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Growing DP Participation webinar series:

Removing barriers to effective student participation

Speakers:

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Growing DP Participation webinar series

This webinar series has been designed to support IB World Schools in growing student participation in the IB Diploma Programme. Our goal is to aid the development of **sustained growth** at your school.

SESSION 1

prepared participants to develop a plan for increasing participation.

SESSION 2

will discuss strategies for identifying and removing barriers to participation.

SESSION 3

will examine how to develop teacher and staff capacity to support sustained growth.



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Session 2 - Agenda

- Examine **processes, procedures** and **perceptions** that affect DP cohort and course participation in our schools
- Examine **aspects of school culture** that influences IB participation
- Identify **potential barriers** to student access that exist within our schools
- Practical **strategies** to support the elimination of barriers



Last Session

We began to develop strategies to increase DP participation:

- Using IB research to **debunk myths**
- Systematically developing talking points to **create a new narrative**
- Strategically benchmarking participation as a way to **measure success**
- Analyzing your programme's structure to **remove constraints**
- Starting an action plan: **SWOT analysis**

If you missed part 1....

<http://bit.ly/dptalkpts>

Develop your own talking points based on what you have heard:

Create three new talking points you can use when discussing the benefits of the IB Diploma Programme



SWOT Analysis

STRENGTHS

(INTERNAL, POSITIVE FACTORS)

Strengths describe the positive attributes of your existing program and school

WEAKNESSES

(INTERNAL, NEGATIVE FACTORS)

Weaknesses are aspects of the school that constrain your ability to increase participation

OPPORTUNITIES

(EXTERNAL, POSITIVE FACTORS)

Opportunities are external factors that provide supports to increase participation

THREATS

(EXTERNAL, NEGATIVE FACTORS)

Threats are external factors beyond your control that constrain your ability to expand your program

Leading Through Inquiry

- What do we do well?
- Why does it work?
- What do others do that works well?
- How could we introduce these new ideas in our school?
- How would we know if they are working well?

What is your school's culture?

Culture is both created by and reflected in the choices that we make as school leaders. This culture is reflected, in part, in our:

- **Policies:** Written or enacted practices that the school follows as a “normal” way of doing business.
- **Procedures:** How a school operates; the mechanisms that support the work of the school.
- **Perceptions:** Beliefs about the programme, held by students, parents, staff, and the broader community.

How accessible is your DP?

Consider how your school's cultural beliefs about access are reflected in your Diploma Programme:

What do we do well that makes our programme accessible?

POLICIES

PROCEDURES

PERCEPTIONS

What barriers exist that limit accessibility?

POLICIES

PROCEDURES

PERCEPTIONS



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What is your DP culture?

Restrictive
Access

Limited
Access

Open
Access

Inclusive
Access



What is your DP culture?

Restrictive Access

Competitive admission for only selected students; numerous external and internal requirements for access.

Limited Access

Restrictive admission based on internal or external requirements; limited outreach to non-traditional candidates.

Open Access

Open access based on student choice and interest; certain students encouraged to participate based on loosely-defined internal measures.

Inclusive Access

Culture of actively encouraging all students to actively participate; students broadly see themselves as belonging to the programme.



Moving along the access continuum

Consider your school's current state on the continuum of program access:

- What are your **policies, procedures** and **perceptions**?
- Is it **representative** of the nature of the cohort/student population?
- What past and present **barriers** may exist to DP/CP access?



As you are thinking, consider these common types of access barriers

POLICIES

Written or enacted practices that the school follows as a “normal” way of doing business.

PROCEDURES

How a school operates; the mechanisms that support the work of the school.

PERCEPTION

Beliefs about the programme, held by students, parents, staff, and the broader community.

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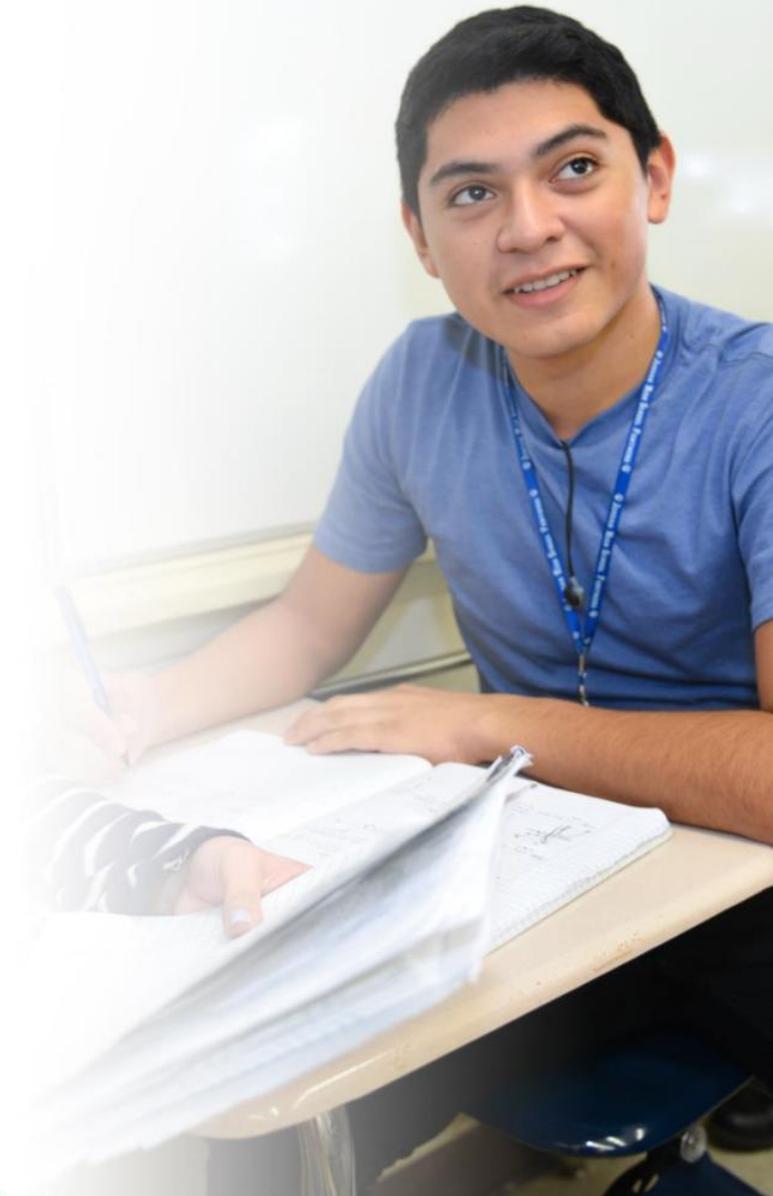
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Barriers to effective student participation

What barriers exist for students participating in the DP?

These may be policies, procedures or perceptions of the programme.



Some access questions (applicable to DP, CP and DP courses)

Policies	<ul style="list-style-type: none">• What rules are in place to dictate who can and cannot access/participate in the school's programme?• What supports are in place for families who cannot afford programme fees?• Does your school allow for certificate candidates/partial access?
Procedures	<ul style="list-style-type: none">• How do you formally and informally reach out to students and parents to promote the DP and CP?• Are there specific groups of students you target during the recruitment process?• What language(s) are used in the materials provided to students, parents and families?• What is the application process for joining the programme?
Perceptions	<ul style="list-style-type: none">• Is there a belief among certain groups of students that the DP and CP are not intended for them?• What do counselors and teachers believe about students' ability to succeed in the DP and CP?

Some Course Offerings and Pathways:

Policies

- Are students **tracked** in earlier grades into specific capstone classes and pathways?
- What **policies** are in place to determine what courses run and which students can take them?
- Are there **minimum numbers** required to run a course?
- Are certain courses offered to students **not** in the programme?

Procedures

- What school procedures are in place for students and parents to **learn** about course offerings and requirements?
- How are teachers **selected** to teach courses?
- Do courses have “prohibitive” **summer assignments**?
- How are students **counseled regarding their choices in DP courses and pathways**?
- Do course pathways serve to prepare or restrict student access to certain courses?
- Does the selection of programme courses serve the diverse interests of a variety of students?

Perceptions

- Are some classes considered “**harder**” than others? Why?
- How do DP and non-DP teachers **talk** to students about DP classes?

Some questions on Systems of Support For Students

Policies	<ul style="list-style-type: none">• Does your school allow students with specific special needs to access the programme?• How does your programme's Special Needs policy address student access and accommodations?
Procedures	<ul style="list-style-type: none">• How does the programme coordinator communicate SEN policies and practices to students and parents considering the programme?• Are counselors trained (IBO or in-house) to address SEN issues related to programme content and requirements?• What mechanisms allow students and parents to advocate for necessary support from teachers, counselors and coordinator?
Perceptions	<ul style="list-style-type: none">• Do SEN students believe they can manage the academic and course load demands of the DP and CP?• Do teachers and counselors communicate clearly to students their support of the students?

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Sharing: responses to the previous slide

These may be policies, procedures or perceptions of the programme.

Use the Q&A text box to type in comments for the presenters to share.

Add to your talking points

Based on what you have heard today:

What are three new talking points you can use when discussing the IB Diploma Programme at your school and changes you may be contemplating?



How might change happen?

- Changes to policy and procedures **cannot** change perception overnight.
- Culture and perception are **closely linked**, and change requires time and effort.
- Schools must also build **capacity to engage in meaningful conversations** around race, culture, socioeconomic and equity of access at all levels of the program.
- Change requires **reflective practice** by leaders—utilizing inquiry.

Action Plan

How can you utilize your
STRENGTHS and **OPPORTUNITIES**
to minimize your
WEAKNESSES and **THREATS**?

Let's look at some possible action steps:

Action Plan Template

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective



Actions for Addressing and Eliminating Barriers

Rethink:

- teacher **recommendation** processes
- how students' **pay** for IB testing and registration fees
- entrance / application **requirements** (GPA, test scores, etc.)
- counselor-student and teacher-student **interactions** that support or limit access

Actions for building pathways

- Create **articulation maps / diagrams** that show pathways to DP success
- Consider what **course options** as a means of supporting growth
- Plan carefully for the **completion of state / local requirements** that do not fit within DP course offerings / timetables

Actions for Building a Culture of Participation

Create a narrative of success for inclusivity

- What are examples of classes that have **higher than typical participation** for your school and have successful students? Are their stories to tell?
- What are examples of students who **accepted the challenging curriculum** and succeeded? What is their story?



Actions for long-term success

- Build effective 9-12 pathways that emphasize **preparedness, skill development** and **exposure** to IB Approaches to Teaching.
- Ensure **availability** of and **equitable access** to Algebra 1 and World Languages / Language Acquisition in feeder middle schools
- Provide **supports** for students in grades 9-10. keeping in mind that student success in dependent on: HABITS & ATTITUDES in addition to KNOWLEDGE & SKILLS



Summary of Barriers to DP Cohort Growth

Barriers exist in policies, procedures, and perceptions

Barriers are overt and hidden

The removal of barriers is essential for programme cohort and course growth



Next steps

- Examine **processes, procedures** and **perceptions** that affect DP cohort and course participation in our schools
- Identify **potential barriers** to student access that exist within our schools
- Practical **strategies** to support the elimination of barriers

Resources

- Check out related research, case studies and alumni profiles www.ibo.org/grow-your-dp
- Continue this conversation with your colleagues by joining the DP Participation group (PRC)
- Reach out to your IBWS Relationship Manager and receive personalized support

Join us for the next session

Developing a capacity for growth
April 25, 2018 at 2pm US EDT

<http://bit.ly/IB25Apr>

Learn how to develop teacher and staff capacity to support sustained programme growth. Explore how the IB's core concepts, pedagogy and approaches can play a critical role in supporting students' success in the DP and find out how to best incorporate this structure into your school's teaching and learning framework.

Key Takeaway:

Finalize your action plan. Discover how to streamline initiatives within your school to provide a focused goal for schoolwide improvement.

Speakers:

David Weiss, Head US Public Schools, International Baccalaureate
Renee Ilhardt, IBWS School Manager, International Baccalaureate