



## Summary Notes for December 13, 2023



**Hello Amazing IB Coordinators!**

**Here are the Summary Notes and resources links from our December IB Coordinators Chat.**

*(Click on the links and images throughout the notes to access more information.)*



### IB Coordinators Chat Impact Stories

We started our monthly IB Coordinators Chat so that you have a place to share ideas and concerns, learn from veteran coordinators, discover new resources, and establish valuable contacts.

We want to hear from you. How has IB Coordinators Chats impacted you? How has it helped you? What do you like most about it?

Scan this QR code to make a video.

Would you please record a short 30-60 second video for us? We might even use in ion our website or social media!

Thank you to everyone who was able to join in our Coordinators Chat and contribute to wonderful, collaborative thinking using this provocation, **"How can I lead and support my administrators and colleagues using increasing-**

## Topic: IB Purpose & Culture

**1 Buy-in with Purpose and School Climate:** We zeroed in on having a Clear Purpose and an IB School & Classroom Climate. We thought about how we might use **The IB in Practice Ghana video** and the **Circles of Action thinking routine** to provide an example of an IB World School culture that supports the Purpose of IB programmes.



A THINKING ROUTINE FROM PROJECT ZERO, HARVARD GRADUATE SCHOOL OF EDUCATION

### Circles of Action

A routine for organizing one's understanding of a topic through concept mapping.

What can I do to contribute...

- In my inner circle (of friends, family, the people I know)?
- In my community (my school, my neighborhood)?
- In the world (beyond my immediate environment)?

Table 1 Primary responsibilities of the programme coordinator	
Where the programme coordinator takes the lead	Related items in PSP
Coordinating the planning, implementation and monitoring of programme development initiatives	0201-03, practices chosen by school for development
Communicating with the IB for authorization and evaluation	Any items
Communicating with parents, legal guardians and the wider community about the school's programme(s)	
Documenting the curriculum used in the school's programme(s)	
Ensuring teachers' access to programme documentation and IB frameworks via the programme resource centre	
Ensuring access to relevant content(s) (online or face to face) for all teachers and staff who support learning in the programme(s)	
Ensuring ongoing learner and teacher collaboration in the programme(s)	
IB mandated policy development in accordance with 'Culture in Programme Initiatives and Practices'	
Informing the school community of, and monitoring, IB mandated PD	
Monitoring the implementation of core components of the programme(s)	
Pedagogical leadership in the school's programme(s)	
Supporting administration of IB mandated assessments (if applicable)	
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**2 Buy-in with Numbers:** We contemplated the alignment of IB coordinators' responsibilities that could be impactful to student achievement and IBWS practices by looking at John Hattie's work with Visible Learning. (His Visible Learning work revolves around a synthesis of more than 2,000 meta-analyses relating to student achievement.) We shared our thoughts about how this work might help gain buy-in with school staff using the **See, Think, Wonder** thinking routine with our table groups.

IB Buy-in & Visible Learning Research: Potential to consistently accelerate									
Student Agency	Inquiry-based, Constructivist Learning	Concept-based	IB Learner Profile Outcome & Development	Approaches to Learning & Teaching	IB Philosophy & Models-Engaging, Challenging, Significant, Relevant	Culture-School Climate	Environment - School Structures	Multilingualism	IB Assessment Practices
Play programs <b>0.52</b>	Constructivist teaching <b>0.51</b>	Concept mapping <b>0.52</b>	Motor judgement programs <b>0.40</b>	Collaborative learning <b>0.45</b>	Capacit teaching strategies <b>0.45</b>	Teacher clarity <b>0.51</b>	Professional development programs <b>0.42</b>	Foreign languages <b>0.55</b>	Feedback (Reinforcement and cues) <b>0.51</b>
Curiosity <b>0.72</b>	Classroom discussion <b>0.54</b>	Integrated curriculum programs <b>0.39</b>	Problem-solving teaching <b>0.51</b>	Problem-solving teaching <b>0.46</b>	Drama / Arts programs <b>0.51</b>	Class climate effects <b>0.29</b>	Teacher collaboration <b>0.31</b>		Feedback (Tasks & Processes) <b>0.51</b>
Self-efficacy <b>0.54</b>	Inquiry based teaching <b>0.53</b>	Science concept change programs <b>0.54</b>	Outcomes based education <b>0.52</b>	Mathematics problem solving <b>0.55</b>	Foreign language <b>0.55</b>	Changing student relationships <b>0.46</b>	Teacher estimates of achievement <b>0.28</b>		Teacher estimates of achievement <b>0.28</b>
		Teacher clarity <b>0.55</b>	Social skills programs <b>0.55</b>	Social skills programs <b>0.46</b>	Collective teacher efficacy <b>0.54</b>	Strong classroom cohesion <b>0.51</b>	Formative evaluation <b>0.40</b>		Formative evaluation <b>0.40</b>
		Curiosity <b>0.72</b>	Executive functioning <b>0.52</b>	Executive functioning <b>0.52</b>	Concentration: Persistence-Engagement <b>0.41</b>	Collective teacher efficacy <b>0.51</b>	Self-reported grade <b>0.28</b>		Self-reported grade <b>0.28</b>
		Emotional intelligence <b>0.50</b>	Critical thinking <b>0.52</b>	Critical thinking <b>0.52</b>	Teacher clarity <b>0.55</b>	Teachers / school leaders <b>0.37</b>			

Click on images to download charts.

### See Think Wonder

SEE	THINK	WONDER
What do you see?	What do you think is going on?	What does it make you wonder?
<ul style="list-style-type: none"> <li>• see</li> <li>• observe</li> </ul>	<ul style="list-style-type: none"> <li>• notice</li> <li>• record</li> </ul>	<ul style="list-style-type: none"> <li>• reflect</li> <li>• what's next</li> <li>• informs planning</li> </ul>

**3 Buy-in with IB Achievement-Building Classroom Visits:** We looked at

to the higher impact practices on the chart (shown above) under the areas of IB Philosophy and Culture- School Climate and reviewed how these practices were defined. Next, we collaborated about how "Look fors" from a list, like the ones pictured in this section, might be used in our school's context to progress the implementation of IB and increase student achievement simultaneously.

Tool to develop:  
 -Collective Teacher Efficacy: 1.34  
 -Teacher Clarity: 0.85  
 -Belonging: 0.46  
 -Explicit Teaching Strategies: 0.63



**Clear Purpose**

IB Bridging the Gap Excellence and Equity (E2) Consultant Tool  
 Excerpt from the E2 Classroom Observation Tool

**Other elements**

- Clear purpose  Draws on prior knowledge
- Clear directions/instruction
- Multiple language inputs
- Student choice

- **Collective teacher efficacy**- The shared belief by a group of teachers in a particular educational environment that they have the skills to positively impact student outcomes.
- **Teacher clarity**- Teacher clarity relates to organization, explanation, examples and guided practice, and assessment of student learning. It can involve clearly communicating the learning intentions of the lessons and the success criteria. Clear learning intentions describe the skills, knowledge, attitudes, and values that the student needs to learn.
- **Explicit teaching strategies**- Characterized by a series of supports or scaffolds, whereby students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional target, and supported practice with feedback until independent mastery has been achieved.
- **Concentration-Persistence-Engagement**- Engagement involves focusing on a task and persisting despite challenges.
- **Belonging**- The extent to which students feel respected, included, accepted, and encouraged by others in the social environment of school.

Philosophy Adopted: Challenging, Significant, Relevant	Culture- School Climate
Explicit teaching strategies: 0.63	Teacher clarity: 0.85
Drama / Arts programs: 0.58	Class climate effects: 0.28
Foreign language: 0.55	Belonging: 0.46
Collective teacher efficacy: 1.34	
Concentration-Persistence-Engagement: 0.41	Teacher clarity: 0.85

**Climate- School, Classroom**

IB Bridging the Gap Excellence and Equity (E2) Consultant Tool  
 Excerpt from the E2 Classroom Observation Tool

**Climate**

- Positive routines, interactions
- Students active in their learning
- Respectful environment & interactions
- Curriculum materials relevant to mix of students
- Instruction elicits students' different perspectives
- Caring and/or open-minded

## 4 Collaborating with our Programme Coordinators Breakout:

**PYP Professional Inquiry: Sharing Planner Templates and Ideas/Resources**

**MYP Professional Inquiry: Planning Interdisciplinary Learning: Shared ideas and resources**  
**DP/CP Professional Inquiry: Predicted Grades Process & Supporting teachers with understanding how to Predict Grades**

**Admin Professional Inquiry: IB from the Administrators Lens**



For questions or requests, email [jill.sims@casieonline.org](mailto:jill.sims@casieonline.org).

## More Resources That We Shared and Viewed:

Here are additional IB Continuum resources that could be helpful.

**ib Diploma Programme**

**The importance of predicted grades**

Around the world, universities and colleges have a range of different admissions procedures for new students. Some require letters of recommendation, others require final exam marks or transcripts.

A particular challenge arises when further education institutions request a predicted grade.

How do teachers ensure the accuracy of their predictions? What impact can these predictions have on the students? And what can you do, as a counsellor, coordinator or administrator, to support the student journey?

Play the video below to begin...

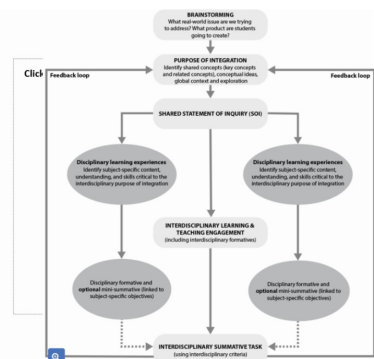
**ib Middle Years Programme**

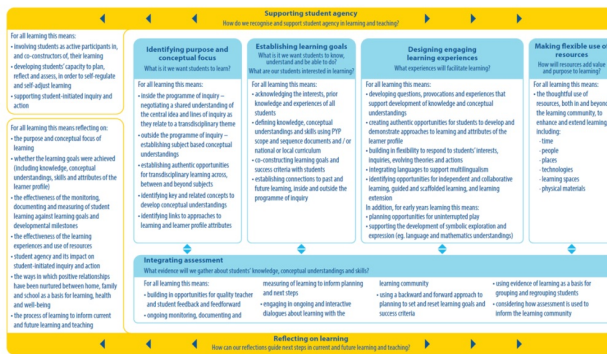
**Did you know MYP schools have to have interdisciplinary units at each grade year?**

When planning an interdisciplinary unit, teachers should pay particular attention to:

- the identification of the purpose of integration
- the disciplinary knowledge, understanding and skills needed
- the disciplinary learning experiences
- the disciplinary formative and (optional) summative task(s) (which are linked to subject-specific objectives)
- the interdisciplinary learning engagements (inclusive of formatives), and
- the summative task(s) (using the interdisciplinary criteria).

From the IB PRC document: INTERDISCIPLINARY TEACHING AND LEARNING IN THE MYP (FOR USE FROM SEPTEMBER 2021/JANUARY 2022)





## PYP Collaborative Planning Nano PD

You are invited to join CASIE's social media family by clicking the links on the right. Also, remember that we have a [resources toolkit](#) on our website, designed to provide you additional support.



**We hope that you are able to join us for our IB Coordinators Chats 2023-2024 Schoolyear!**

**This opportunity to learn, network, and problem-solve with your IB colleagues from across Georgia is invaluable.**

**We will be providing a new Zoom link each time to join the meeting, so please be sure to [RSVP](#).**

### 2023-2024 School Year Meeting Dates

January 18, 2024

February 15, 2024

March 21, 2024

April 18, 2024

[RSVP to future IB Coordinators Chats HERE](#)

**Enhance your Staff's IB Professional Development at CASIE's Workshops!**

**UPCOMING**

**PYP, MYP, DP, CP**

**IB Professional Development**



February 2-4, 2024

June 4-6, 2024

June 11-13, 2024

July 9-11, 2024

October 25-27, 2024

[More Information](#)

**CASIE Presents: Nurturing and  
Cultivating Cultures of Curiosity: Leading  
with a Lens of Inquiry!**



Jessica Vance

**Nurturing and Cultivating Cultures of Curiosity:  
Leading with a Lens of Inquiry**

February 29 - March 1, 2024  
Atlanta, GA

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