

Thank you for agreeing to facilitate a DP Job-a-Like.

DP Job-a-Likes are an opportunity for teaching professionals to grow in their practice through collaboration and sharing. Many of the best ideas are the result of a conversation between practicing teachers from a variety of backgrounds and experiences.

The DP Shanghai and Jiangsu network offers DP Job-a-Likes for all subject groups, either by individual courses or as a group. We also offer sessions for Extended Essay, College Counsellors, and CAS Coordinators.

To ensure these Job-a-Likes meaningful for both facilitating teachers and the participants, the DP Coordinators have agreed on a set of guidelines and agenda points. The following documents will help you get organized:

- Responsibilities
- Essential Agreements for Participants
- Checklist for Host Schools and Facilitating Teachers

As the Facilitating Teacher, you will outline an agenda of discussion topics divided into 3-4 sessions during the day. Included in this document are suggestions to help stimulate conversations. Select those topics most relevant to your subject group or ask participants to select which they would like to discuss.

The role of facilitator is to help keep the conversation moving in a productive direction. The facilitator does not have to be an expert in all areas of the course, nor should they take the role of workshop leader.

On that important note - these are not workshops. Consider these definitions to help set the stage for a collaborative, collegial sharing session.

A Workshop is for learning and sharing under the direction of an expert. The focus is to learn new skills and gather information from an expert trained in the subject. The participant becomes a student.

A Job-a-like is for learning and sharing in a collegial setting, with no individual presenter. The focus is to establish a group of collaborative teachers sharing knowledge and skills on a variety of topics within a single subject. No teacher is an expert; teachers come from a variety of backgrounds and leave with a shared understanding. The participant is both teacher and student.

Thank you again for agreeing to facilitate an DP Job-a-Like.

DP Shanghai and Jiangsu Network

Necessary Materials:

You may request that participants bring relevant materials or email them prior to the event. If there is a space for sharing electronically, send the link to participants to post exemplars.

Consider asking participants to bring examples of:

- Unit plans
- 2-year curriculum overviews (calendar for pacing or scope and sequence documents)
- Student work (remove student information)
- Internal Assessment preparations, scaffolding or framework
- Practice External Assessments (teacher-made or modified)
- Activities that help incorporate ToK in the subject
- Activities that support development of ATLs
- Favorite resources (lists, links, books, etc)
- Support, timeline, etc for supporting the Extended Essay

Session Topics:

DP coordinators have agreed that each job-a-like will adhere to a set of agreed sessions.

Job-a-Likes are generally made up of 3-4 sessions. Do not try to “cover” all of these points. Rather select a couple that will be the focus for the day. These general topics can be tailored for the specific needs of the subject group:

- Developing written curriculum, including sample unit plans
- Developing assessment for IB Diploma Students
- Sharing teaching and learning ideas and resources
- Internal Assessment preparation and standardization
- External Assessment preparation and standardization
- Integrating Theory of Knowledge
- Supporting the Extended Essay

We discourage having school tours as part of the day, owing to maximize the learning for all teachers involved.

Setting an Agenda

The remainder of this document is dedicated to possible agenda items and talking points. It is not intended that any single Job-a-Like 'cover' all of this content. On the contrary, one topic discussed in a rich and meaningful manner is far more valuable. This document may be shared with participants as needed. Consider the questions that follow suggestions or beginning points. The discussions that stem from these may take on a meaningful life of their own.

TOPIC: Developing written curriculum, including sample unit plans

1. Consider and discuss unit plans brought to the discussion. How does each unit address these areas of planning and teaching and learning:
 - i. How does the unit incorporate formative assessment tasks to support the summative task of the unit? How does the unit support the components of the DP exam?
 - ii. How does the unit address the subject aims, objectives, and requirements in relationship to content? Does the unit have a skill-based approach or an exam focus?
 - iii. How does the unit deepen understanding of the required content in the context of developing necessary skills? What is the balance of content and skill development?
 - iv. How are ToK and ATL skills incorporated into the framework of the unit? How is this accomplished? What activities are used?
 - v. What scaffolding is in place to support skill development and self-regulatory learning? How is this accomplished? What tools are used?
 - vi. What opportunities exist for teacher-, peer-, and self-evaluation and feedback? How is this accomplished? What tools are used?
2. Discussion may center around one unit for the whole group or one unit amongst a group of teachers. Sharing best practices from each unit examined will give all participants a valuable take-away
3. It may also benefit participants to examine and discuss the approach taken for the course as a whole.
 - i. How do participants approach a 2-year curriculum plan for their course?
 - ii. How is the transition into the DP managed? Are skills or knowledge embedded in the program that comes prior to DP? How is this managed?
 - iii. How are the various external and internal assessments integrated? What is the timing and pacing of these tasks? How are these planned for in each school?
 - iv. When do schools do the Mock Exams? Extended Essays? Internal Assessment tasks? Written Assignments? Presentations?
 - v. What are the benefits and problems associated with each approach presented?

TOPIC: Developing assessment for IB Diploma Students

1. Possible questions for general discussion:
 - a. How do teachers ensure that assessments are in line with the Criteria?
 - i. What checks and balances ensure that all criteria are measured appropriately?
 - ii. How are course objectives and concepts used to create assessment tasks?
 - iii. How often to different schools standardize marking? What strategies are in place?
 - b. Is there a variety of assessment strategies in practice to support necessary skills and content required of the course?
 - i. Prepared and spontaneous?
 - ii. Individual and Small-group?
 - iii. Spoken, written, performed?
 - c. How do participants prepare assessments for units throughout the course?
 - i. Resources?
 - ii. Scaffolding?
 - iii. Opportunities for feedback?
 - iv. Collaboration within and outside department?
2. Consider and discuss example assessments brought to the discussion:
 - a. Are the Aim and Objectives clearly known by the students? Are the instructions clear and precise? Do they imitate exam instructions?
 - b. How do these tasks allow for students to reach the highest level of achievement?
 - c. How is this assessment completed by the student? If it is not an in-class exam, is there an opportunity for feedback (teacher-, peer- or self-) prior to submission? How is the task scaffolded? Is the timeline for completion clearly presented?
 - d. Which specific-subject objectives are being evaluated? Is the method of evaluating these objectives challenging and engaging? What are other possible options for evaluating these objectives?

Share best practices for this topic as well as examining the assessments provided.

TOPIC: Internal and External Assessment preparation and standardization

This topic may be addressed using example work brought by teachers, DP results from External or Internal Assessment tasks, or TSM material.

1. Standardization:

- a. Distribute electronic copies of unmarked task in advance if possible or bring them to the meeting.
- b. Decide on the best method for sharing and comparing results. You might:
 - i. Each grade/score the papers individually, in advance of the meeting or at the meeting.

- ii. Create a table of scores like this one. Complete it with scores from individual teachers. If a TSM or DP paper, add the official score after all teachers have finished. If it is a teacher’s example, you may not need this row.

Teacher	Crit A	Crit B	Crit C
Moderated score (if TSM Material or exam score)			

- iii. Discuss results, using TSM comments or DP results information if available. If it is an example from a teacher, come to an agreement of a score based entirely on the criteria.

2. Standardization: Follow a similar procedure for each task brought to share.

- a. The aim is to come to a common understanding of what represents each level of achievement. Ideally, a school could have a collection of anchor papers for each assessment task within course.
- b. When difficulties arise or in areas of diverging opinions –
 - i. refer directly to each individual criteria sentence in the DP subject guide
 - ii. model the mark on known scores and feedback (TSM material / DP results)
 - iii. base the agreed score on visible evidence only, not assumed evidence
 - iv. be open-minded and willing to see/hear differing perspectives
 - v. be willing to adjust

3. Preparation: Many of talking points in the topic above are also relevant here. When considering example TSM examples, discuss how each is presented to the student. For looking at teacher-prepared tasks, these questions as well as those on Page 4 can guide conversation.

- a. What can be learned from the TSM material?
- b. What would you do differently for your students and why?
- c. Do you have a similar task, yet present it differently? How?
- d. If this were your task, how would you add scaffolding? How would you give feedback?

TOPIC: Sharing teaching and learning ideas and resources

A good topic to have on the agenda, it is often at the end of the session. Be sure to inform teachers in advance so they come prepared to share.

1. Resources:

- a. What additional texts can support this course? What variety of text types support development of content, skills, and objectives?
- b. What teacher resources are available to support student learning and teacher growth in the subject?
- c. What technology supports the content and skills required? Specific internet sites? digital texts? interactive games/activities? Share your favorite technological resources.
- d. What movies or media the content and skills required? Where can teachers find related media? YouTube? other similar means? Share your favorite resource for media.

2. Teaching and learning ideas:

- a. An old fashioned show-and-tell works well here. Either as a whole group or in small groups. Everyone gets a new take-away.
- b. Consider a digital space to share after the session or set up an email group for sharing and distributing examples.
- c. Discuss how each idea share supports:
 - i. the course content
 - ii. the skills required for the exam
 - iii. an understanding of the criteria by the students
 - iv. varied entry points by the students (differentiation, ESL needs, interest)
- d. Consider and brainstorm variations for individual teacher styles and the needs of their students.

TOPIC: Integrating Theory of Knowledge

The talking points above can be adapted to explore how ToK is integrated into the course – explore resources and teaching/learning ideas. Consider also the talking points related to sample Unit Plans.

TOPIC: Supporting the Extended Essay - Possible talking points:

1. How is the Extended Essay supported in this subject group? Do teachers outside this subject group supervise EEs? How are the teachers supported, those within and outside the subject?
2. How do supervisors in this subject group address the diverse needs of students who have selected this group for their research?
3. How does your school develop research, organization, and writing skills in preparation for the EE? The development of self-regulation and mindfulness?
4. What challenges and obstacles have students discovered within this subject? Does your school have suggestions for overcoming these challenges? Brainstorm possibilities.
5. How do supervisors give feedback to students while still staying true to the requirements of the task? What scaffolding is in place in your school?
6. What is the role of the librarian in your school?
7. What improvements would you like to see in your school? What frustrates you about the EE?
(don't let this become a gripe session, but perhaps a chance to share-out how schools have dealt with similar issues.)
8. What victories has your school had in its treatment of the EE? How have the students benefited?