

# LUNCH & LEARN

Summary Notes for December 14, 2023



**Hello Amazing Georgia IB Coordinators!**

**Here are the Summary Notes and resources links from our December IB Coordinators Lunch & Learn.**

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



## GA IB Coordinators Lunch & Learn Impact Stories

We started our monthly Lunch & Learns 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 Lunch & Learn impacted you? How has it helped you? What do you like most about it?

Scan this QR code or visit  
<http://casie.memfox.io/galn1>

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

Thank you to everyone who was able to join in our Lunch & Learn and contribute to wonderful, collaborative thinking using this provocation, **"How can I lead and support my administrators and colleagues using increasing-student-achievement research to enhance buy-in for IB?"**

**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)?

| Primary responsibilities of the programme coordinator   |   | Secondary responsibilities of the programme coordinator  |                      |
|---|---|--|----------------------|
| Where the programme coordinator takes the lead  | Related items in PSP                                | Where the coordinator supports the school  | Related items in PSP |
| Coordinating the planning, implementation and monitoring of programme development initiatives                                       | 0201-03, practices chosen by school for development | Designing the curriculum used in the school's programme(s)   | 0401-01              |
| Communicating with the IB for authorization and evaluation  | Any items   | Developing the school's mission, vision and strategies   | 0101-01, 0101-02     |
| Communicating with parents, legal guardians and the wider community about the school's IB programme(s)                              |   | Developing and promoting key pedagogical elements in the programme(s), (approaches to learning, approaches to teaching, the IB learner profile, and so on) | 0101-02, 0402, 0403  |
| Documenting the curriculum used in the school's programme(s)  |   | Introducing and/or inducting new staff to the school's IB programmes   | 0201-01-0200         |
| Ensuring teachers' access to programme documentation and IB frameworks via the programme resource centre                            |   | Documenting and monitoring in-school assessment  | 0404                 |
| Ensuring access to relevant content(s) (online or face to face) for all teachers and staff who support learning in the programme(s) |   | General PD (not mandated by the IB)  | 0203-02              |
| Ensuring ongoing learner and teacher collaboration in the programme(s)  |   | Providing guidance to learners on the next steps in their learning or transitions beyond the school  | 0202-04              |
| IB-mandated policy development in accordance with 'Culture' in Programme standards and practice                                     |   | Monitoring learners' admission and access to IB programmes   | 0301-01              |
| Informing the school community of, and monitoring, IB-mandated PD   |   | Monitoring progress of alumni or students who transition to other programmes   | 0201-04, 0202-04     |
| Monitoring the implementation of core components of the programme(s)  |   | Pedagogical leadership across the school   | 0101-01              |
| Pedagogical leadership in the school's programme(s)   |   | Scheduling or timetabling  | 0201-03-0100         |
| Supporting administration of IB-mandated assessments (if applicable)  |   |  |                      |

| IB Buy-in & Visible Learning Research                                | Potential to considerably accelerate   | Potential to accelerate | Likely to have positive impact           |
|--|--|-------------------------|--|
| Student Agency   | Inquiry-based, Constructivist Learning | Concept-based           | IB Learner Profile Outcome & Development |
| Play programs  | 0.52                                   | 0.62                    | 0.49                                     |
| Curiosity  | 0.71                                   | 0.39                    | 0.61                                     |
| Self-efficacy  | 0.61                                   | 0.64                    | 0.72                                     |
| Teacher clarity  | 0.59                                   | 0.66                    | 0.66                                     |
| Collective teacher efficacy  | 0.74                                   | 0.62                    | 0.61                                     |
| Emotional intelligence   | 0.50                                   | 0.51                    | 0.51                                     |
| IB Philosophy & Models: Engaging, Challenging, Significant, Relevant | 0.65                                   | 0.65                    | 0.65                                     |
| Culture-School Climate   | 0.65                                   | 0.79                    | 0.62                                     |
| Environment - School Structures                                      | 0.62                                   | 0.62                    | 0.62                                     |
| Multilingualism  | 0.55                                   | 0.55                    | 0.55                                     |
| IB Assessment Practices  | 0.61                                   | 0.61                    | 0.61                                     |

Click on images to download charts.

**3 Buy-in with IB Achievement-Building Classroom Visits:** We looked at the higher impact practices on the chart (shown above) under the areas of IB Philosophy and Culture- School Climate

**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.

## 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>hear</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> |

and reviewed about 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  |
|---|
| <input type="checkbox"/> Clear purpose<br><input type="checkbox"/> Clear directions/instruction<br><input type="checkbox"/> Multiple language inputs<br><input type="checkbox"/> 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: Addressing Challenge, Significant, Relevant | Culture: School Climate     |
|---|-----------------------------|
| Explicit teaching strategies: 0.63                      | Teacher clarity: 0.85       |
| Drama / Arts programs: 0.56                             | 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  | Other elements   |
|--|--|
| <input type="checkbox"/> Positive routines, interactions<br><input type="checkbox"/> Students active in their learning<br><input type="checkbox"/> Respectful environment & interactions | <input type="checkbox"/> Curriculum materials relevant to mix of students<br><input type="checkbox"/> Instruction elicits students' different perspectives<br><input type="checkbox"/> 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.

**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...

**THE IMPORTANCE OF PREDICTED GRADES**

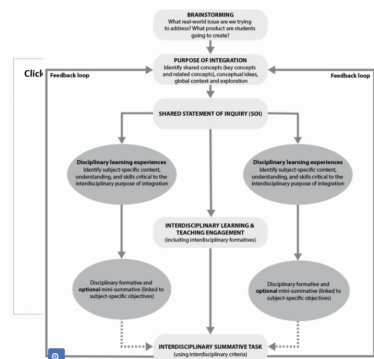
**Middle Years Programme**

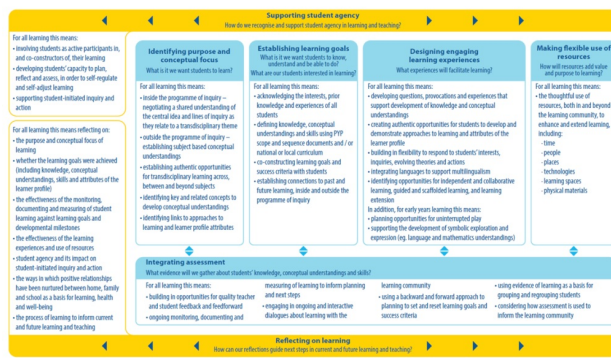
### Did you know MYP schools have to have interdisciplinary units at each grade year?

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 CASIE's Padlets: [DPCP](#), [MYP](#), & [PYP](#)**

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 GA IB Coordinators Lunch & Learn series during the 2023-2024 Schoolyear!**

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

**We will be providing LUNCH & BEVERAGES, so please be sure to [RSVP](#).**

**2023-2024 School Year Meeting Dates**

- January 11, 2024
- February 8, 2024
- March 14, 2024
- April 11, 2024

RSVP to future Lunch & Learns [HERE](#)

# 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!

**CASIE**  
PRESENTS



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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Center for the Advancement and Study of International Education (CASIE) | 2635 Century  
Parkway Suite 125 | Atlanta, GA 30345 US

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