Growing DP Participation webinar series:

Removing barriers to effective student participation

Speakers:

David Weiss
Head of US Public Schools
International Baccalaureate Organization

Loren Baron
DP Coordinator
Millbrook High School
Raleigh, North Carolina
Presenters

David Weiss
Head of IBWS - US Public International Baccalaureate

Loren Baron
DP Coordinator
Millbrook High School
Raleigh, North Carolina
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.
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....


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.

http://bit.ly/dpswot1
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**
SWOT Analysis

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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**

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**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.
SWOT Analysis

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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                          | • 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                      | • 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                     | • 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
- 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
- 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
- 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?
SWOT Analysis

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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?

1
2
3

Add these to your list
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, socioeconomics 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

<table>
<thead>
<tr>
<th>Objective</th>
<th>Actions</th>
<th>Date to be achieved</th>
<th>Person/group responsible for achieving this objective</th>
<th>Budgetary implications</th>
<th>Evidence of achievement or of progress towards achievement of the objective</th>
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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](http://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


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