
Are we there yet? a close look at international-mindedness and collaborative planning

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Purpose

Explore the IB programme standards A2 and C2 in depth and plan with colleagues how to help move your school community to higher levels of practice.

Aims/Objectives

- Review why the IB has programme standards and what they are.
- Think about the degree to which standards A2 (international-mindedness) and/or C2 (collaborative planning) are being implemented at your school.
- Talk with IB peers about how to improve your programme practices for standards A2 and/or C2.
- Meet and work with other members of the IB community.

Warm-up:

Why does the IB have programme standards?

Think: Think about the answer on your own.

Pair: Turn to friendly neighbor.

Share: Share your answer with a neighbor.

Why does the IB have programme standards?

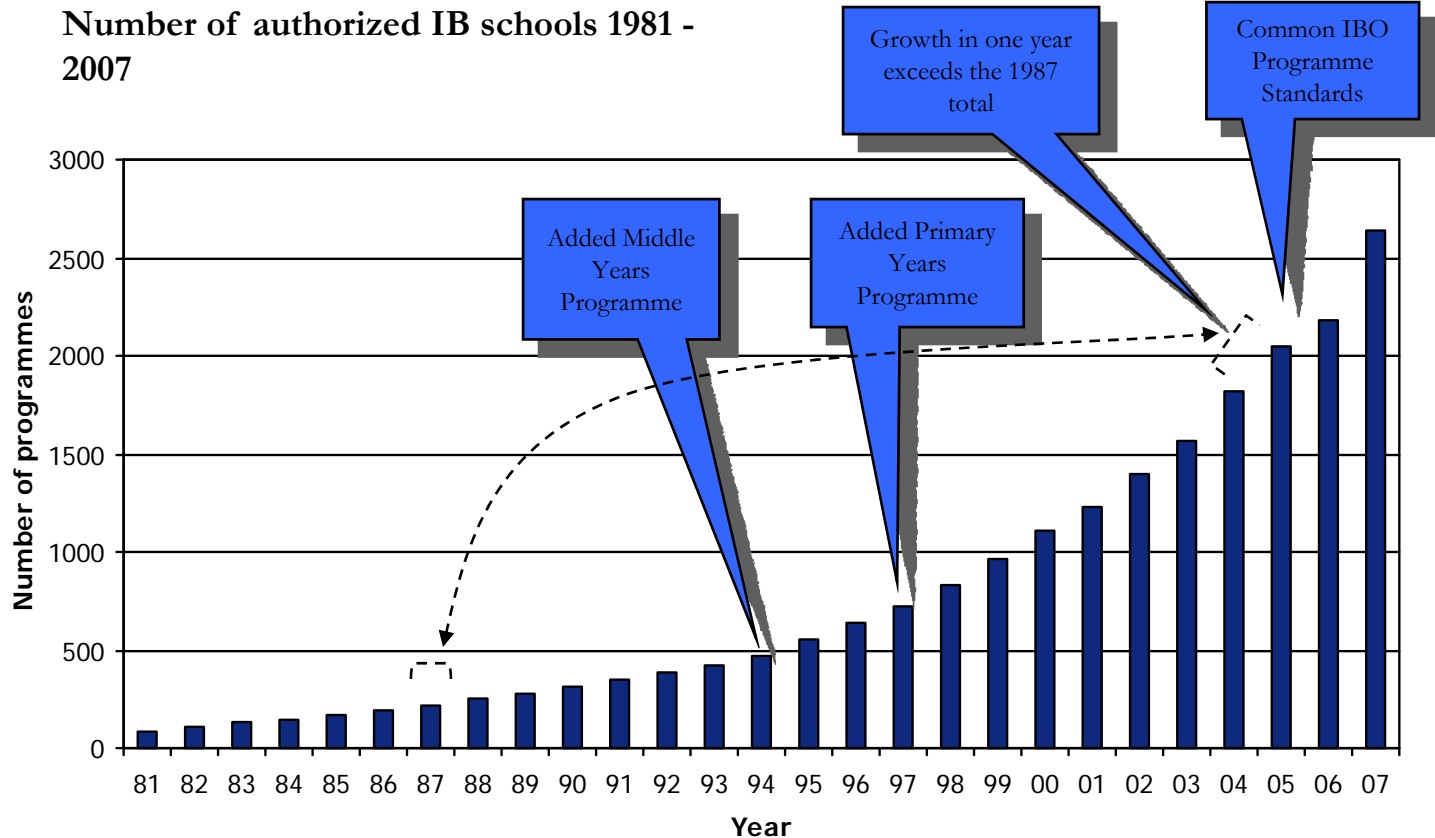
“The IB is aware that for each school, the implementation of an IB programme is a journey, and that the school will meet these standards and practices to varying degrees along the way. Nevertheless, there is a need for the IBO to **ensure quality in the implementation of its programmes.**”

(IB Programme Standards and Practices. 2005.)

Why does the IB have programme standards?

The IB programme standards and practice were created to address the **need** and the **challenge** of maintaining programme quality across an increasingly diverse set of schools.

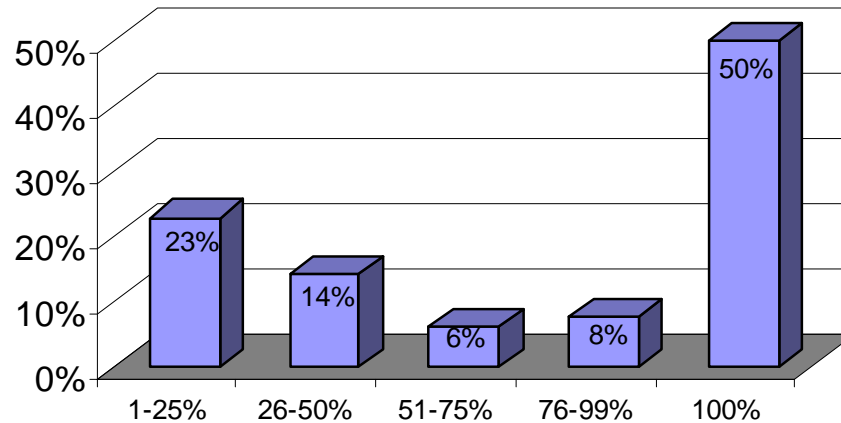
The need: The number of IB World Schools is growing rapidly.



Source: IB (2008)

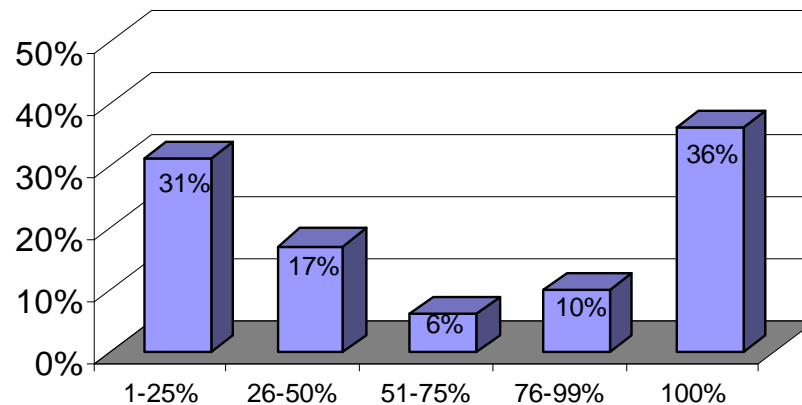
The challenge: Wide ranges of participation across schools.

DP, MYP & PYP schools in all IB regions



In 37% of all schools less than half of students participate in the programme.

DP schools only in all IB regions



In 48% of DP schools less than half of students participate in the programme.

Source: IB (2006)

The good news about the IB standards and practices.

- They are achievable.
- They correlate with research-proven best practice for improving learning.
- You are already doing many of them.
- You can apply them to your whole school.
- They are the basis for your programme evaluation and self-study.

What are the IB programme standards and practices?

4 Sections

Section A: Philosophy

Section B: Organization

Section C: Curriculum

Section D: Student

9 Standards

A1, A2, B1, C1, C2, C3, C4,
D1, D2

174 Practices

Common to all programmes

PYP specific

MYP specific

DP specific

What are the IB programme standards and practices?

Standards	Common practices	PYP specific practices	MYP specific practices	DP specific practices	Total practices
A1	7	0	3	1	11
A2	12	0	0	0	12
B1	22	1	5	3	31
C1	15	11	5	5	36
C2	7	6	3	1	17
C3	10	4	0	0	14
C4	12	3	3	1	19
D1	4	0	4	1	9
D2	4	7	9	5	25
Total practices	93	32	32	17	174

Standard A1

There is close alignment between the educational beliefs and values of the school and those of the programme.

Practices

Common:

1. The school is committed to the principles defined in the IBO mission statement.
2. The school is committed to developing in students the qualities, attitudes and characteristics described in the IB learner profile.
3. There are clear and close connections between the school's published statements of mission and philosophy, and the beliefs and values of the programme.
4. The beliefs and values that drive the programme are shared by all sections of the school community (including students, teachers, administrators, members of the governing body and others, as appropriate).
5. The school is committed to continuous improvement.
6. The school promotes student inquiry and the development of critical-thinking skills.
7. The school provides a climate that encourages positive innovation in implementing the philosophy of the programme.

MYP:

8. The school works to strengthen holistic learning, communication and intercultural awareness within the programme.
9. The school ensures that teachers coordinate the curriculum to develop the areas of interaction, within and across subject groups, so that students acquire an understanding of each.
10. The school ensures concurrency of learning for each student across all subject groups.

Diploma Programme:

11. The school promotes concurrency of learning for each student.

IB programme standards and practices: Philosophy

- A1: There is close alignment between the *educational beliefs and values* of the school and those of the programme.
- A2: The school promotes *international mindedness* on the part of the adults and the students in the school community.

IB programme standards and practices: Organization

B1: The school demonstrates ongoing *commitment* and provides *support* for the programme through appropriate administrative *structures and systems, staffing and resourcing*.

IB programme standards and practices: Curriculum

- C1: A *comprehensive, coherent curriculum*, based on the requirements of the programme and developed by the school, is *available in written form* to all sections of the school community.
- C2: The school has implemented a school-wide system through which all teachers plan and *reflect in collaborative teams*.
- C3: *Teaching and learning* at the school empowers and encourages students to become life-long learners, responsible towards themselves, their learning, other people and the environment, and to take appropriate action.
- C4: There is an agreed approach to *assessment*, and the *recording* and *reporting* of assessment data that reflect the practices and requirements of the programme.

IB programme standards and practices:

The student

- D1: Students learn to choose to *act, and to reflect on their actions*, so they contribute to their *own well-being* and that of the *community and the environment*.
- D2: In the final year of the programme, all students complete a *programme-specific project* that allows them to demonstrate a consolidation of their learning (PYP exhibition, MYP personal project, DP extended essay).

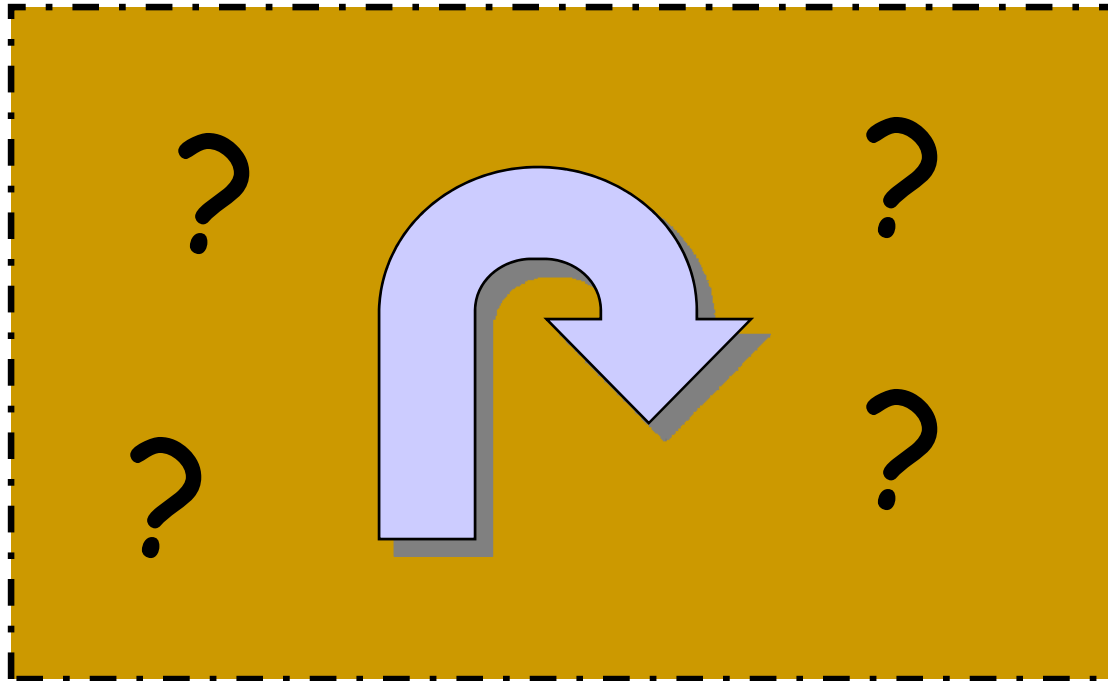
Where did the IB programme standards and practices come from?

- Created by IB teachers and administrators with support from IB staff.
- Developed to help schools during the self-evaluation process.
- “. . . a set of criteria against which both the authorized school and the International Baccalaureate Organization (IBO) can measure success in the implementation of the three programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP) and the Diploma Programme.”
- Set in 2005 and based upon the three separate sets of programme standards that had been in use for a few years.
- Developed based on beliefs about “best practice.”
- Not a result of direct research of IB schools. However, many beliefs of “best practice” align with current or past K-12 school research.

Inherent challenges for the IB programme standards and practices.

- Set broadly to be applicable to a variety of school sites and situations.
- Provides the boundaries but is not a road map.
- Hard to know when you have arrived: “. . . 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.”
- Hard to know what the destination looks like. One set of standards for all schools: new and experienced, large and small, urban and rural, East Coast and West Coast.
- Might not be what schools believed they signed up for to prior to 2005.

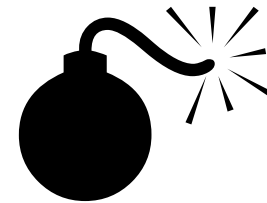
Inherent challenges for the IB programme standards and practices.



The IB standards and practices set the boundaries but do not provide directions on how to get to your destination.

IB programme standards and practices:

Wrap-up



Questions and observations

“There are few instructionally sound reasons for not allowing at least 3 seconds of silence [after an instructor asks a question].”

Using "Think-Time" and "Wait-Time" Skillfully in the Classroom. ERIC Digest. 1994.

IB programme standards sample rubrics:

Origins

- Are your handout packet.
- Developed by the presenter in 2005.
- Designed to help schools better understand the IB programme standards common to all IB World Schools.
- Reflect a continuum of practice: from the early planning stages to advanced stages of continuous improvement.
- Intended to be used as a common reference point and a point of departure for discussions.
- Not an official publication of the IB; neither is use of the rubrics required or even suggested by the IB.

IB programme standards sample rubrics:

Purpose

The three purposes of these rubrics are to:

- **Increase understanding** – by helping schools, school leaders and school communities gain a better understanding of the IB programme standards and practices
- **Examine practice** – by helping schools, leaders and communities see how their practice aligns with the IB programme standards and where their practice falls on the continuum
- **Set direction** – by helping schools, leaders and communities establish new targets for their practice, which represent where they want to go to next on the continuum

IB programme standards sample rubrics:

Categories

The rubrics have four stages of school development placed along a continuum:

- Planning
- Developing
- Practicing
- Amplifying

IB programme standards sample rubrics:

Categories

- **Planning:** (a) implies a school that is not an authorized IB World School; (b) may represent a school investigating ideas integral to an IB programme but new to the school; (c) will often be focused on preparing an application to submit to the IB.
- **Developing:** (a) implies a school that is becoming an authorized IB World School; (b) may represent a recently authorized school or a school in the process of becoming authorized; (c) will often be focused on the details of implementing an IB programme.

IB programme standards sample rubrics:

Categories

- **Practicing:** (a) implies an authorized IB World School; (b) may represent a recently authorized school or a school with a long history of participation in the IB; (c) will often be focused on sustaining and maintaining an IB programme as it is.
- **Amplifying:** (a) implies an authorized IB World School; (b) may represent a recently authorized school or a school with a long history of participation in the IB; (c) will often be focused on revising its IB programme to broaden programme access and programme impact throughout the entire school community.

IB programme standards sample rubrics:

Structure

Columns: stages of development



Rows:
actions
or
outcomes

	Planning		Developing		Practicing		Amplifying
Actions			Outcomes		Actions		Outcomes
Outcomes			Actions		Outcomes		Actions
Key practices or ideas							

End box:

Key practices or ideas

IB programme standards sample rubrics:

Areas for growth

The rubrics should help identify areas of potential growth:

- Schools may find their practice falls in different developmental stages within rows of a single rubric or between rubrics. This is not unusual since school improvement generally does not progress uniformly.
- Schools may find they are not perfectly aligned for every standard.
- Schools may also find practices within their own school that are not mentioned in the framework, but accurately reflect that the school is meeting the standard.
- Schools may find suggestions for the author.

IB programme standards sample rubrics:

Purpose

The rubrics are meant to help **foster discussion** of a school's practice in relation to the IB's standards and **provide a framework** by which schools can **set goals** for continuous improvement. The statements are meant to help schools **identify where they are and plan for where they want to be next.**

IB programme standards sample rubrics: Review of A1

Please turn to page 4 of the handout packet.

Start at the bottom: “Key educational beliefs and values of the IB.”

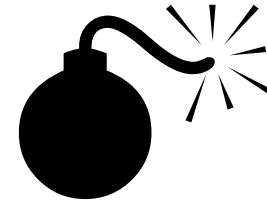
Read the key educational beliefs and values of the IB at the bottom of the page.

Discuss with a partner which two beliefs and values are most evident in your school(s) and which two are least evident in your school(s).

On your own, read the descriptions in the rows and columns above and quickly decide how you would mark your school on the rubric for Standard A1.

IB programme standards sample rubrics:

Wrap-up



Questions and observations

IB programme standards sample rubrics:

The next 45 minutes (or until you leave)

Divide into groups based on your preference of topic(s):

- A. Discussing mainly A2 “international-mindedness”
- B. Discussing mainly C2 “collaborative planning”
- C. Discuss both A2 and C2 equally

IB programme standards sample rubrics:

The next 45 minutes (or until you leave)

- What are you going to do about it?
 - Problem statement (what is the problem?)
 - Urgency (Why? For whom?)
 - Barriers
 - Facilitators or facilitating actions
 - Potential solutions / ideas
(don't jump here first)

Thank you for your participation.

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