# Being IB:

# Incorporating IB Principles into Teacher Evaluation

# Hello, from Fridley, Minnesota!



# Authorized IB MYP World School Grades 5-8

812 Students
Magnet School-all inclusive
62% free/reduced lunch
43% diversity
17% special education
13% EL



#### **Session Goal**

 To understand best teaching practices through the IB lens What is the advantage of an IB school with respect to teaching and learning?

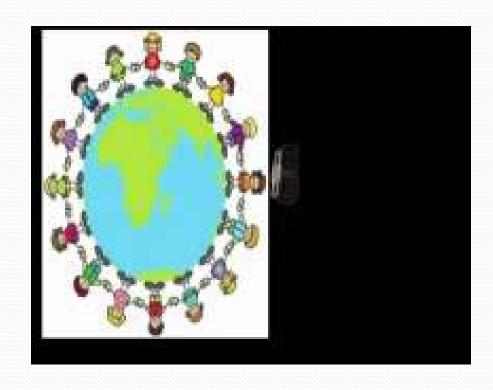
The story of how the alignment began in Fridley School District.

#### What **teachers** say about **curriculum**:

- **❖**A second language
- \*Articulated curriculum
- **Significant Concept and Unit Question**
- Curriculum mapping
- \*Aligned IB aims and objectives
- **\***The Areas of Interaction
- The IB provides ample ideas and resources.
- **❖**IB requires students "to think."

# Students Tell Their IB Story





#### **Students** say:

- \*"Our lessons always have a significant concept and an area of interaction that we always go back to."
- \*"Every class period we have one question we focus on and we go back to it."
- \*"Sometime the students make up questions, then we share our questions with each other and come up with one question as a whole, then compare that to what the teacher asked in the significant concept and with the characteristics of the IB Learner Profile."
- \*"I like how the learning is by doing. We always know what we are supposed to learn, then we do activities to learn it, then we take a test and we all learned."

#### Charlotte Danielson Rubric

- Alignment of the IB Principles with the researched best practices
- Notice the similarities and the connections on the printed copy
- Observe a teaching segment, score it

# 6<sup>th</sup> grade math class

- Math teacher, Jean Andrews, describes the MYP assessment rubric used to evaluate student's understanding of triangle, rectangle and circle.
- Did she articulate the connection between the lesson objectives and the MYP assessment criteria?
- What opportunities for students' diverse approaches to learning are addressed in the planning of this goal?

#### What are the connections?









How did you do? Check your own ratings.

#### One More Time

- Teacher, Lisa Cortes, instructing EL students in persuasive writing.
- Is the significant concept articulated?
- Is the goal of the lesson articulated?
- Is the significant concept used to drive student learning?
- Does the teacher articulate the knowledge and skills connected to the significant concept?

#### Significant concept? Learner Profile?





Instructional Leaders and Principal share their scores



### Instructional leaders and principal





The value of teaching through the IB lens

## What elements do you see?

Jen Carlson, humanities teacher: video conferencing activity

- Which Charlotte Danielson elements of good teaching do you observe in practice?
- How do you see the teaching and learning enhanced through this IB approach?

# Which IB elements of good teaching do you observe?





Ms. Carlson's students react to their experience.



#### Insightful students





#### **IB** in Action

- Teaching and Learning = our common thread
- Research-based teaching rubric of best practices correlate with IB principles of good teaching
- Too much to add? What is the cost of not adding IB?
- Consider the value-added aspects of good teaching and increased student learning.

#### www.fridley.k12.mn.us



## **IB=Good Teaching**

- Have fun with IB
- Get students and teachers crazy involved
- Train hard, work hard, play hard
- Encourage creative skills in using the components of IB
- Spread IB all over the place making it work its magic!
- Whole school, whole District enhances the commitment of the community and can serve to unify the educational offerings for students.

# **IB Learner Profile Rap**



