

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

1. What strategies or resources do you use for planning and or creating units of inquiry? #inquiry #IBMAflashchat

- 1) Use UN Sustainable Goals as a concept to teach in MYP units (teachsdgs.org)
- 2) Managebac
- 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 —> Why are we doing this?

- 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

PRC on MYIB

After school planning time on a regular basis

PD (in house) modeling inquiry

Starting with School/County curriculum (build from there)

1. What strategies or resources do you use for planning and or creating units of inquiry? #inquiry #IBMAflashchat

- Lynn Erickson Framework
- TED Talks
- The Power of Inquiry by Kath Murdoch

How do you encourage student action and agency in the classroom?

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

- Follow students
- DP Core requirements
- MYP Bringing Voices together to talk abt how we are extending action w/in the unit.
- Building it into the Classroom
- Created student-^{led} ~~lead~~ honor council
- Trusting students & giving opportunity
- Allowing students to learn from bad Choices
- Looking for natural connections that lead to action
- Building self-advocacy in students

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

- Student Reflection
 - Formative Assessment - peer editing
 - Work w/ Teachers to recognize different types of Actions
- Use of Learner profile
- Push GRASPS → Range of Summ. Assessments
- Authenticity → Building through learning
- Connect Personal Project to class content (MYP)
 - Daily IB Spotlights → Helps teachers see
 - (CP) Connect to Service Learning → Career path
- MYP. Building Authentic Service
- Recognizing teacher + student Action throughout the year.

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A) Juliani \approx John Spencer engagement
empowerment

Agency is the 'driver' of unit

↳ explicit

↳ in expected outcomes

Must be in summatives $\left\{ \begin{array}{l} \text{voice} \approx \\ \text{choice} \end{array} \right.$

Using structured choice & skill/
concept based rubrics (w/ content address)

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

- 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

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- 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)

- 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?

3. Which strategies have been effective in bolstering reflection? #reflection #IBMAflashchat

- 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

3. Which strategies have been effective in bolstering reflection? #reflection #IBMAflashchat

Teacher

- Work through inquiry ~~cycle~~ cycle in PLC's
- Using the reflection section of the unit planner
- Using Evaluating MYP unit plans to reflect
- Building a school culture of Social + Emotional learning using ATL's
- Peer visits to provide feedback on teaching practices

Student

- Developing a safe + positive culture in class for reflection to happen.
- Using peers to help promote + inspire feedback
- Modelling + promoting multiple methods for reflection.

3. Which strategies have been effective in bolstering reflection? #reflection #IBMAflashchat

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- collaboration - building a team
- modeling reflection
- faculty work shop
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- school wide focus
- weekly reflection to show growth

- systemic
- make them feel safe so they are authentic. Deep, individualized,
- ~~some~~ 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.

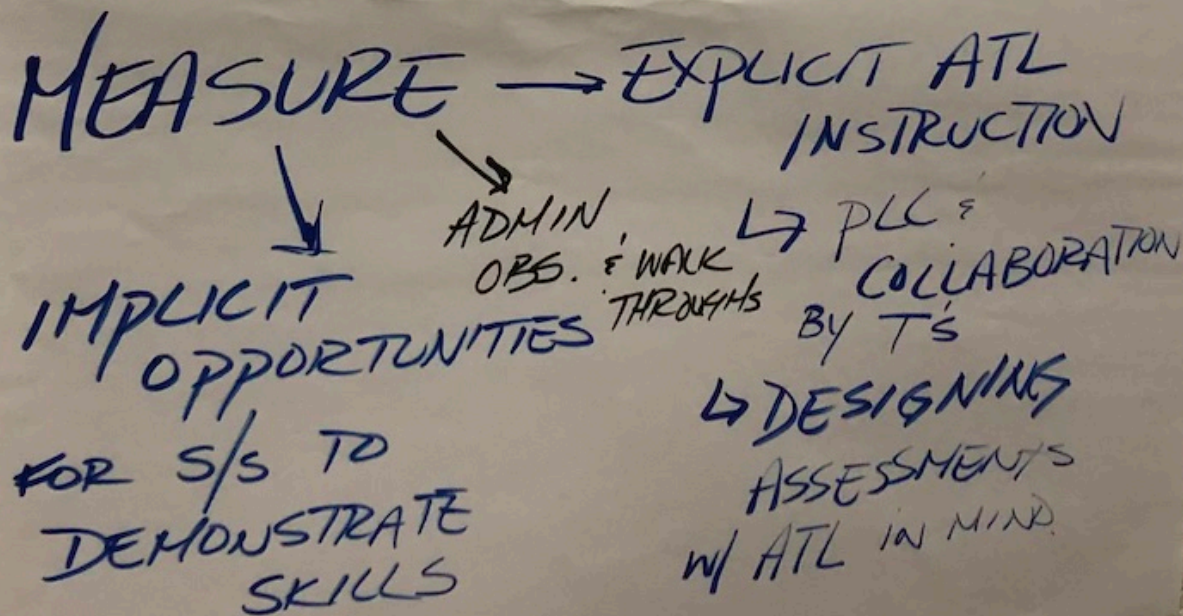
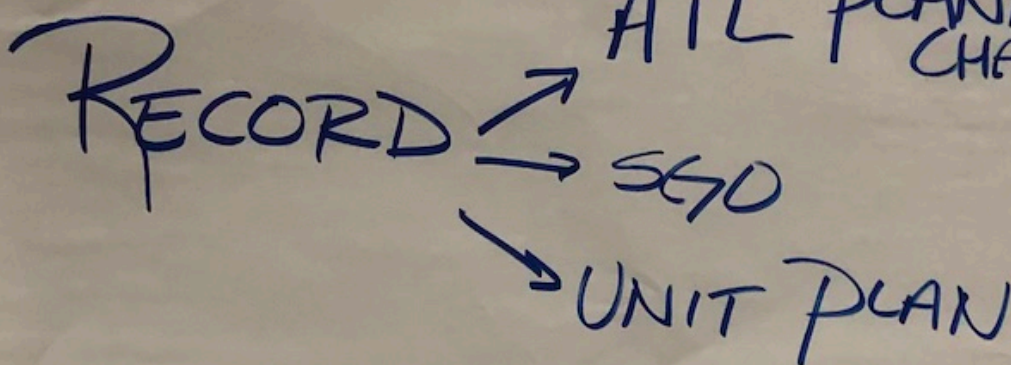
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- brochure style end of unit reflection - reflect on LP, skills
- Seesaw
- Exit tickets
- using deliberate question S/prompts
- teach metacognition
- model metacognition
- provide sentence stems

How do you measure implementation of ATL?

4. How do you measure implementation of ATL?
#ATLimplementation #IBMAflashchat

- RECOGNITION THAT T's & S's USE ATL SKILLS EVERYDAY.
 - DEFINING ATL SKILLS AS A SCHOOL COMMUNITY
- ATL PLANNING CHART



4. How do you measure implementation of ATL?
#ATLimplementation #IBMAflashchat

→ RECOGNITION THAT T's & S's USE
ATL SKILLS EVERYDAY.
→ DEFINING ATL SKILLS AS A SCHOOL COMMUNITY

ATL PLANNING
CHART

RECORD → SKO
→ UNIT PLAN

MEASURE → EXPLICIT ATL
INSTRUCTION

↓
IMPLICIT OPPORTUNITIES
FOR S/S TO
DEMONSTRATE
SKILLS

ADMIN. OBS. & WALK
THROUGHS → PLC &
COLLABORATION
BY T's

→ DESIGNING
ASSESSMENTS
W/ ATL IN MIND.

4. How do you measure implementation of ATL?
#ATLimplementation #IBMAflashchat

- 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
 - stds-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 spread sheet
- Self reporting on unit planners

- Teachers align IB elements including ATL to tasks and share tasks / reflect on alignment in meetings.

RESOURCE:
Google:
IB podcasts
include ATL

- 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.

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#ATLimplementation #IBMAflashchat

- BREAK DOWN - STUDENT-FRIENDLY
LANGUAGE

- OR -

EXPLICIT INSTRUCTION TO ENSURE
PIECES ARE COMMUNICATED WELL

- CONCEPTS

- WORLD APPLICATION ...

→ PLC / COLLABORATION - DEVELOP
TOGETHER...

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How do you engage reluctant teachers?

5. How do you engage reluctant teachers?
#reluctantteachers #IBMAflashchat

- Building personal and professional relationships
- Offering instructional support (ie: 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 & networkings
- Be positive and persistent
- Celebrate what They do well
 - 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 ^{SOL} ~~district~~
- using PBL language as
 ("Jedi" mind trick)
- Affirming that they are ^{same ingredients as other plans} already doing it (Dorothy)
- Daily IB spotlights—
 lots of pics of what
 "inquiry" etc looks like
- Accountability measures—
 bare minimum
- Backwards design for adults
- Putting teachers on teams
- Admin support

5. How do you engage reluctant teachers?
#reluctantteachers #IBMAflashchat

- 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 ~~(MB)~~ (MB)
- Pairs/buddies
 - Sample work, lesson plans, etc. - modeling
- PD Days
- Learning Walks
 - non-evaluative observations
- School-wide collaboration (not just subjects)
- IA 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?

6. How do we deal with constant teacher turnover and prevent teacher burnout? #teacherturnover #IBMAflashchat

- Create consistency
- Create model units beforehand in collaboration w/district educators
- vertical alignment in curriculum
- teams provided
- structured collab 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
 - ↳ meet w/departments
- incentives

* Stop training 1st year

- on weekends
- PLC - once a month for teachers
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★ Stop training 1st year
to school teachers

★ Resources → Open files

- Aides
 - helpful docs
 - online resources
- teachers that leave ask for help.

★ 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.

6. How do we deal with constant teacher turnover and prevent teacher burnout? #teacherturnover #IBMAflashchat

- 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

△ Provide Leadership Opportunities
for staff - (feel valuable)

6. How do we deal with constant teacher turnover and prevent teacher burnout? #teacherturnover #IBMAflashchat

- Leadership is supportive, not just critical/evaluating
- The IB approach has to start at the top
- Open lines of communication
- Meaningful/Facilitate of collaboration
- Recognizing the needs of IB vs State vs County
 - archives of resources
 - unique field experiences/opportunities of teachers outside of IB requirements

6. How do we deal with constant teacher turnover and prevent teacher burnout? #teacherturnover #IBMAflashchat

△ 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)

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How do we prepare staff, students & community for evaluation visits?

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

- 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

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

"We've done one before and..."

- make it a continuous part of } ongoing -
process of being an IB school. A PROCESS not an
EVENT
- use ManageBac 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? #IBevalvisit #IBMAflashchat

- 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".
→ may be able to find on THE GOOGLE.
- Provide questions/mock interviews w/ teachers.
• Use this activity w/ staff
- * • Email trivia question to staff - answers by certain time = (assign groups) Prize !!
- Involve everyone in self-study.

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

- 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? #IBevalvisit #IBMAflashchat

- ① Translate a Key of terminology for county → IB lingo
- ② Mock questions for comfort & practice
- ③ Make staff aware of Action plan (journey)
- ④ Training for all admin/leaders
- ⑤ Binders/digital work samples/unit plans/assessments
- ⑥ USE BQC process ahead of time to help prepare teachers.

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⑧ Coordinator visits PTA meeting

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

⑦ Parent focusgroups - information session

① Involve all stakeholders in the entire process of self study - they will be knowledgeable and invested by time of visit.

② Pair IB teachers w/ non-IB teachers to serve as mentors.

③ Create FAQs or "Welcome packet" for staff members & other stakeholders

④ Teachers using ^{IB} vocab/terminology so common to students

⑤ Students use terms in reflection

⑥ ~~Student~~ IB Student advisors or "ambassadors" PYP