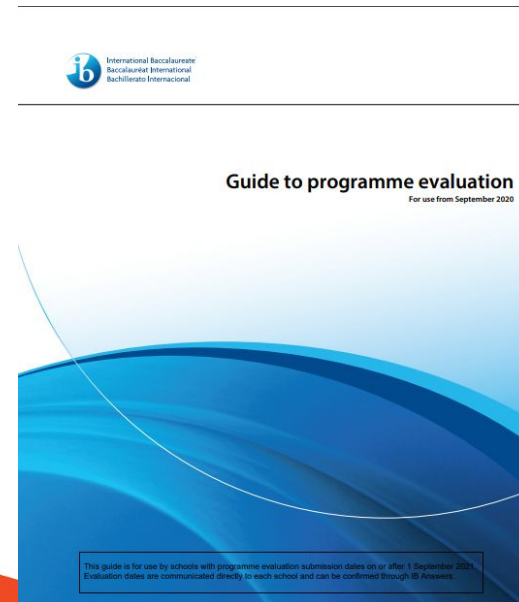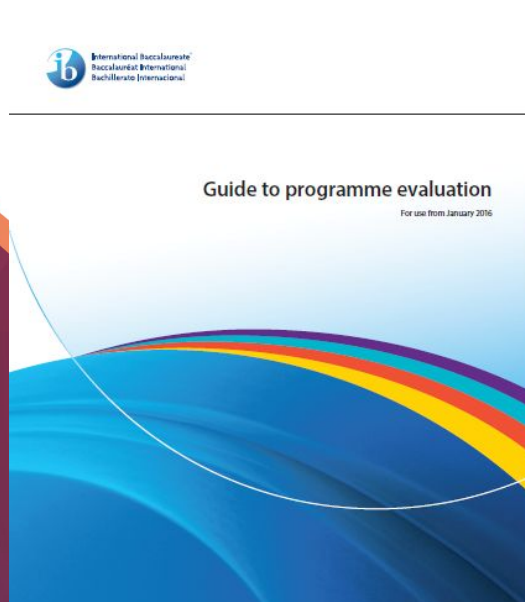
- Questions and Answers

IB Mission Statement

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**.
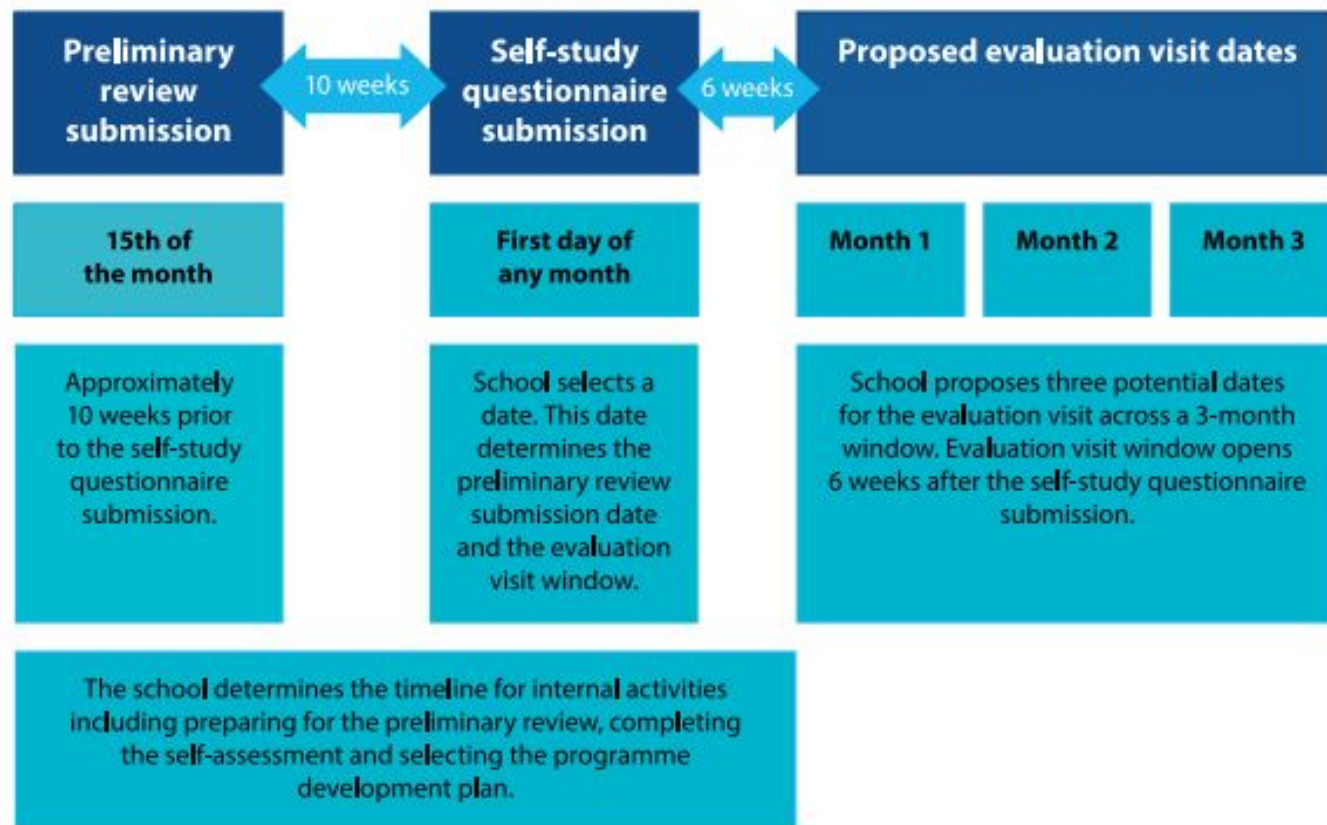
Overview Programme Evalution

Time frame for programme evaluation

Schools are evaluated every five years after authorization or the previous evaluation.

- The IB notifies the school approximately 18 months before the academic year in which the evaluation is scheduled.

- The school considers its school calendar and selects the date for submission of the self-study questionnaire which determines the preliminary review submission date and the window for the evaluation visit.

Figure 1

Time frame for programme evaluation

Preliminary review submission	← 10 weeks →	Self-study questionnaire submission	← 6 weeks →	Proposed evaluation visit dates		
15th of the month		First day of any month		Month 1	Month 2	Month 3
Approximately 10 weeks prior to the self-study questionnaire submission.		School selects a date. This date determines the preliminary review submission date and the evaluation visit window.		School proposes three potential dates for the evaluation visit across a 3-month window. Evaluation visit window opens 6 weeks after the self-study questionnaire submission.		

The school determines the timeline for internal activities including preparing for the preliminary review, completing the self-assessment and selecting the programme development plan.

Programme Evaluation Process

Programme evaluation process

School activities
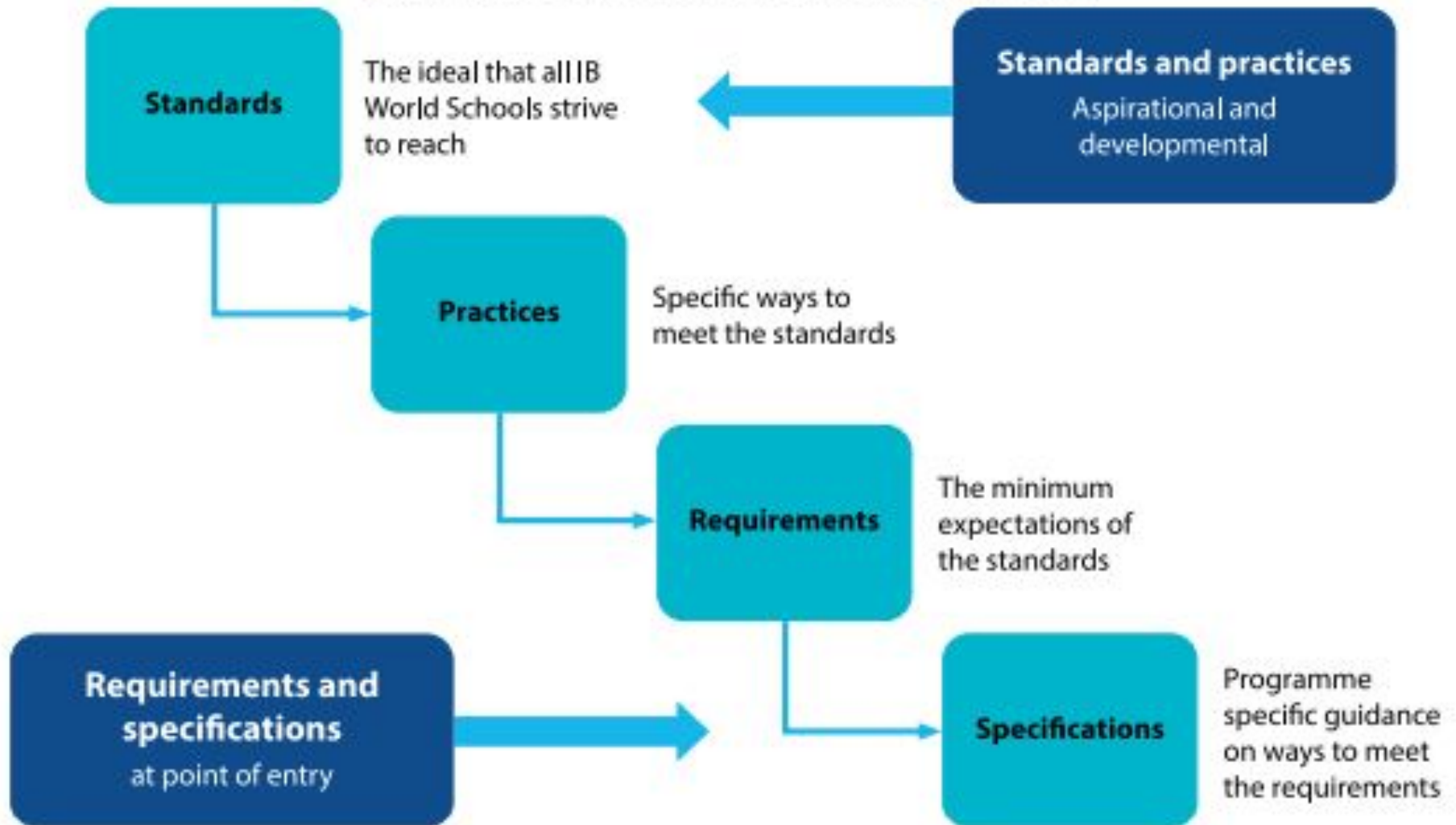
I. Prepare for preliminary review

II. Conduct self-study and submit questionnaire

    a. Complete self-assessment

    b. Select programme development plan

Preliminary review → Evaluation visit or DP evaluation reading → Evaluation report → School action/ next steps →

Standards, Practices. . . Defined

Figure 5

The categories of the standards and practices framework

Standards — The ideal that all IB World Schools strive to reach

Standards and practices — Aspirational and developmental

Practices — Specific ways to meet the standards

Requirements — The minimum expectations of the standards

Requirements and specifications — at point of entry

Specifications — Programme specific guidance on ways to meet the requirements

Key points to emphasize:

- Open-mindedness and respectful communication and everyone shares documents

- We need to be ready to share documents and videos

- For virtual visits, Maximum of 6 people in the interviews

- Make sure the tech works

Questions for school leaders and the pedagogical leadership team

- Can you tell us more about how the school identified the area of focus?

- Was there input from other stakeholder groups or was it a leadership decision? How did staff/parents/the governing board respond?

- What will you or have you done with the learning from your engagement?

- Would you label it a success? If so, why? If not, what accounts for that?

- What aspects of the process would you repeat in future efforts? What would you do differently?

- What structures or processes does the school use to manage change?

- How does the focus for the IB programme development align with the larger strategic goals for the school?

- Are there other areas of programme development that you would like to share with the team?

- What would you say are the biggest successes for the IB programme(s) in the school during the last five years? What led to those successes?

- What are, or have been, your biggest challenges? How have those had an impact on the programme(s)? How did, or how will, the leadership address those?

Questions for Teachers

• What has your role been in the school's [fill in] area of focus?

• We have seen the summary and the examples of the impact the work has had on students. Is there anything further you would like to share regarding the impact of the work in this area on the student experience?

• What have been your biggest successes in the programme over the last five years? What accounts for that Success?

• What are the biggest challenges regarding programme implementation that you face, or have faced, in your role? How will you, or did you, address those?

• What would you identify as areas for the school to focus its programme development efforts? What outcomes would you like to see?

Action Plan and Self-study:
Learner Profile, International-Mindedness and Service

Action Plan Addresses Every Practice

TJ IB Action Plan

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Objective/Practice	Where we are now	Actions	Date to be achieved	Person/group responsible for achieving this objective	Evidence of achievement or of progress towards achievement of the objective	Budget Implications	Coordinator next actions
LEGEND: Yellow = Completed by June 2020; Light Green = To work on in Fall 2020; Orange = Recommendations from 2015 Evaluation Report							
Section A: Philosophy							
Standard A							
The school's educational beliefs and values reflect IB philosophy.							
A 1. The school's published statements of mission and philosophy align with those of the IB.	Completed	The mission statement is introduced at each faculty/leadership meeting	Ongoing	Leadership team	Included in the agenda	None	-
	Initiating	Translate the missing statement into languages	Jul 20	IB Coordinator	Posted on the website and given as a poster for all classrooms	None	Email Stella, and post on the website
	Completed	Include in TA Lessons for August	Jul 20	IB Coordinator	TA lessons in Canvas and Google Docs; have students make a design for the mission statement in different languages	None	Plan TA Lessons
A 2. The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.	Initiating	Ensure new staff have an IB briefing	September 30	IB Coordinator	Presentation and Discussion	None	Follow up with Hanson
	Initiating	Mr. Malinosky included on interviewing new hires	March 20	IB Coordinator	Calendar invites	None	Ready to ask questions
	Completed	Mr. Malinosky, Ms. Jordan and Mr. Hanson have all attended Cat2 and Cat3 trainings.	June 24	IB Coordinator and Assistant Principal	Record of completion	None	Attended training
	Completed	Mr. Malinosky, Ms. Boggan, Mr. Hicks, Ms Bennett and Mr. Hanson to attend IB Assessment training in SC	February 15	IB Coordinator and Principal	Record of completion	Operational funds	Attended training
	Pending	School Progresive Improvement Plan linked to IB Action Plan	Sept 30	IB Coordinator and Principal	School PIP	None	Update school PIP
A. 3. The school community demonstrates an understanding of, and commitment to, the programme(s).	Ongoing	IB Newsletter	Monthly	IB Coordinator	IB Newsletter emailed biweekly	None	Write it every other week
	Completed	Send IB Newsletter to the community	Monthly	IB Coordinator	PTA Meetings and Coffee, & IB Workshop nights	None	Coordinator will attend meetings
	Completed	Schedule Parent Night for IB Assessment	Jan 21	IB Coordinator	Agenda ready and Presentation		
	Scheduled	International Night	May 3	IB Coordinator	Invite student input for the event	None	Help plan the big night
	Pending	IB Newsletter to the community	Sept 20	IB Coordinator	IB Newsletter emailed monthly	None	Done through December
A 3a. The school ensures that all staff,	Completed	Community Project Presented at grade level meetings	Sept 19	IB Coordinator	Google presentation slides	None	Done
A 4. The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.	Completed	Each month has a Learner Attribute theme	Ongoing	IB Committee	The theme for each month is in the master calendar	None	Plan TA lessons
	Ongoing	Teachers monthly recognize students based on all 10 attributes of the Learner Profile	Ongoing	Emily Larson & IB Coordinator	Recognized students are here.	$300 was spent for T-shirts for winning students	Help choose winners
	Ongoing	Ensure that international-mindedness is incorporated into unit plans	Ongoing	IB Committee	Subject area overview includes a column for international-mindedness	None	Request unit plans through CLTs that focus on International Mindedness
A 5. The school promotes responsible action within and beyond the school community.	Initiating	Service learning is incorporated into at least one unit plan in each subject	Ongoing	IB Committee	In unit planners found in the subject overview	None	Review calendar of service activities for next year
	Initiating	Students regularly choose and record hours for service learning, update for next year	August 2020	IB Committee	TA lessons incorporate service learning and Community Project reflections	None	Send out reminders about service lessons & community project lessons
	Initiating	Do an action every quarter, usually IS	Jan	IB Coordinator	Talk with Siegel	None	They are on the calendar
	Initiating	Write the latest about the garden	Sep	IB Coordinator	Donations to of food	None	Talk to Reidy
	Initiating	Service learning translated into different languages	Jan	IB Coordinator	Focus on the Bahaman recovery	None	
	Initiating	Need to ask student council Service Organizations	Feb 10	IB Coordinator	Working with ASPAN and AFAC on service opportunities	None	Call service organizations
A 6. The school promotes open communication based on understanding and respect.	Initiating	School makes regular use of recognizing IB Learner Profile, check in with Ms. Larson about Yellow Jacket Recognition	Ongoing	IB Committee	Students will be recognized during the school news and in the Newsletter	$150 T-Shirts	Ongoing
	Initiating	Open office hours for studnets	Ongoing	School	Schedule	None	Provide Evidence
A 7. The school places importance on	Completed	Language learning is incorporated in every subject unit plans	Ongoing	IB Committee	Included in the unit plans, often in the Approaches to Learning section. Included in the subject area overview	None	Follow up on requesting unit plans

IB Newsletter to Communicate about Learner Profile, International-Mindedness, and Service Learning

Points to Consider on the Self-Study

- Start early - 15 months in advance

- Decide with a committee which questions to ask which stakeholders

- Survey teachers, students, staff and community members

- As a committee decide on the ratings for each practice

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Assessing the practices - 2020

Highly developed: The practice is systematically developed and effectively implemented; all relevant members of the school community fully understand the practice; the practice is fully integrated into all relevant school processes.
Developed: The practice is generally developed and implemented; most members of the school community understand the practice; the practice is integrated into most school processes.
Developing: The practice has been partially developed and implemented; some members of the school community show some understanding of the practice; the practice is integrated into some school processes.
Requirement in place: Yes or No

Assessing and reporting the standards:

Shows notable development: This option should be selected when most or all of the practices within the standard are highly developed.
Shows satisfactory development: This option should be selected when most or all of the practices are developed beyond meeting the requirements.
Offers opportunity for further development: This option should be selected when all requirements are in place for the practices within the standard, but there is no evidence of further development of the practices beyond the requirements.
Requires significant development: This option should be selected when there are requirements that are not in place within this standard.

Part 2: Programme Development

Examples

- IB learner profile
- Learner agency
- Service/action
- Academic integrity
- Approaches to learning

- Approaches to teaching
- Planning and documenting curriculum
- Access and equity
- Learning diversity
- Multilingualism

- International-mindedness
- Well-being
- Leadership
- Learning environments
- Technology

Part 2: Programme Development

Part 2: Programme development

Part 2 of the self-study questionnaire asks the school to evidence an aspect of the programme that the school has developed during the period under review. The school shares the planning, implementation, analysis and reflection on the programme development efforts undertaken.

Use of this template is not required but is encouraged. Schools may modify this template or develop their own templates, including the aspects of the process, detailed in the *Guide to programme evaluation*.

Focus of programme development

What question does the school want to answer? What challenge is the school facing? What goal does the school want to achieve? We will focus on developing the IB Learner Profile through teaching the Approaches to Learning skills and using the MYP Assessment criteria.

Rationale

Briefly summarize the reasons the school selected this focus for programme development. Our mission is to educate our students for a better world. Explicit teaching of the Learner Profile will help students become better internationally minded citizens. By focusing on the Learner Profile, we give the students agency in deciding which attribute they most need to develop. Our teachers will be able to teach these attributes by developing specific Approaches to Learning skills to set students up for success on with assessment tasks based on the MYP Criteria. Furthermore, we know from our 2020 Evaluation Report that we need to further develop international-mindedness and Approaches to Learning skills as part our coherent curriculum. Focusing on the IB Learner Profile will allow us to meet these goals.

	Planning		Reflection	
	Guiding questions and prompts	**School response** Completed at the start of the programme development planning	**Guiding questions and prompts**	**School response** Completed at the conclusion of the programme development activities
IB practices	*Identify one or two practices to answer each question. Select practices from at least two categories of the PSP framework.* • What practice or practices need to be in place for this development to be successful? • What practice or practices identify the people who are responsible for the work? For	**Purpose 3: The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)** **Lifelong learners 2: Students demonstrate and reflect on their continued development of the IB learner profile attributes. (0402-02)** **Purpose 3 – School community**	Indicate if there were any changes to the practices selected and explain why different practices were selected.	

Self-study questionnaire for use during programme evaluation

Subject Overviews and Approaches to Learning Chart

Creating Assessment Maps

Year 3 Objectives/Unit	Reading Like a Writer	Words, Power, and Persuasion	Activism Letter Writing	Finding a Love of Reading	Slam Poetry
		Language and Literature Yr 3 (7th Grade) - English Language Arts			
Summative Assessment	Written Story Pitch	Persuasive Argument Infographic	Realistic narrative to local officials	Thematic Book Project	Written Poems
Criterion A: Analysing					
i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts	X		X	X	
ii. identify and explain the effects of the creator's choices on an audience	X		X	X	
iii. justify opinions and ideas, using examples, explanations and terminology	X		X	X	
iv. interpret similarities and differences in features within and between genres and texts	X		X	X	
Criterion B: Organizing					
i. employ organizational structures that serve the context and intention		X	X		
ii. organize opinions and ideas in a coherent and logical manner		X	X		
iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.		X	X		
Criterion C: Producing text					
i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process.		X			X
ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience.		X			X
iii. select relevant details and examples to develop ideas.		X			X
Criterion D: Using language					
i. use appropriate and varied vocabulary, sentence structures and forms of expression			X		X
ii. write and speak in an appropriate register and style		X	X		X
iii. use correct grammar, syntax and punctuation			X		X
iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy			X		X
v. use appropriate non-verbal communication techniques.			X		X

Column quarter labels: Second Quarter (between Reading Like a Writer and Words, Power, and Persuasion), Third Quarter (between Activism Letter Writing and Finding a Love of Reading), Fourth Quarter (between Finding a Love of Reading and Slam Poetry)

Subject Overview - For all subjects

Linked to the Unit Plans

MYP unit planner

Teacher(s)	Kip Malinosky, Abigail Kaster, Belinda Snell, Rabia Faqih, Rachel Von Elmendorf	Subject group and discipline	Physical Science		
Unit title	Energy	MYP year	3	Unit (hrs) / month	September

Inquiry: Establishing the purpose of the unit

Key concept [choose one]	Related concept(s) [choose two]	Global contexts [and exploration]
Change	Energy, Forms	**Globalization and sustainability** Consumption, conservation, natural resources and public goods

Statement of Inquiry [key concept + related concept + global context exploration]

Communities must change how they consume and generate forms of energy in order to conserve natural resources and be sustainable.

Inquiry questions (Background on good inquiry questions)

Factual—Can use starter, "What. . ."	Conceptual—Can use starter, "How. . or "Why. . ."	Debatable—Can use starter, "Could. . . I. . . Should. . . or Do. . ."
• What everyday examples of energy transformations can be identified and described around you? • What are the factors that determine quantities of potential and kinetic energy? • What are the six different forms of energy? • What is the product of all energy transformations? • What are the three ways by which thermal energy is transferred? • What is the difference between heat and temperature?	• How do scientists classify sources and forms of energy? • How do different forms of matter and energy affect a substance? • How does the composition of a material affect heat transfer and influence its uses/applications? • How is electricity generated and used in Virginia? (research)	• Which energy resources are best suited to a given community? • Which energy sources are sustainable for Virginia?

Subject Overview - For all subjects

Sciences											
Unit	Key Concepts	Related Concepts	Global Contexts	Statement of Inquiry	Objectives & Strands	ATL Skills	Content	Summative Assessment(s)	Learner Profile	International-mindedness	Service Learning
Classification	Relationships	Form, Function, Patterns	Scientific and Technical Innovation	Relationships and patterns identified amongst organisms provide evidence that allows the natural world to be classified using human-made systems.	A: i., ii., iii. D: i., ii., iii,. iv.	Communication, Social, Self-Management and Research and Thinking Skills	SOL Science Life Science objectives: 4	Classification foldable	Communicators		
MYP Year 3 (8th Grade) Science 8											
September											
Energy	Change	Energy, Forms	Globalization and sustainability: Consumption, conservation, natural resources and public goods	Communities must change how they consume and generate forms of energy in order to be sustainable.	D: : i., ii., iii., iv	Communication and Research Skills	SOL Science Physical Science objectives:	Letter to Local Officials (D)	Communicators		Write a letter to someone relevant- inform them of Arlington's Energy Plan
October											
Atoms	Relationships	Forms, Model	Scientific and Technical Innovation: systems, models and methods	Humans conduct investigations and develop models to understand the relationship between subatomic particles and an atom's form.	A: i., iii.	Communication and Thinking Skills	SOL Science Physical Science objectives: 2a-c	Atoms Unit Test (A)	Thinkers	Study of scientist around the world, their contributions to the atomic theory, and how these contributions helped advance our current knowledge of atoms.	
November											
Measuring Matter	Change	Evidence, Patterns	Scientific and Technical Innovation: systems, models and methods	Scientists discern patterns when they investigate the process of change using methods and evidence to understand nature.	A: i., ii., iii. B: i., ii., iii., iv. C: i., ii., iii., iv., v.	Communication and Thinking Skills	SOL Science Physical Science objectives:	Describing Matter and Its Changes Test (A) Independent Project (B, C)	Inquirer	Extreme weather across the world	
Decemeber											

ATLs in the Unit plan

Approaches to learning (ATL) Chart for Jefferson and Social Emotional Skills (Consider choosing two categories) -

Skills Category	Skill Cluster	Skill Indicator (choose from your subject area)	Details and Skill Strategy(ies) (Tools for teaching ATLs) In order for students to (Objective and strand) they must (ATL skill indicator). Explicitly taught skill strategy (consider connection to another subject):
Communication	Communication	Students will use a variety of speaking techniques to communicate with a wide variety of audiences. (Winds of Change Assessment- Criterion D)	We will develop and adhere to meeting norms and explicitly teach students how to communicate in MS Teams meetings. We will give students the opportunity to practice raising their hand, respond to questions in the chat, reply to others, etc. We will teach students to mute their mics when not in use to practice active listening skills. We will discuss, model, and reinforce the expectations of communicating for different purposes (ex: informal in the chat, professional/scientific when communicating about science on the assessment).
Social	Collaboration		
Self-Management	Organization		
	Affective		
	Reflective		

Research	Information Literacy		
	Media Literacy		
Thinking	Critical Thinking	Students will think critically about the thermal energy experiment to recognize problems (errors), identify trends, and draw conclusions. (Thermal Energy Assessment- Criterion C)	Throughout the unit, we will teach students how to draw conclusions from graphs, data tables, and simulations by looking for trends. We will use video clips and science articles to teach students how to analyze data and draw conclusions from experiments. For the assessment, students will observe an experiment conducted by their teachers, analyze data, and draw conclusions about which material is the best insulator for a cup of hot chocolate. Furthermore, students will be able to recognize how errors affected the results and draw conclusions about how the experiment could be improved.

Approaches to Learning Chart

Subject Area: Mathematics			
Approaches to Learning (ATL) Clusters/Categories	MYP Year 1 (6th grade)	MYP Year 2 (7th grade)	MYP Year 3 (8th grade)
Communication	Which units will explicitly teach these skills?		
I. Communication skills			
	Exchanging thoughts, messages and information effectively through interaction	Math 6 - Decision Making	Math 7 - Slope and Linear Functions	Algebra - Systems of Equations
How can students communicate through interaction?	• Give and receive meaningful feedback			Geometry - Geometry Basics and Logic
	• Use intercultural understanding to interpret communication			Geometry - Quadrilaterals
	• Use a variety of speaking techniques to communicate with a variety of audiences			
	• Use appropriate forms of writing for different purposes and audiences		Pre-Algebra - Data and Statistics	Algebra - Polynomials and Factoring
	• Use a variety of media to communicate with a range of audiences communication		Pre-Algebra - Probability	Algebra - Quadratics
	• Interpret and use effectively modes of non-verbal			
	• Negotiate ideas and knowledge with peers and teachers			
	• Participate in, and contribute to, digital social media networks			
	• Collaborate with peers and experts using a variety of digital environments and media			Geometry - Coordinate Geometry and Transformations
	• Share ideas with multiple audiences using a variety of digital environments and media			
How can students demonstrate communication through language?	Reading, writing and using language to gather and communicate information			Geometry - Parallel Lines
	• Read critically and for comprehension			
	• Read a variety of sources for information and for pleasure			
	• Make inferences and draw conclusions		Math 7 - Quadrilaterals	Algebra - Geometry
	• Use and interpret a range of discipline-specific terms and symbols			
	• Write for different purposes			
	• Understand and use mathematical notation		Math 7 - Powers of 10 and Scientific Notation	Geometry - Area and Volume
	• Paraphrase accurately and concisely			
	• Preview and skim texts to build understanding			
	• Take effective notes in class			
	• Make effective summary notes for studying		Pre-Algebra - Real Numbers, and Coordinate Plane and Transformation	Geometry - Circles

Using BQC Feedback

Unit Planner Elements	1	2	3	Summarized Review Comments	
Inquiry Questions:		X		"What can we infer about the motivation for the current set of rules for this society?" it may be beneficial to rephrase it in more student-friendly language and/or to divide it into smaller questions.	
Objectives and strands:				MYP year 3 language and literature objectives are identified: A i, ii, iii; B i, ii, iii; D i, ii, iii, iv, v	
Summative Assessment Task:	X			It may be beneficial to further clarify how this task allows students to demonstrate objectives Bii and Biii. Based on the details provided, it is unclear how they will have an opportunity to "organize opinions and ideas in a logical manner," or use reference and formatting tools to create a presentation style suitable to the context and intention." –Consider using GRASPS	
Approaches to Learning:	X			providing clear and detailed descriptions of the specific learning activities and strategies that will be used to support students in mindfully developing and practising the identified skills.	
Content and Standards:	X			Fully developed by including clear descriptions of the full range of disciplinary knowledge, concepts and skills	
Learning experiences/ teaching strategies	X			Consider: • how students' prior learning is assessed or utilized, • when and how the "big picture" inquiry questions are explored, • when and how the key and related concepts "self-expression" and "point-of-view" are specifically explored, • when formative assessments of student progress in the objectives occur, • when the approaches to learning skills are taught and/or practised.	ELA 8
Formative Assessment	X			Provide opportunities for students to practise communicating their learning and receiving explicit feedback on their strengths and growth areas.	
Differentiation		X		• How could the content be differentiated to allow for multiple entry points and levels? • How could the learning engagements be expanded to accommodate a wider variety of learning needs and preferences? • How could the assessment tasks be more open-ended to allow for differentiated demonstrations of learning? • How could learning differences be used to promote consideration of a range of perspectives and skills? • How could the unit's content, process and product be differentiated to provide support for student language	
Resources	X			• resources which provide both learning support and learning extension, • bibliographic references to print resources such as books, magazines, • URL addresses for digital resources such as websites, blogs, videos, apps, • names of guest speakers from the school or wider community, • community environments.	
Reflections		X		In prior-to-teaching, information about how students' prior learning is determined and incorporated -In during teaching consider what is going well and not, what lessons may need to be modified -After teaching consider, a reflection on data analysis and standardization	

School culture and the IB MYP curriculum framework

October	September	October	September
Inclusion policy	**Assessment policy**	**Language policy**	**Academic integrity policy**
Will all students be able to **access** the IB MYP curriculum framework?	Will all students be able to **demonstrate** the progression of their learning both conceptually and contextually?	Will all students have the opportunity to **develop and acquire** languages to show that the school recognizes multilingualism as a fact, a right and a resource for learning?	Will all groups (students, teachers, parents) be able to **articulate** their responsibilities related to academic integrity, reflecting honesty, fairness, respect and responsibility?

Inclusion Policy

• identifies all legal requirements

• outlines the structure and process it uses to comply with legal requirements

• describes the rights and responsibilities of all members of the school community has been reviewed within the last five years

• clearly states the school's vision for implementing inclusive IB programmes.

Assessment Policy

- clearly states the school's philosophy

- is aligned with the IB philosophy concerning learning and assessment

- describes the rights and responsibilities of all members of the school community

- states what constitutes good assessment practice

- has been reviewed within the last five years.

Academic Integrity Policy

• makes the school's philosophy clear and is aligned with IB guidelines

• describes the rights and responsibilities of the school community

• articulates responsibilities for teaching a variety of practices related to reflects its five fundamentals, honesty, trust, fairness, respect, and responsibility

• clearly states what is good practice, what is misconduct, and what actions are to be taken if there are transgressions

• has been reviewed within the last five years.

Language Policy

• recognizes that all teachers are, in practice, language teachers with responsibilities in facilitating communication

• outlines how students are to learn at least one language in addition to their home/personal language(s)

• describes how the development and maintenance of the home/personal language(s) for all learners is to be supported

• ensures that there are practices in place to provide inclusion and equity of access to the IB programme(s) offered by the school for all learners, including those who are learning in a language other than their home/personal language(s)

Language Policy (continued)

• ensures support for multilingualism, which is required to support multiliteracies

• describes how the language(s) of the wider community are respected and promoted

• recognizes that administrators, teachers, librarians and other school staff will require professional development (PD) in the fields of language learning and teaching, and on how to make sure the language policy becomes a working document

• considers what resources and practices are to be used to involve parents in planning their children's language profile

Using the IB Learner Profile Attributes

Overview: Students will assess their knowledge of and confidence using the IB Learner Profile Traits via a Google Form in TA. The SMART Goal will be based on this initial self-assessment and be focused around the grade level's overall lowest ranked IB traits.

Step 1: These SMART goals are based on data from the students' IB trait self-assessment surveys administered through TAs.

Step 2: You will be responsible for implementing TA lessons and incorporating target learner profile traits into your course's units of study.

Step 3: Schedule a time for your content supervisor to join your content CLT for a discussion around the SMART goal and what lessons/units can help address the target learner profile trait. This will count as the required SMART goal meeting with the content supervisor.

IB Learner Profile in Action

Inquirers (6th Grade)	• Use factual questions that include abstract ideas: How does the volume of a quantity differ from its area? What are systems? What are the rules? What is a revolution? • Use conceptual questions: What can I learn from a myth? How can art change a society? • Use debatable questions: When is form more important than function? How do advertisements influence behaviors? *More examples here* • Share rubrics (often criterion B) with students that define the highest levels of achievement well in advance of a summative task.
Knowledgeable	• Use concepts "big ideas" together: Ask students how concepts are related to each other (What is the relationship between change and communication?) at the beginning and end of the unit. • Share rubrics (often criterion A) with students that define the highest levels of achievement well in advance of a summative task. • Connect subjects to local or global issues.
Thinkers	• Share rubrics (often criterion C or D) with students that define the highest levels of achievement well in advance of a summative task. • Use visible thinking routines in class • Approaches to Learning thinking skills
Communicators (7th Grade)	• Share rubrics (often criterion C) with students that define the highest levels of achievement well in advance of a summative task. • Use Jefferson's reading and writing strategies. • Provide support for students who are English Learners with language and content objectives or who want to also learn in their own language. • Approaches to Learning thinking skills (Communication skills)
Principled	• Use our Academic Integrity Policy including personal affirmation statements. • Teach Approaches to Learning Affective Skills including persistence and delayed gratification (more resources here and even more here).
Open-minded	• Ask students to tell their stories and develop their interests. • Bring in diverse (articles from Teaching Tolerance) and international perspectives Google World News.
Caring	• Find was to incorporate service-learning into your lessons (letters to officials, food donations). • Teach Approaches to Learning social skills practicing empathy.
Risk-Takers	• Give students lots of formatives assessments where they can practice new skills • Teach Approaches to Learning affective skills bouncing back after failure
Balanced (8th Grade)	• Differentiate by content, product, and process to balance instruction. • Teach Approaches to Learning self-management organizational skills.
Reflective	• Share rubrics (often criterion D) with students that define the highest levels of achievement well in advance of a summative task. • Teach Approaches to Learning self-management reflective skills.

Putting it all together

Interdisciplinary Units

Yr	Subject	Subject	Purpose
1	Language & Literature	Sciences	To create and science project and learn research skills
2	Language & Literature	Individuals & Societies	To write letters to elected officials to advocate for change.
3	Language & Literature	Sciences	To promote greater use of sustainable energy in Arlington.

MYP Networking sessions

- Inquiry
- Balancing assessment
- Interdisciplinary unit planning
- New coordinators
- PHE