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IB CONFERENCE  
OF THE AMERICAS 2013  
**NEW ORLEANS 18<sup>th</sup> - 21<sup>st</sup> JULY**



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# Advising Toward the Diploma

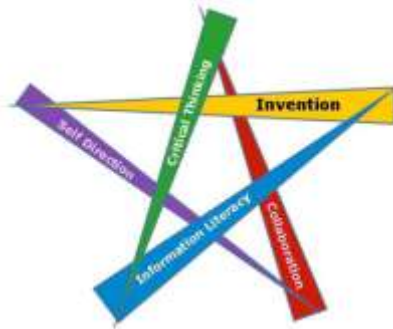
## Building Skills Needed for Success in the IB Diploma Program

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#IBnola2013 ?

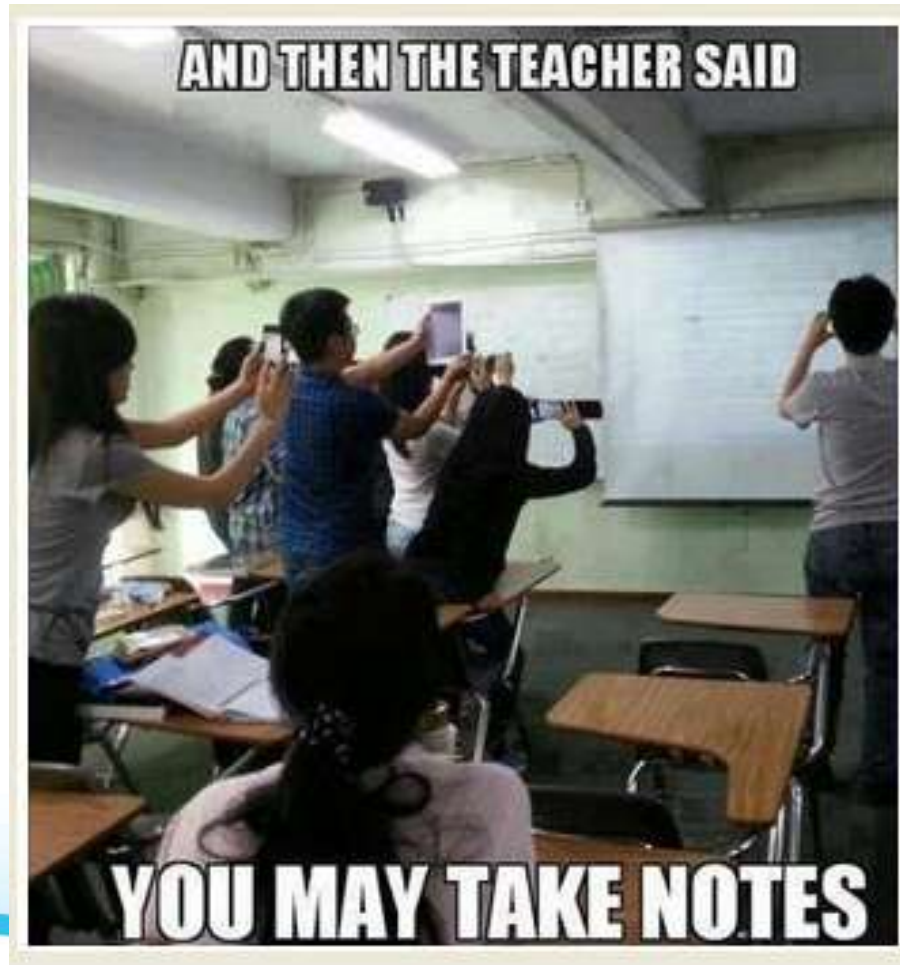


- What skills do you think students need for success in the IB Program?
- What support systems are in place at your school to help students of all ages build these skills?

# Keys to Success: *(College and Careers Research Initiative Findings)*

- Work Ethic
- Written and Oral Communication Skills
- People Skills
- Thinking Skills
- Character
- Ability to Use Technology


# How does your school use technology to teach essential IB skills?



# How did we get here?

- Charge from our Head of School to increase enrollment, especially in minority populations.
- Site visits to three schools in the Tampa/St. Petersburg, FL area.
- Florida schools required all 9<sup>th</sup> graders to enroll in Inquiry Skills Course.
- Our school system would not permit us to offer this as a full academic course, so we came up with an alternative...

# How does our advisory work?

- All our students are assigned a 25-minute advisory homeroom as part of their lunch period class.
- All our Pre-Diploma 9<sup>th</sup> and 10<sup>th</sup> grade students are assigned to a designated advisory homeroom staffed by an IB teacher.
- All our students (and interested parents) sign up in an  group.

# What about your school?

- Do you have a homeroom / advisory time built into the school day?
- Does your homeroom have a set purpose or curriculum?
- Do you or your school use some sort of social media platform to communicate with students?



# Our goals for Inquiry Advisory

- Transitioning from Middle School
- Building Community
  - All grade level students can collaborate in online discussions.
  - Students rotate to different advisory teachers each 9 weeks to get to know other IB faculty members.
  - Grade-level teachers can interact with students online and post major due dates to the shared calendar.
- Strengthening Academic Skills
  - Especially reading, writing, and public speaking

# Our Weekly Schedule for Advisory

- Study Hall
  - Mondays and Wednesdays
    - IB Peer Helper available to assist students
    - Extra Help with subject area teachers
    - Make-up work
- Inquiry Advisory Curriculum
  - Tuesdays and Thursdays
- “Fun Fridays”

# Curriculum Overview

- 1<sup>st</sup> 9 weeks:
  - Welcome to high school
    - Lockers, library orientation, etc.
  - Use of technology for learning
    - Dropbox, Moodle, Edmodo
    - This coming year will include a range of apps for iPads
  - Introduction to Human Rights research paper
  - Study Skills and Planning
  - Critical Reading Strategies
  - Honor Code and Plagiarism

# Aspire study system

**A: Approach/attitude/arrange**

**S: Select/survey/scan**

**P: Piece together the parts:**

**I: Investigate/inquire/inspect:**

**R: Reexamine/reflect/relay**

**E: Evaluate/examine/explore:**

<http://www.studygs.net/aspire.htm>

# Honor code / what is plagiarism?

## PLAGIARISM ATTITUDE SURVEY

1 = strongly disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree

- Sometimes I feel tempted to cheat because so many other students are doing it.
- I feel tempted to cheat because teachers assign so much work.
- I feel tempted to cheat because I am so busy with extra-curricular activities.
- I am more likely to cheat in a class that I don't see as important.
- I am more likely to cheat in a class where I feel like the teacher is not doing a good job teaching.
- If the penalty for cheating were higher, I believe people would be less likely to cheat.
- I believe I have an accurate understanding of what plagiarism is.
- If a friend gives me permission to use his/her assignments for one of my classes, I don't think there is anything wrong with that.
- Plagiarism is justified if the teacher assigns too much work.

# Cheating skits

- **SCENE 1: THE HIGH SCHOOL “TEST”**
- We open on a school day, but this is not just a normal school day – today is History Test Day. This scene takes place in the 2<sup>nd</sup> floor of D Hall at Hoover High School. We have two students crossing paths in the hallway. Harry is a good student who does the work he is supposed to and is 100% ready for Mr. Walker’s test. The other student is Ron. Ron spent most of the past few days playing video games and watching old episodes of Jersey Shore instead of studying for the test.
- **SCENE 2: “NOTE” TAKEN**
- We open the scene in the courtyard of Hoover High School before the school day starts. Two students are talking on a cool fall morning about Mrs. Hamley’s English class. Belle is a student that usually does her homework, and she is also very good at keeping secrets. Edward is usually preoccupied with other things going on, and school is not his first priority. He does not like to go outside when it is light out if he can help it.

# Curriculum Overview

- 2nd 9 weeks:
  - Research Paper Support
  - Assessment of Learning Styles
  - Career Planning Inventory
  - The IB Learner Profile

# Learning styles: What fruit are you?



## ARE YOU A GRAPE, ORANGE, BANANA, OR MELON?



We all have different styles, traits, and characteristics. The following exercise is a fun look at some of your general characteristics and personality traits!

Read across each row and place a 4, 3, 2, or 1 in the shaded box to rank how you would best describe yourself. A 4 means that this word **best** describes you. A 1 means that this word **least** describes you. Do this for each row.

**Example:**

Imaginative	2	Investigative	4	Realistic	1	Analytical	3
-------------	---	---------------	---	-----------	---	------------	---

Column 1	Column 2	Column 3	Column 4
Imaginative	Investigative	Realistic	Analytical
Adaptable	Inquisitive	Organized	Critical
Relating	Creating	Getting to Point	Debating
Personal	Adventurous	Practical	Academic
Flexible	Inventive	Precise	Systematic
Sharing	Independent	Orderly	Sensible
Cooperative	Competitive	Perfectionist	Logical
Sensitive	Risk-Taking	Hard-Working	Intellectual
People-Person	Problem Solver	Planner	Reader
Associate	Originate	Memorize	Think Through
Spontaneous	Changer	Wants Direction	Judger
Communicating	Discovering	Cautious	Reasoning
Caring	Challenging	Practicing	Examining
Feeling	Experimenting	Doing	Thinking
<b>Totals</b>			

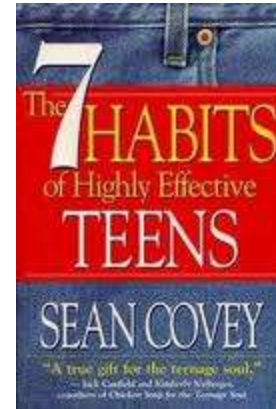
Now, add up your totals (don't include the examples of course!) for each column and place the total in the shaded boxes above.

If your highest score was in column 1, consider yourself a **grape!**  
 If your highest score was in column 2, consider yourself an **orange!**  
 If your highest score was in column 3, consider yourself a **banana!**  
 If your highest score was in column 4, consider yourself a **melon!**



Now find your fruit below and review what this may mean to you.

Modified from *The 7 Habits of Highly Effective Teens*. By Sean Covey. 1998. Pg. 187.



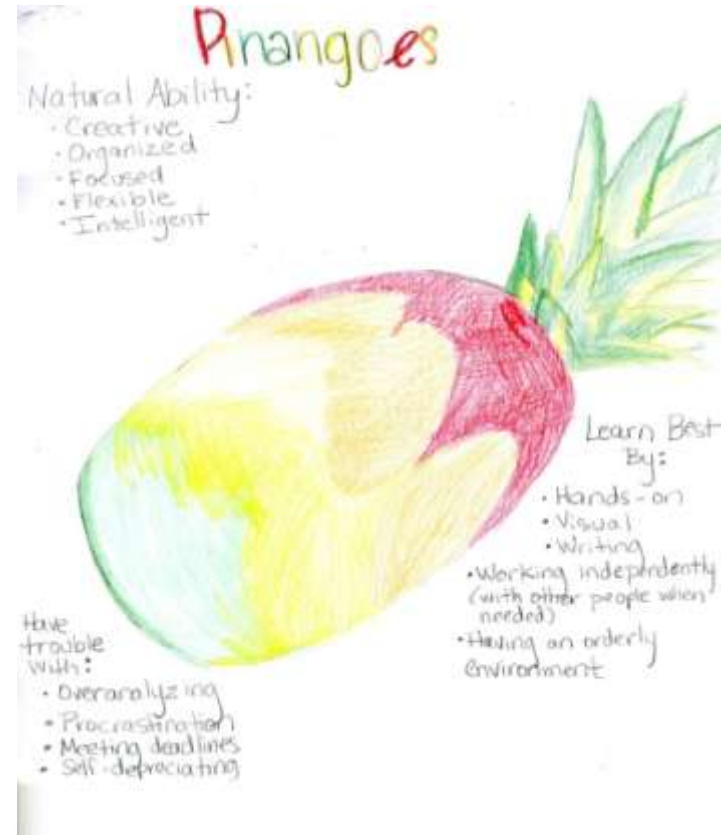
[http://www.hasd.org/cms\\_files/resources/FruitPersonality08\\_25\\_05.pdf](http://www.hasd.org/cms_files/resources/FruitPersonality08_25_05.pdf)



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# Learning styles: The Ideal IB Fruit



# Our IB Teachers and Their Learning Styles

Grape	Orange	Banana	Melon
<p>8 faculty members including IB Psychology, IB Counselor, IB Theater, IB French, IB Environmental Systems*, Spanish 2 Advanced</p>	<p>3 faculty members including IB Coordinator, IB History 12, IB Environmental Systems (*tied with grape)</p>	<p>5 faculty members including IB Administrator, Pre-IB History 10, Spanish 3, IB Chemistry, IB Math Studies</p>	<p>12 faculty members including IB Pre-Calculus, IB Theory of Knowledge, IB English 11, Pre-IB English 9, IB Physics, Math Team, Pre-IB English 10, Latin, IB Spanish, Pre-IB Chemistry, Pre-IB History 9, IB Biology</p>



# Questions for Student Discussion on IB Teachers and Their Learning Styles: (slide 1 of 2)

- Why do you think so many of our IB teachers are melons?
- What if you aren't a melon? How do you survive in the IB program with so many melons for teachers?

# Questions for Student Discussion on IB Teachers and Their Learning Styles: (slide 2 of 2)

- Why do you think that the IB Counselor, IB Psychology teacher, and the Theater teacher are all grapes? What characteristics do grapes have that make them interested in / successful in these fields?
- What careers (besides teaching) do you think fit best with each fruit?

# Career inventory

- free online test to determine your Holland Code (or RIASEC marker),

<http://personality-testing.info/tests/RIASEC.php>

This particular test consists of 48 example tasks that you rate by how much you would enjoy performing each on a scale of (1) dislike, (2) slightly dislike, (3) neither like not dislike, (4) slightly enjoy, or (5) enjoy. The test will take approximately ten minutes.

# Student reflections on career inventory

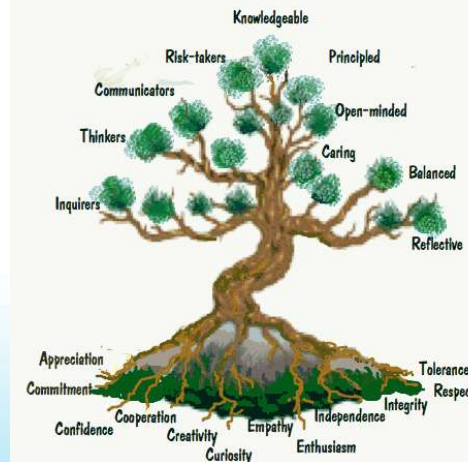
- **Christina F.** - I might be the only IB student that has almost no idea what job I would enjoy or be good at doing realistically in the future so my "daydream" jobs didn't really line up with the suggestions, though I could picture myself pursuing many of the suggested careers, save the miming one. Several careers did appear foreign to me, but mostly due to the fact that they were so specific. I would like to see a type of survey that adds the input of other teachers or classmates, because I for one have a hard time analyzing my strengths and weaknesses and sometimes what I think I want to do influenced my answers.
- **Amanda S.** - Most of the careers that related to my code were ones that I had considered before. I can see myself doing them because they are part of the medical field and those are the jobs that interest me. Some new careers that I have never considered before were a cardiologist, a nutritionist, and a nurse anesthetist.
- **Juhee A.** - Most of the suggested career options were polar opposites of the careers I brainstormed. I could see myself doing a few of them, such as psychologist, but others, such as exhibit artist and ceramic restorer (a new one I learned about), did not appeal to me in any sense

## The IB Learner Profile



# IB Learner Profile

IB Learner Profile Reflection Prompt:  
**Of the characteristics listed as the ideal IB learner, what two do you fulfill the best? Why? Which two do you struggle with the most? How can you work to improve on what you deem as your weaknesses?**



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# What about your school?

- What are some ways that your school focuses on the students' learning styles and IB Learner Profile?



# Curriculum Overview

- 3rd 9 weeks:
  - Community Service
    - Requirements for HHS Community Service “Letter”
    - Pre-IB Community Service Project
  - Public Speaking Skills
    - Model UN Presentation of Research Paper
      - Optional – extra credit opportunity
  - Registration for 10<sup>th</sup> grade

# Public speaking practice: Model UN

- Students who chose to present their research paper on human rights in a Model United Nations format spent a week of advisory time working in small groups with the teacher in charge of this event. The event was moderated by members of our school's debate team students.



# Public speaking: famous speeches

- Students who chose not to participate in the Model UN talked through a PowerPoint, “Tips for Effective Public Speaking,” and then listened to two famous speeches and evaluated them for effectiveness.

## When are some times when you will need to speak up?

- In Pre-IB
  - graded discussions and participation grades
- In IB
  - oral presentations and commentaries (IAs)
  - graded discussions and participation grades
- Outside IB
  - College, scholarship, or job interviews
  - Participating in government (voting, demonstrations, town hall meetings, events)
  - Defending something you care about
  - Speaking to professionals like doctors, teachers, etc...

## Nonverbal Communication Tips

- Stay poised.
  - Remain calm and remember to breathe (usually at the end of a sentence).
  - Avoid nervous laughter or apologizing for mistakes. Be confident!
- Use good posture.
  - Stand tall with your feet firmly planted and shoulders back.
  - Don't shift your weight back and forth, or lean on the podium.
  - Make hand gestures small and controlled.
  - Avoid distracting movements (like fixing your hair, tapping your feet).
- Be expressive.
  - Smile when appropriate or raise your eyebrows for emphasis. Match your tone of voice with your facial expressions.

# Curriculum Overview

- 4th 9 weeks:
  - Public Speaking Skills Continued
  - Digital Citizenship

# Public speaking: Poetry

- Poetry Activity: Students can select any poem of any length to read to the class starting on Wednesday. Students must also explain why they chose their poem – and their explanation needs to be of substance (not “because I like it”).
- Have students spend advisory time looking for poems.
  - Please make poetry books available or allow kids to use devices to look for poems on the Internet
  - Suggest the Poetry 180 website if kids need help finding a poem:  
<http://www.loc.gov/poetry/180/p180-list.html>

# Citizenship and Digital citizenship

- What is the purpose of CAS?  
Why is it an essential part of the IB program?
- What are some specific ways that we can be good citizens?
  - At school?
  - In our community?
  - In our state?
  - Anywhere?
- As upstanding “Citizens,” we need to participate positively in our physical communities – our schools, neighborhoods, cities, states, countries, and the world.
- Likewise, as exemplary “Digital Citizens,” we must learn how to participate positively in a variety of digital / cyber / online communities. It is only by developing a clear sense of both our rights and our responsibilities that we can become fully engaged, contributing “Citizens” of all the communities in which we find ourselves.  
(Bernasconi and Desler)

# Student Survey Responses:

## What were some of the things you liked most?

- The **skits** at the beginning of the year that we did about cheating. It confronted me with the real life scenarios and prepared me for the future. Also, they were creative and very punny.
- The **speech and poetry assignments** where we had to talk in front of the class helped my presentation skills (even though I still think I am not good at speaking).
- The **public speaking** unit really helped me talk with more confidence in front of my peers. Because of this public speaking unit, I am not as afraid to talk in front of people and my voice does not go to crazy pitches and I am not shaking violently when I talk.
- I liked getting to switch advisories and meet all the teachers. I enjoyed this because it allowed me to **connect with more of the program.**

# Student Survey Responses:

## What things should we include next year?

- A **cultural fair** where everyone brings a dish from a certain country and we talk about it and taste it.
- Promoting **creativity** might help us form deeper opinions and analysis for what we learn about. It helps us think.
- Getting some **college-related information** would be helpful.
- Include more **public speaking** activities. They are very fun and teach us valuable skills.



# Continuing Advisory into 10<sup>th</sup> grade

- This was our pilot year for the advisory program.
- Because of its success, we will continue it into Pre-IB 10 with a curriculum currently under construction:
  - Improving Learning through Technology
  - Preparing for Standardized Tests (PSAT and PLAN)
  - Planning for the Future: College and Career Research
  - Promoting Creativity
  - Advanced Public Speaking: Impromptu Speaking, Debates

# Final Thoughts

## Tweet Chat: #IBnola2013 ?

- What suggestions / improvements could you suggest for our program?
- What are things that would work for your school context?
- Want a copy of our presentation?
  - Go to [bit.ly/17sBxWu](http://bit.ly/17sBxWu)