

World Café, November 2006

Curriculum and assessment

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1. How will we know if our common planning meets the IBO standards?

- By common planning time
- Regional round tables: make connections, access resources
- Using staff time to look at /unpacked standards in order to figure out together how we get there.
- Should IBO tighten or make more explicit these standards?
- Planning time needs to be formalized
- It is critical to instruct and model for teachers how to use common planning time
- Align goals of planning time, instructional change, professional development and peer visitations
- Use the IB learner profile as the norms for collaborative time
- The Diploma doesn't relate as it is external assessment
- The Diploma seems to be isolated, because it is different
- Organize staff and students meeting to share their understanding of the standards and practices
- Include a variety of strategies: Self-assessment, observation, peer-assessment.
- Develop rubrics including teachers and students reflections
- Agree and understand what our values are and how they can be integrated to assessment
- The IBO would need to standardize the number of descriptors criterion for different subject area or programs

2. How do we plan for students that fall behind?

- By developing relationships
- Identify resources in the school and in the community
- Tutorial-volunteer
- Communicate expectations for success
- Informing parents early on our expectations
- Reconfigure for smaller class sizes
- Use individual data folder for students
- set specific targets with on-going monitoring
- We need to support the Approaches to learning
- Build personal growth plans for kids with a student folder
- Have common planning time for teachers to identify together the students that fall behind involving the school district and the parents to get the appropriate funding
- Use other comprehensive school reform programs such as AVID
- Doing a 'class within a class' to offer a second teacher (special ed.) who goes in to regular class and supports a small group during class time.

- By offering MYP courses to DP students to reinforce ATL across the curriculum
- Involve the school support team
- Diploma program is different from PYP and MYP because there is no option
- Catch the students as soon as possible before they are too far behind
- Make the students accountable for their learning by giving them clear information about our expectations at the end of the year

3. Through which means can we make the assessment criteria understandable to students?

- Explain them why assessment?
- Help student understand the purpose of assessment
- Modify the rubrics of the criteria
- Use the peer assessment
- Use a consistent message and language
- Use examples from previous exams

4. How do address the comment: “I don’t know what they are teaching over there, but...”

- Just because we are teaching them about other cultures/countries doesn’t mean we are straying from our current curriculum and instructional goals
- Through communication, formal and informal
- We are viewed like elitists. We are viewed as socialists because we teach social studies creating open-mindedness.
- Use clarifying questions

5. How do we build an assessment policy that reflects the values in the program?

- Use multiples assessments that are more than content based
- More open-ended assessment that include values
- Difficult to assess values vs knowledge
- Student outcomes would be evidence of the values
- Put in place a committee of interested individuals come together to study standards and seek feedbacks from parents, students, board of trust, etc..
- Unpack the standards relating to assessment
- Put in place a collaborative process between teachers
- We could add a tool to the assessment that reflects the IB philosophy
- Can we design assessment that use the learner profile to assess knowledge, writing skills and ethical thinking

6. What it would look like if our curriculum was sensitive to other cultures without losing our own cultural identity?

- Define our own cultural identity
- Change the course title to be more inclusive of other culture
- Use larger conceptual concepts instead of our limited focus
- Provide specific courses that reflect our area but stretch us in looking at different cultures world wide through other course selection
- We need to focus more on how we are similar than how we are different
- Explain how differences can be positive

- Present numerous different approaches

7. What if we have external examination for all three programs?

- That would bring other expenses
- That would send a message of an elitist program
- Would become to content driven
- Should we have any exams?