E2 Framework

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Diploma Programme/Career-related Programme
E2 Framework

IB mission statement

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.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interde-pendence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and expe-rience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Overview

The IB Excellence and Equity (E2) initiative aims to support schools in their work to fully reflect their diversity and academic excellence by collaborating with public IB World Schools in the USA.

This initiative challenges school leaders in the USA to consider how to elevate the conversation about what is academically possible for low-income and minority students. The focus goes beyond proficiency, with a wider focus on preparing all students to graduate with the skills and tools needed for post-secondary education and lifelong learning. Estimative analysis of IB data coupled with National Center for Education Statistics (NCES) data from the Common Core of Data (CCD) suggested that programme demographics match the demographics of the school in only 1% of schools.

As part of its campaign to promote the inclusion and success of underrepresented students in the Diploma Programme (DP) and Career-related Programme (CP), and to address the significant participation gaps referenced above, the International Baccalaureate (IB) has launched the E2 initiative. The mission of this collaboration is to support secondary school leaders and faculty in their work to remove barriers to DP or CP participation for under-represented students, to create pathways to the DP or CP, and to deliver services to schools that are designed to positively impact the success of under-represented students enrolled in the programmes. The IB is providing equity-focused services to selected IB World Schools (from 2017 until 2019). These services to schools are designed to support school efforts to remove barriers to DP and CP participation for low-income and minority students, support school efforts to recruit underrepresented students for IB courses, and impact positively the underrepresented success of low-income and minority students enrolled in the programmes.

This commitment utilizes resources and learning from the Michael and Susan Dell Foundation funded Bridging the Equity Gap project (2014–2017). This project developed and piloted the first version of the E2 framework to support schools in the process of including and supporting their underrepresented students to succeed in completion of DP courses, the full DP or the CP. Pilot schools in this project expanded access and increased their cohort sizes by 42% between 2015 and 2017.

Research base for the E2 framework

The E2 framework presented draws from a variety of sources. Existing frameworks developed by Charlotte Danielson (2013), the Ontario Ministry of Education (2010) and Margery Ginsberg (1999), as well as the equity indicators developed by the Region IX Equity Assistance Center at WestEd (Owens-West, Mattson 2012), have provided the foundation for this work, along with the IB standards and practices. Previous studies of IB work with high-poverty schools (for example, Siskin et al 2010) have provided helpful background information about the context of the Bridging the Equity Gap project.

The framework also makes use of other relevant research on high school reform, such as *Breaking Ranks II: Strategies for Leading High School Reform* (National Association of Secondary School Principals 2004), and the American Institutes for Research's work on tiered intervention in high school (Duffy 2007). Current research on leadership for equity (Ross, Berger 2009) provided some useful examples of what leadership focused on equity could look like.

In addition, the framework draws from background research on issues that are likely to affect underrepresented students disproportionately, such as inequitable discipline policies (Losen 2011; Skiba et al. 2002) and chronic absence (Allensworth, Easton 2007; Utah Education Policy Center 2012).

The E2 Framework dimensions

The E2 framework is intended to empower school equity teams to evaluate current equity practices and policies and identify school-specific equity goals and reforms. In particular, the framework addresses five dimensions of school life that need to be taken into account in any effort that involves school change.

The five dimensions are:

1. **philosophy** and **culture** to support demanding academics and high expectations for all students

2. **student preparation, support** and **outreach** to support participation, retention and achievement for underrepresented students

3. **leadership** and **administration** that establishes policies, practices, systems and processes to support access and success in the DP and CP for underrepresented students

4. **learning** and **teaching** to develop and deliver curriculum, instruction and assessment that motivate and engage students to achieve at high levels

5. **educator professional development** focused on strategies that impact participation and success.

Each dimension has multiple components that align with IB standards and practices for the DP and CP. Every component is followed by a few bulleted descriptions of how the three major stakeholder groups who will be affected by the E2 project: students and families, teachers and counsellors, and school and district administrators. It is intended that all of these voices—students, parents, teachers, counsellors, administrators and district leaders—participate in the E2 survey tool.

The descriptions are outcome based; if schools see the outcomes present in their school then they know they are doing the component well. The descriptions are designed to be representative not comprehensive.

Schools do not need to exhibit all of the described outcomes in order to implement the component well—however, if none of the outcomes are present, then schools are less likely to be "on track" or implementing the component in the strongest way possible. Schools may use the descriptions as a checklist to assess their current standard of practice; or as the frame for an action plan to move the school forward in including and supporting underrepresented students to succeed in the DP or CP.

Mapping IB programme standards and practices onto the E2 framework

E2 goals stem from the core IB programme standards and practices. Each framework dimension incorporates one or more of the standards and practices that lie at the core of the IB philosophy and expectations.

Dimension 1

Philosophy and culture to support demanding academics and high expectations for all students	
Component	**IB standards and practices**
The school's mission clearly emphasizes the benefits of academically challenging opportunities and high expectations for all students.	The school's educational beliefs and values reflect IB philosophy (Standard A). The school's leadership and administrative structures ensure the implementation of the IB programme(s) (Standard B1).

Students and families	Teachers and counsellors	School and district administrators
• Students and their families are engaged in the life of the school and communicate shared understanding around the mission, vision and goals. • Families have opportunities to learn about the mission, vision and goals of the school in their home language. • Students and families understand the IB philosophy, the requirements and expectations for the DP/CP and the learner profile. • Students have opportunities to learn and practise the attributes of the learner profile in classrooms across all grades and subjects. • Families understand the learner profile and the approaches to learning. They appreciate the contributions the DP/CP makes to holistic growth and development of all students.	• Teachers and counsellors clearly and consistently communicate the benefits of challenging academics and high expectations for all students, including examples of how all students benefit from participation in the DP/CP. • Teachers and other staff demonstrate understanding of the IB standards and practices, the learner profile and are able to articulate how they are reflected in the school mission and vision, and how they influence their own classroom practice.	• School administrators clearly articulate the school's mission, vision, and goals for providing advanced learning opportunities for all students. They communicate and facilitate a shared understanding among staff, parents, students and others of how this mission aligns with the DP/CP. • School administrators provide guidance to teachers and staff to incorporate the school's mission and vision in their teaching and learning and share examples of the benefits of DP/CP. • School administrators communicate the desire of the school to offer the DP/CP as inclusive and rigorous programmes to support student growth. • District and school administrators work to eliminate gatekeeping or "admissions" requirements for access to the DP/CP and DP courses (such as grade point average [GPA], course grades, standardized test results, state examination results, internal examination results, essays, applications, teacher recommendations and teacher approval). • School administrators facilitate conversations on DP/CP pathway course enrollment, retention and performance to identify strengths and challenges, and design action plans for improvement at individual grade levels.

Figure 1: Dimension 1—School's mission

Philosophy and culture to support demanding academics and high expectations for all students	
Component	IB standards and practices
Teachers, administrators, students and parents are invested in the school culture, which promotes high expectations and academically challenging curriculums for all of its students.	The school's educational beliefs and values reflect IB philosophy (Standard A). The school's leadership and administrative structures ensure the implementation of the IB programme(s) (Standard B1).

Students and families	Teachers and counsellors	School and district administrators
• Students and families communicate high expectations for themselves and their goals beyond high school. • Students and families learn and talk about the "fixed" versus "flexible" mindset in regard to academic achievement and attribute success in the DP/CP to effort. • Students (particularly underrepresented students) see and work with peers from similar backgrounds in DP/CP classes.	• Teachers, counsellors and other staff consistently communicate high expectations for students and discuss academic challenge in the DP/CP. • Teachers and counsellors encourage underrepresented students to take DP/CP courses and communicate the benefits, using examples from their experience. • Teachers provide instruction about the "fixed" versus "flexible" mindset in regard to academic achievement as an early part of their DP/CP preparation.	• School administrators and teacher leaders clearly communicate the expectation that all students will have opportunities to participate in DP/CP courses and examinations. • School administrators' and teacher leaders' language and actions support a culture of high expectations for underrepresented students. •

Figure 2: Dimension 1—School culture

Dimension 2

Student preparation, support and outreach to improve participation, retention and achievement for underrepresented students	
Component	**IB standards and practices**
Academic supports and structured intervention systems support students' participation, retention and success in academically demanding courses.	The school's educational beliefs and values reflect IB philosophy (Standard A). The school's leadership and administrative structures ensure the implementation of the IB programme(s) (Standard B1). The school's resources and support structures ensure the implementation of the IB programme(s) (Standard B2).

- Families receive proactive communication in their home language about supporting their children in school and accessing academic supports and interventions. Families receive prompt notification when issues arise (such as, their child is at risk of falling behind or not passing a subject, or they are chronically late or absent). Families work with the school to develop solutions that help students.
- Students have access to additional supports beyond classroom instructional time, such as tutoring, study groups, or study halls.
- Support is provided to students and their family for infractions of school or district policy.
- Students receive instruction and track their progress on DP approaches to learning skills.
- Students participate in a routine process of check-ins with teachers or other adults to build academic and social emotional resources for challenging academic courses.

- Teachers who work with students during the normal school day collaborate with instructors who work with students beyond the normal school day on student learning goals or assignments.
- Teachers develop alternative ways for students to demonstrate their learning when assignments are missing or overdue.
- Teachers develop and implement a progression of student milestones for DP approaches to learning skills.
- Teachers, counsellors and student support staff (for example, a nurse) meet regularly to identify students who are at risk of course failure to plan and track the impact of needed academic or other interventions.
- Teachers use instructional and classroom management strategies that minimize class disruption. Teachers enforce classroom consequences for infractions of school or district policy before submitting referrals for additional action.
- Teachers and counsellors work collaboratively with students to set goals, develop a progression of milestones for DP approaches to learning skills, and track their progress as a way to support success in academically challenging coursework. They work with students beyond the normal school day, if necessary, on learning goals or assignments.

- School administrators design the master schedule to ensure there is support for students (extra learning time or enhanced learning opportunities, such as study halls, advisory periods, open labs, and so on) built into the day.
- School administrators create an infrastructure to support weekly multi-person reviews of those students experiencing learning challenges. These reviews may include the student when appropriate. These reviews aim to ensure there is additional support beyond classroom instructional time for all those that require support in DP/CP preparation.
- School administrators are actively involved in getting students to the available support services.

Figure 3: Dimension 2— Academic supports and structured intervention systems

Student preparation, support and outreach to improve participation, retention and achievement for underrepresented students	
Component	**IB standards and practices**
Counselling resources provide a critical aspect of support for successful participation in the DP/CP. Counsellors clearly communicate the opportunities the DP/CP offers for students in high school, college and beyond.	The school's educational beliefs and values reflect IB philosophy (Standard A). The school's leadership and administrative structures ensure the implementation of the IB programme(s) (Standard B1). The school's resources and support structures ensure the implementation of the IB programme(s) (Standard B2).

Students and families	Teachers and counsellors	School and district administrators
• Students and families make use of the help of counsellors in negotiating post-secondary options. • Students and families learn the benefits in college for full DP/CP participation as well as opportunities with DP/CP course enrollment. • Students and families visit colleges at various stages in the high school program.	• Counsellors regularly review student progress on individual learning plans with students and their families at each grade level. • Counsellors provide information about majors, scholarship opportunities and training in college on-line tools to guide visits and applications. • Counselling resources at the school include a number of social and emotional supports for students (for example, one-on-one or group sessions) to provide opportunities to share concerns and difficulties and develop skills for managing the stress of pursuing and persisting in academically demanding courses. • Counsellors promote inclusivity and encourage students from all backgrounds and at all levels of proficiency to participate in the DP/CP.	• School administrators and teacher leaders clearly communicate the expectation that all students will have opportunities to participate in DP/CP courses and examinations. • School administrators' and teacher leaders' language and actions support a culture of high expectations for underrepresented students. •

Figure 4: Dimension 1—Counselling resources

Student preparation, support and outreach to improve participation, retention and achievement for underrepresented students	
Component	**IB standards and practices**
Families and students are engaged by the school in discussions around preparation, planning and participation in academically challenging courses to ensure that barriers to participation for students are removed.	The school's educational beliefs and values reflect IB philosophy (Standard A). The school's leadership and administrative structures ensure the implementation of the IB programme(s) (Standard B1). The school's resources and support structures ensure the implementation of the IB programme(s) (Standard B2).

Students and families	**Teachers and counsellors**	**School and district administrators**
• A diverse range of current or former DP/CP students and families helps plan and participate in recruitment activities that extend to the school's lower grades and to feeder schools in the district. • Students and families from underrepresented backgrounds publicly share their experience with taking on challenging academic coursework. • Students and families from a wide variety of backgrounds are aware of the DP/CP as a rigorous and inclusive programme that offers access to all students. • Families have a clear understanding of the requirements of the DP/CP and how to ensure their students select the appropriate courses during each year of high school. Families can participate in information and open enrollment sessions at convenient times and locations, and information is provided in their home language.	• Teachers and counsellors talk with a wide range of families and students in grades 9 and 10 about participation in the DP/CP and actively recruit them to participate. • Teachers, IB coordinators, and counsellors participate in recruitment efforts that extend to families in the feeder middle schools of their district. • Instead of seeing students as possessing a fixed amount of intelligence or potential, teachers and counsellors recognize students' strengths, efforts and growth. • Teachers and counsellors provide easily understandable and timely information about the enrollment and course selection process to families, and reach out to families of underrepresented students to ensure they have an understanding of the process.	• School administrators demonstrate respect for students and families pursuing academically challenging work and publicly recognize their contributions in newsletters, assemblies and other media. • School administrators organize recruitment efforts of students and families that extend to grades 9 and 10 as well as to feeder schools in the district. • School administrators publicize the DP/CP for a wide variety of audiences and on a wide variety of occasions (for example, meetings with school site councils or other governing bodies, meetings with community agencies, and so on). • School administrators ensure that literature about the DP/CP is available to families in their home language. • School administrators work collaboratively with stakeholders and community groups to develop plans that incorporate increased equity and inclusion in academically challenging courses as goals for their underrepresented students.

Figure 5: Dimension 2—Families and students discussions

Dimension 3

Leadership and administration that establishes policies, practices, systems and processes to support access and success in the DP/CP for underrepresented students	
Component	**IB standards and practices**
All resources, systems and structures support broadening access to, and preparation for, the completion of DP/CP requirements.	The school's educational beliefs and values reflect IB philosophy (Standard A). The school's leadership and administrative structures ensure the implementation of the IB programme(s) (Standard B1). The school's resources and support structures ensure the implementation of the IB programme(s) (Standard B2).

Students and families	Teachers and counsellors	School and district administrators
• Student schedules and course choices illustrate that access to the DP/CP is the default or expected pathway. • Students have options for a variety of DP courses at the standard level and higher level, that are two years long, to support wide student interest and build skills over time. • Students have balance in their lives and are able to pursue academically challenging courses while spending time with family and friends.	• Teachers across the school offer multiple opportunities for exposure to instruction and assessment at the level of challenge in the DP/CP prior to taking DP/CP courses. • Teacher grading and homework policies provide multiple opportunities and ways for students to demonstrate their progress towards DP/CP-based knowledge, skills and attitudes. • Teachers possess all necessary qualifications and attend appropriate IB-recognized professional development to teach DP/CP courses.	• The school leadership team regularly reviews and analyses existing barriers (and supports) for underrepresented student participation in academically challenging courses; and collaborates with feeder school leaders to align prerequisite skills. • School administrators organize a collaborative process with teachers and counsellors to design the school's policy on access to the DP/CP, to ensure equitable participation in the DP/CP across all sub-groups. • School administrators design the master schedule to facilitate access and participation in the DP/CP, and reduce barriers (for example, prerequisites, course scheduling conflicts, course pathways) that might prevent access.

Students and families	Teachers and counsellors	School and district administrators
		• School administrators ensure teachers possess all necessary qualifications to teach DP/CP courses. • District and school administrators reduce or eliminate financial barriers to student participation in academic activities and DP/CP examinations for underrepresented students. • School administrators review data on the outcome of recruitment efforts for underrepresented students and proactively develop plans to tailor or refine efforts, based on the data. • School administrators ensure that underrepresented students are scheduled in clusters so they are in a similar peer cohort and have access to technology, media centre, and library resources before and after school.

Figure 6: Dimension 3—Resources, systems and structures

Leadership and administration that establishes policies, practices, systems and processes to support access and success in the DP/CP for underrepresented students	
Component	**IB standards and practices**
Equity and inclusion are key values practised at the school, as demonstrated by proactive efforts by the staff to improve access, opportunities and outcomes for underrepresented students over time.	The school's educational beliefs and values reflect IB philosophy (Standard A). The school's leadership and administrative structures ensure the implementation of the IB programme(s) (Standard B1). The school's resources and support structures ensure the implementation of the IB programme(s) (Standard B2).

Students and families	Teachers and counsellors	School and district administrators
• Students and families participate in conversations about equity and inclusion with teachers, counsellors, and administrators. • Students and families see data at regular intervals that demonstrates more equitable participation in academically demanding classes and the DP/CP, and positive outcomes for all students over time.	• Teachers engage in discussions with other teachers, students and administrators about opportunities to increase equity and address barriers to inclusion in academically challenging courses and the DP/CP. • Teachers demonstrate skills in addressing equity issues in their classrooms over time. • Special education teachers participate in DP/CP workshops and training. • Teachers have support for providing instruction to students with learning and special educational/inclusive educational needs in academically challenging courses and the DP/CP.	• School administrators lead the school community in reflecting on progress towards improved equity and inclusion in students' access to opportunities, and outcomes over time. • School and district administrators highlight and celebrate the goals and achievements of students on the DP/CP pathway (particularly those from underrepresented backgrounds) in multiple ways and forums. • School administrators identify and recruit a diverse set of stakeholders to provide formal and informal input on DP/CP policies, practices, systems and processes.

Figure 7: Dimension 3— Equity and inclusion

Leadership and administration that establishes policies, practices, systems and processes to support access and success in the DP/CP for underrepresented students	
Component	**IB standards and practices**
Leaders actively monitor the integrity of the DP/CP implementation to: 1) ensure that IB programme standards are met; and 2) ensure that the programme meets the needs of underrepresented students in supporting their growth and achievement.	The school's educational beliefs and values reflect IB philosophy (Standard A). The school's leadership and administrative structures ensure the implementation of the IB programme(s) (Standard B1). The school's resources and support structures ensure the implementation of the IB programme(s) (Standard B2).

Students and families	Teachers and counsellors	School and district administrators
• Students from underrepresented backgrounds participate in academically challenging courses at the same rates as their peers. • Students and families participate in instructional observation days to identify school-wide strengths and weakness in adhering to IB standards and practices.	• Teachers conduct periodic self- assessments of their instructional practice and its adherence to IB standards and practices. • Teachers use feedback from school administrators, coaches and peers to improve the alignment of their instruction to IB standards and practices. • Teachers and staff participate in instructional observation days to identify school-wide strengths and weakness in adhering to IB standards and practices.	• School administrators are familiar with DP/CP curriculums and desired instructional practices. • School administrators conduct regular classroom visits to ensure instructional practices promote inquiry and student engagement. • School administrators and leadership teams review data at regular intervals to gauge how well the DP/CP course pathway supports the growth and achievement of all learners. • School and district administrators use data to make decisions on how to support and assist teachers. • School leaders communicate the DP/CP as the focal point of school improvement in school plans and school budgets. Leaders connect policies, programmes and processes directly to increasing access to DP/CP courses (for example, Common Core, 21st Century Skills, college and career readiness). • School administrators recruit and hire teachers who have the knowledge and skills to increase underrepresented student participation in the DP/CP.

Figure 8: Dimension 3— Leaders

Dimension 4

Learning and teaching to develop and deliver curriculum, instruction and assessment that motivate and engage students to achieve at high levels	
Component	**IB standards and practices**
Teachers engage in intensive curriculum planning with a focus on preparing all students for academically challenging courses.	The school's written curriculum reflects IB philosophy (Standard C2). Teaching and learning reflects IB philosophy (Standard C3). Assessment at the school reflects IB assessment philosophy (Standard C4).

Students and families	Teachers and counsellors	School and district administrators
• Students can see people from their own culture or background in the curriculum materials. • Embedded in the written curriculum, students have opportunities to take action in response to students' own needs and the needs of others. • Students demonstrate an understanding of the essential and guiding questions of each of their classes. • Students participate in assessments in all subject areas and grade levels that draw upon their higher-order thinking and inquiry skills. • Families have opportunities in their home language to discuss their children's coursework and learning with school staff.	• Teachers' curriculum planning focuses on addressing all of the aims and objectives of each DP/CP subject and prerequisite knowledge and skills. • Teachers use IB resources (such as subject guides, assessment results, subject reports, and enquiry upon results reports) to revise their curriculum and units on a regular basis. • IB coordinators ensure that instructional materials are informed by current IB publications and are reviewed regularly to incorporate developments in the DP/CP. • Grade level and subject-specific curriculum documents articulate specific supports and strategies to broaden DP/CP course participation. • Teachers develop and implement intellectually engaging lessons that are inquiry centered and aligned with DP/CP. • Units developed by teachers demonstrate that all teachers are teachers of literacy who support vocabulary development, writing, and reading academic texts.	• School administrators provide resources and support opportunities for teachers to access and use DP- and/or CP-specific planning and instructional materials. • School leaders work with the district to ensure budget efforts cover the cost of specific textbooks and training that support DP/CP teaching and learning. • School and district administrators provide sufficient information technology (IT) resources to support classroom instruction in all subject areas.

Figure 9: Dimension 4— Teachers

Learning and teaching to develop and deliver curriculum, instruction and assessment that motivate and engage students to achieve at high levels	
Component	**IB standards and practices**
Instruction across the school is designed to support and engage all students in courses that are academically challenging and prepare them for college and university.	The school's written curriculum reflects IB philosophy (Standard C2). Teaching and learning reflects IB philosophy (Standard C3). Assessment at the school reflects IB assessment philosophy (Standard C4).

Students and families	Teachers and counsellors	School and district administrators
• Students are engaged and supported in each classroom. They actively participate in classroom activities and discussion. • Students with learning support requirements receive accommodations to support their access to academically challenging work. • Students at all grade levels discuss examples of their progress in building their approaches to learning skills that include: social skills; research skills; communications skills; self-management skills; and thinking skills. • Students are supported in their efforts to take on more demanding assignments through design of projects that are broken down into component parts. Students are also supported to collaborate in projects across subjects, and to participate in structured learning experiences outside of the normal school day.	• Teachers support and encourage the participation of all students in activities and discussion. Teachers provide inquiry-based instruction that is organized around a driving question (or challenge) that encourages student voice and choice. • Teachers build upon students' approaches to learning skills through their instruction, including: social skills; research skills; communications skills; self-management skills; and thinking skills. • Teachers provide individual feedback on student engagement and use of instructional strategies. Feedback is consistent with the IB standards and practices. • Teachers provide varied and flexible instructional groupings for students and spend more of their instructional time on providing differentiated instruction for small groups, or individual students, than on whole-group work. • Teachers expect students to submit high-quality work and provide multiple opportunities for students to resubmit work to enhance its quality. • Teachers tailor instruction to support a student's current level of achievement.	• School administrators establish school norms and a school climate that supports inquiry-based teaching and student engagement. • School and district administrators ensure that underrepresented students have access to technology in order to extend formal and informal learning beyond the school day. • School administrators facilitate discussions about instructional strategies that support and engage all students in academically challenging work.

Figure 10: Dimension 4—Instruction across the school

Learning and teaching to develop and deliver curriculum, instruction and assessment that motivate and engage students to achieve at high levels	
Component	**IB standards and practices**
Assessments, both formative and summative, are used to increase understanding of students' learning and improve teachers' curriculums.	The school's written curriculum reflects IB philosophy (Standard C2). Teaching and learning reflects IB philosophy (Standard C3). Assessment at the school reflects IB assessment philosophy (Standard C4).

Students and families	Teachers and counsellors	School and district administrators
• Students are engaged and supported in each classroom. They actively participate in classroom activities and discussion. • Students with learning support requirements receive accommodations to support their access to academically challenging work. • Students at all grade levels discuss examples of their progress in building their approaches to learning skills that include: social skills; research skills; communications skills; self-management skills; and thinking skills. • Students are supported in their efforts to take on more demanding assignments through design of projects that are broken down into component parts. Students are also supported to collaborate in projects across subjects, and to participate in structured learning experiences outside of the normal school day.	• Teachers support and encourage the participation of all students in activities and discussion. Teachers provide inquiry-based instruction that is organized around a driving question (or challenge) that encourages student voice and choice. • Teachers build upon students' approaches to learning skills through their instruction, including: social skills; research skills; communications skills; self-management skills; and thinking skills. • Teachers provide individual feedback on student engagement and use of instructional strategies. Feedback is consistent with the IB standards and practices. • Teachers provide varied and flexible instructional groupings for students and spend more of their instructional time on providing differentiated instruction for small groups, or individual students, than on whole-group work. • Teachers expect students to submit high-quality work and provide multiple opportunities for students to resubmit work to enhance its quality. • Teachers tailor instruction to support a student's current level of achievement.	• School administrators establish school norms and a school climate that supports inquiry-based teaching and student engagement. • School and district administrators ensure that underrepresented students have access to technology in order to extend formal and informal learning beyond the school day. • School administrators facilitate discussions about instructional strategies that support and engage all students in academically challenging work.

Figure 11: Dimension 4—Assessment

Dimension 5

Educator professional development focused on strategies that impact participation and success	
Component	IB standards and practices
Opportunities for collaboration among staff take place across subjects and grade levels for the purposes of changing and improving instructional practices to support underrepresented students more effectively.	The school's resources and support structures ensure the implementation of the IB programme(s) (Standard B2). Collaborative planning and reflection supports the implementation of the IB programme(s) (Standard C1).

Students and families	Teachers and counsellors	School and district administrators
• Students experience continuity and coherence in the instructional strategies and approaches and the use of similar practices across subjects and grade levels. • Positive outcomes from teacher learning and collaboration are seen by students and families in the classroom.	• Teachers and counsellors actively seek opportunities for collaboration through meetings, observations, coaching, and other forms of giving and receiving feedback. • Teachers' collaborative planning includes regular vertical and horizontal articulation to explore connections and relations between subjects and establish the expected progression of knowledge, understanding and skills shared within and between disciplines. • Collaborative planning and reflection is informed by student observation, assessment of student work and includes discussion and observation of the use of effective instructional strategies and practices. • Counsellors and teachers meet to share relevant knowledge about the factors affecting student achievement. • Teachers work together to schedule assignments carefully to distribute student workloads throughout the year.	• School administrators ensure collaboration focused on continuous improvement through regularly scheduled, dedicated meetings and other opportunities. • School administrators ensure resources are available for teacher training and peer learning and observation. • School administrators ensure collaboration time includes the vertical articulation of courses using a backwards design approach from the DP/CP assessments. • School administrators ensure coaching is provided on an individual basis to teachers as needed, and on a group level several times a year to support faithful implementation of course curriculums, development of new instructional strategies, and use of data to improve instruction.

Figure 11: Dimension 5—Opportunities for collaboration

Educator professional development focused on strategies that impact participation and success	
Component	**IB standards and practices**
Counsellors have opportunities to build their knowledge of the preparation and requirements of the DP/CP continuously, along with the opportunities and challenges for underrepresented students, and actively advocate for greater access for underrepresented students to the DP/CP.	The school's resources and support structures ensure the implementation of the IB programme(s) (Standard B2). Collaborative planning and reflection supports the implementation of the IB programme(s) (Standard C1).

Students and families	Teachers and counsellors	School and district administrators
• Students and families receive informed communication and guidance from their assigned counsellor and IB coordinator when planning courses and schedules, reflecting high expectations and college and career-oriented goals.	• Counsellors show a strong depth of understanding of the DP/CP in talking with students about programme requirements, college and career options of prior DP students, and course path connections aligned with individual student goals and interests. • Counsellors and IB coordinators articulate strategies and plans for encouraging diverse learners to take DP/CP courses at their school. • Counsellors support DP/CP students in the college application and financial aid process, in addition to guiding college choice and tracking enrollment post graduation.	• School and district administrators facilitate opportunities for counsellors to discuss the DP/CP, goals of equity, and strategies for supporting underrepresented students. • School administrators assess course request and scheduling data to ensure goals for equity in DP/CP are met. • School administrators provide opportunities for counsellors to participate on instructional teams and walkthroughs to increase knowledge of DP/CP courses and student supports.

Figure 12: Dimension 5—Counsellors

Educator professional development focused on strategies that impact participation and success	
Component	**IB standards and practices**
Meaningful, relevant professional development opportunities are aligned with the DP/CP and designed to improve practice and engage students.	The school's resources and support structures ensure the implementation of the IB programme(s) (Standard B2). Collaborative planning and reflection supports the implementation of the IB programme(s) (Standard C1). Teaching and learning reflects IB philosophy (Standard C3). Assessment at the school reflects IB assessment philosophy (Standard C4).

Students and families	Teachers and counsellors	School and district administrators
• Students are engaged in tasks that require inquiry and thinking about complex problems and are also matched to their current level of proficiency. • Students experience a learning environment that is academically challenging and values their ethnic, cultural and socio-economic background. • Families can point to examples at the school of the IB principles of promoting inquiry and engagement among students.	• Teachers use a variety of strategies and approaches to develop and implement interactive lessons that are motivating and intellectually engaging. • Teachers and counsellors have access to professional development that helps them reduce or eliminate any bias regarding achievement levels or ethnicity. • Teachers implement new strategies and practices they learn and set instructional goals for themselves and their students. • Teachers who attend IB professional development meetings share their learning by replicating workshop activities for other teachers during curriculum planning and reflection. • Teachers receive one-on-one peer coaching (as required) to support them in implementing new strategies and practices, using data, and implementing the DP/CP.	• School administrators ensure professional development resources are focused on improving teaching and learning and engaging and motivating a broader group of students in the DP/CP. • School administrators participate in professional development with DP/CP teacher teams, providing coaching when needed, to implement instructional practices. School administrators set clear expectations and develop a plan for the implementation of new practices gained from professional development. • School administrators and the DP/CP coordinator monitor implementation and ensure that teachers receive any support they need to implement new practices successfully.

Figure 13: Dimension 5—Meaningful, relevant professional development opportunities

Educator professional development focused on strategies that impact participation and success	
Component	**IB standards and practices**
Professional learning improves the design, use and analysis of assessments for the DP/CP to prepare a greater number of underrepresented students for success.	The school's resources and support structures ensure the implementation of the IB programme(s). (Standard B2)

Collaborative planning and reflection supports the implementation of the IB programme(s). (Standard C1)

Assessment at the school reflects IB assessment philosophy. (Standard C4) |

Students and families	**Teachers and counsellors**	**School and district administrators**
• Students are encouraged to set learning goals for themselves based on assessment outcomes. • Students experience criterion-related assessment aligned to DP/CP objectives in all academic courses at all grade levels. • Families have opportunities to review and discuss assessment data with school staff to understand students' needs and performance levels.	• Teachers use assessment data to determine concepts that students find challenging, and identify those that require further teaching. • Teachers work collaboratively to design new instructional strategies that will meet student needs identified by formal and informal assessment outcomes. • Teachers use inclusive assessment methods that are an appropriate measure for the expected learning and are free of bias.	• School administrators regularly join teachers in the review of school-based assessment data for grade levels or subject areas. • School administrators provide data in formats that are easy for collaborative teams to review, and ensure analysis of quarterly summative assessment data in the DP/CP. • School administrators ensure that disaggregated assessment data are made available to teachers within a reasonable time frame. • School administrators communicate with their district to access relevant data stored at the district level.

Figure 14: Dimension 5—Professional learning

Glossary

Approaches to teaching and learning in the DP	Approaches to teaching and learning are deliberate strategies, skills and attitudes that permeate the teaching and learning environment. In the DP's approaches to learning, these cognitive, metacognitive and affective skills are grouped into five categories: thinking skills, communication skills, social skills, self-management skills, and research skills. In addition, six key pedagogical principles underpin approaches to teaching in IB programmes: teaching in IB programmes is based on inquiry, focused on conceptual understanding, developed in local and global contexts, focused on effective teamwork and collaboration, differentiated to meet the needs of all learners, and informed by assessment (formative and summative).
Attribute	A quality or feature regarded as a characteristic or an inherent part of the E2 component in action. Attributes include specific practices—how it can be done—as well as tangible outcomes from implementing an E2 component.
Component	A part or element of one of the five elements of the E2 categories. Across schools and school contexts, the components will remain the same but may generate different attributes specific to a school community.
Criterion-related assessment	Assessment process based on awarding grades against previously agreed criteria. This approach to assessment judges students' work by their performance in relation to identified levels of attainment, and not in relation to the work of other students. Middle Years Programme (MYP) and DP/CP subject guides contain subject-specific criteria for a subject's published objectives. Teachers develop task-specific criteria aligned with the IB's subject-specific criteria and the particular purpose of the assessment task.
Curriculum	The units of work, accompanying materials, individual lesson plans, and assessments created or collected by teachers and used for the purpose of teaching and learning in the classroom—please note that for the purposes of this framework, the term "curriculum" is more narrowly defined than in the IB standards and practices.
Excellence and Equity (E2) framework	The set of beliefs and research-based ideas that provide the theoretical structure for the IB's pilot project to support schools seeking to increase underrepresented students' participation and achievement in the DP or CP.

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