

MODES DE LA CONNAISSANCE | FORMAS DE CONOCIMIENTO | WAYS OF KNOWING

**IB CONFERENCE OF THE AMERICAS 2014**  
**WASHINGTON, DC • 10–13 JULY**



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# **IB In our Public Schools : Not Another Reform Movement**

Presenters:

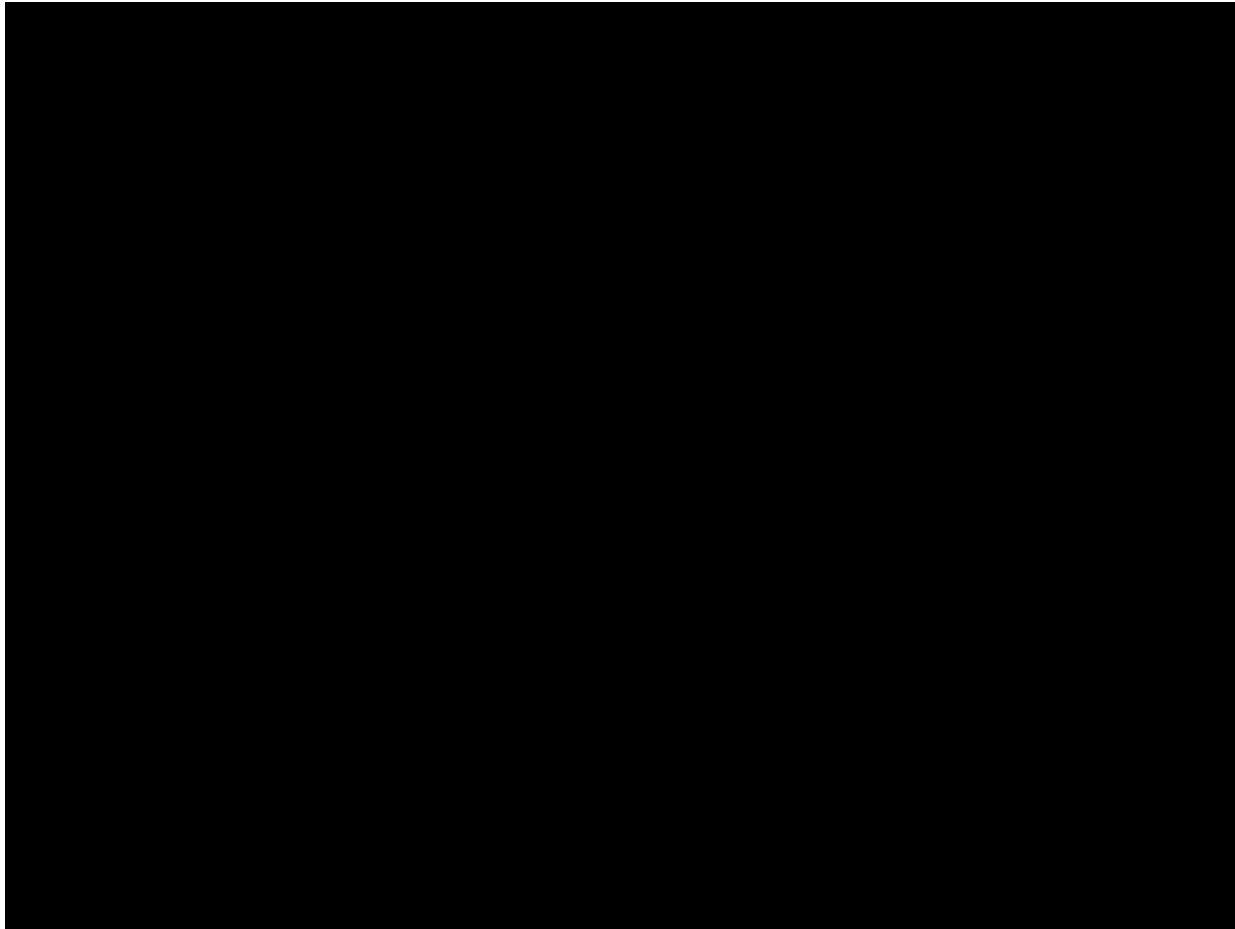
Dan Wartick  
Nikki Woodson  
Gary Little

Kansas City, Missouri  
Indianapolis, Indiana  
Vancouver, B.C.



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## (So How Did We Get Here? A Two Minute Introduction!)





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Acknowledgements to:

*Notre Histoire en Deux Minutes* – drivinman 687

A Minnesota high school student who assembled this video as part of a school project – or so the story goes.



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# IB In Our Public Schools : Not Another Reform Movement

ICEBREAKER.....

DAN





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# Learner Profile – Risk Taker Question #1

- (1) Stand up and find someone you do not know
- (2) Introduce yourself and your current position / job
- (3) Discuss the following:

**Share a success or strength of your IB school or district.**



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## Question #2

Share one of the challenges of being in an IB school or district position:

- In your district specifically
- In a public school district generally
- With competing programs in your school or district



## Question #3

- Name a resource from IB that has helped your school overcome challenges in the implementation of a school program or in sustaining an existing program.





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## PART ONE WHY I.B.?



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## International Baccalaureate MISSION STATEMENT Paragraph One

- **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.**





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## International Baccalaureate MISSION STATEMENT Paragraph Two

- **To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.**





## International Baccalaureate MISSION STATEMENT Paragraph Three

- **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.**





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## EXERCISE: *Aligning Mission Statements*

GROUP 1 -- Paragraph One.

GROUP 2 -- Paragraph Two.

GROUP 3 – Paragraph Three.

***YOUR TASK:*** With reference to your school and/or District's Mission Statement, discuss within your groups points of similarities and differences.



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## **EXERCISE: *Aligning Mission Statements***

**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.**



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## QUESTIONS FOR REFLECTION

- 1 What elements are most commonly shared between the IB Mission and Schools? Districts?
- 2 What elements of the IB Mission are most commonly lacking?
- 3 If you were to assess the overall alignment between your mission and that of IB would you describe it as high, medium or low?



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## WHY IB?

Dan's Story.  
Nikki's Story.  
Gary's Story.

**Your Story.** In your experience, what are the three most important attributes of an IB education for your students? Do these vary depending on programme and ages of the students? Do they vary depending on location?





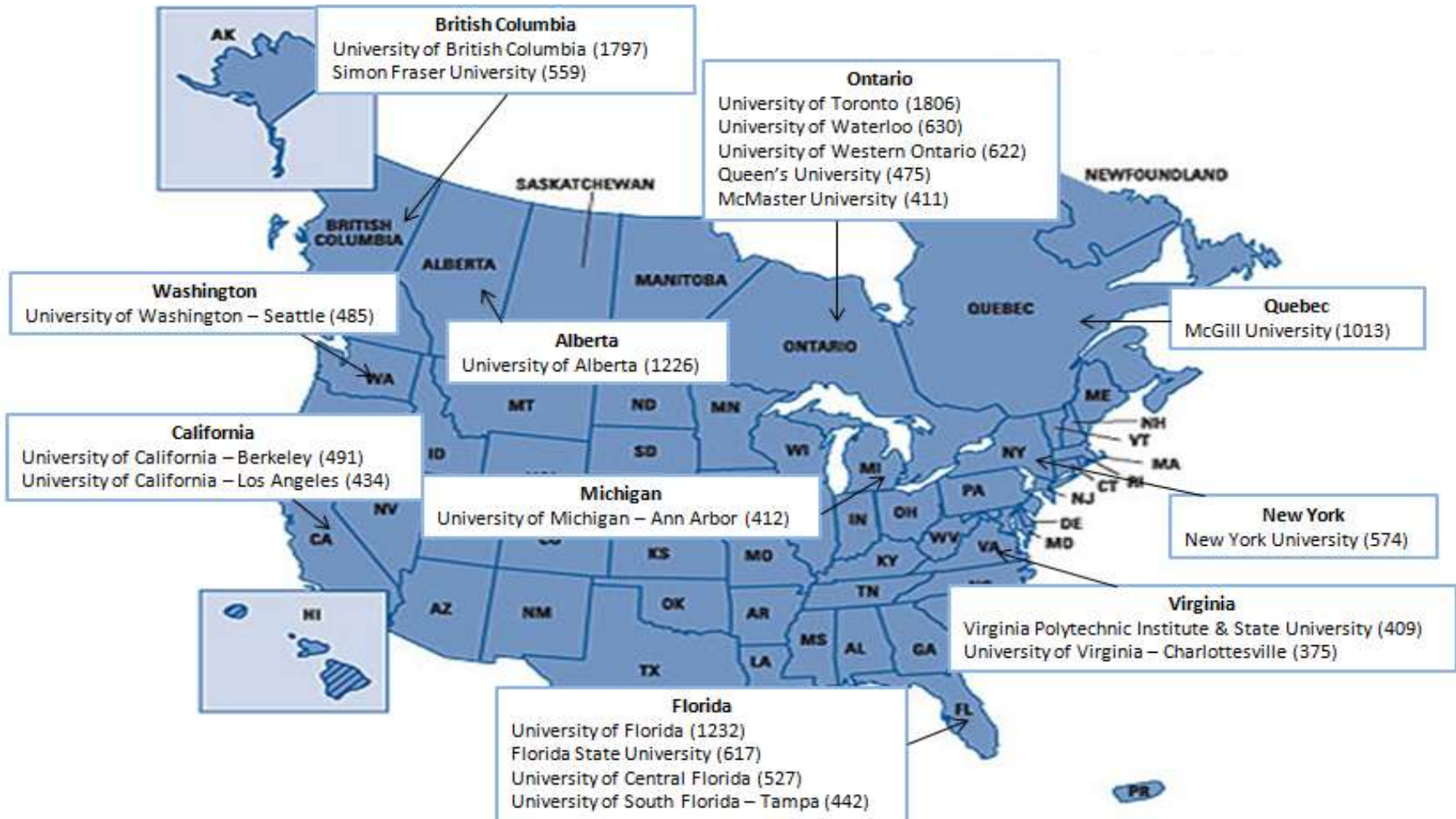
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## WHY IB?

- ✧ Learner Profile
- ✧ International mindedness
- ✧ Education of the whole child (holistic)
- ✧ Inquiry-based teaching & learning
- ✧ College/University preparation
- ✧ Rigor
- ✧ Consistency of Practice
- ✧ Transferability
- ✧ Other?



# TOP TEN RECEIVING REGIONS IN CANADA AND THE UNITED STATES – DP GRADS





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# IB In Our Public Schools : Not Another Reform Movement

## WASHINGTON TOWNSHIP : A CASE STUDY



Dr. Nikki Woodson



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# IB for All 11,000 Students in All 11 Schools

## Washington Township District Profile

- Indianapolis, IN
- Urban School District
- Apx. 12,000 Students PK-12
- Apx. 1,500 Employees
- 57% Free/Reduced Lunch
- Student Demographics
  - 66% Students of Color: 41% Black, 15% Hispanic, 7% Multiracial, 3% Asian
  - 34% White
- Approximately 1719 Students with English as a New Language
- Approximately 248 Refugee Students
- 7 Elementary Schools, 3 Middle Schools, 1 High School
- Pre-school & Career Center not IB authorized

<http://www.msdt.k12.in.us/>



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# Community Support to Fund IB

- Alumni
- Foundation
- Private Dollars
- Student Fees
- Business & Corporations
- Campaign







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# Private Dollars to Support Public Education





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# IB Transforms Teaching & Learning in Public Schools

- Systemic
- Creates synergy
- Effective professional development
- Student voice
- Community involvement



IB, in the voice of students ....



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# IB In Our Public Schools : Not Another Reform Movement

**BURNING ISSUES : KEY CHALLENGES FACING LEADERS OF IB PUBLIC SCHOOL PROGRAMMES TODAY**

Dan Wartick





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# IB In Our Public Schools : Not Another Reform Movement

## BURNING ISSUES : KEY CHALLENGES FACING LEADERS OF IB PUBLIC SCHOOL PROGRAMMES TODAY

✧ FINANCIAL

✧ CURRICULAR – COMMON CORE [U.S.]

✧ ACCESS & INCLUSION OF STUDENTS WITH SPECIAL NEEDS

✧ OTHER?



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## WRAP-UP:

What are the key issues that have surfaced through our conversations this afternoon?

What are the key strategies/approaches that you will use in your role as an educational leader to deal with these?

Who are the key contacts you have made today who will be able to support you in your work?



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