



International Baccalaureate

Association of Rocky Mountain Schools

IBARMS News

January 2007

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Notes from the President

Welcome to the first edition of IBARMS News. To keep you informed about the IBARMS community and beyond, we'll give you news from IBNA, IBCA and other IB-related groups, as many of our members are extremely active in the IB community. This newsletter also serves as a forum for sharing best practices, for student submissions from member schools on the IB experience, and for articles from IBARMS coordinators, teachers and administrators. Publishing here could be a great 'trial run' if you are considering a submission to the *IBNA e-newsletter* or *IB World*.



Like everything in the IBO, our sub-region of Rocky Mountain Schools has seen tremendous growth over the last few years. Once we were a group of 10+ Diploma coordinators from Colorado's Front Range gathered around a restaurant table trying to support each other's sometimes fumbling attempts to implement the IB successfully at our schools. Now we have over 60 members across all three programs – DP, MYP and PYP – in three states. And the list is growing – many more schools in our area are in various application stages, some of which are several hours away from metro Denver.

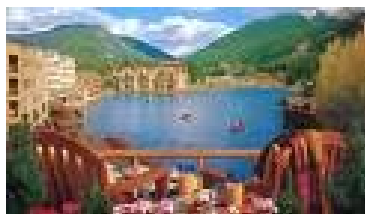
This growth provides us with both challenges and opportunities. Perhaps the biggest challenge is how to continue to make IBARMS a meaningful organization for our member schools, and how to make our meetings worthwhile for those traveling great distances. This newsletter is one attempt to do so, as is our website (www.ibarms.org) – both are an effort to get useful information to you. We have also changed the format of two of our quarterly meetings to be longer and more substantial, with professional development workshops and a hotel location to accommodate travelers. Response to this "experiment" in November was highly favorable.

Opportunities presented by our growth far outweigh the challenges. As the IB grows throughout the Rocky Mountain region, we can speak with a louder voice with various groups, from state legislatures to IBNA and IBO to our own districts and schools. We can provide more services to members through professional development opportunities, activities for our students and teachers, scholarship funds, and projects that support our goals. And the more we grow, the bigger our network becomes, enabling us to share more ideas and help implement the IB at our schools.

We asked for your feedback on what you would like to see from IBARMS and its meetings. You answered that you want the networking opportunities to continue, where you can share problems and frustrations with your peers and find some solutions to your own challenges at your school. You also want to increase the 'take home value' of the meetings, where you come away with something substantial in the form of knowledge or a growth experience. You also asked that we do even more to support training of our faculties through workshops and roundtables. We are addressing these issues (see articles below), as we continue to support your crucial work in your schools to carry out the IB Mission.

Roger Dowd, President of IBARMS

Priority Registration for IBARMS members for June 2007 MYP Workshops



IBARMS has been authorized by IBNA to offer select Level 2 workshops to accompany several Level 1 workshops for the Middle Years Program. The conference takes place in Keystone, CO June 17-20, 2007.

We are excited to offer three new Level 2 workshops in English, Humanities, and Math this summer. Level 1 workshops are offered in English, Humanities, Math, Science, PE, Coordination, and Head of Schools. Special Education Needs (SEN) is also offered as a Level 3 training.

IBARMS mission is to provide quality IB conferences to IBARMS members and to those anywhere in the English-speaking world. However IBARMS members get a two-week head start (until January 26) to register for these very popular workshops. Details and registration information are at www.ibarms.org.

Benefits to YOU include more affordable training to those within driving distance, an income stream that subsidizes IBARMS offerings to members, and the chance to network with important players in the IBO family. As a result, IBARMS is looked upon as a leader in IB education. In offering conferences, IBARMS attempts to model the Learner Profile: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.

For several years, we've been lobbying IBNA for permission to offer PYP training, and we will continue to do so until we're able to meet our members' requests. As soon as we get authorization from IBNA, we will once again offer priority registration to IBARMS members.

This and That

Website – what is it good for? Absolutely everything (almost).

At www.ibarms.org you can

- Link to online registration for the June MYP Levels 1, 2 and 3 workshops in Keystone.

- Check out the IBARMS calendar for upcoming events.

- Find a listing of member schools, contacts, and websites.

- Get conference and meeting notes from past events.

- See biographies on your executive board members.

And in the works is an interactive bulletin board. Once our webmaster works out the kinks, you'll be able to post your successes, requests, queries and announcements here. Keep an eye on the IBARMS webpage for everything YOU need to know about what's going on in the world of IB.

Have an idea for an article?

We welcome your (or your students') submissions to IBARMS News! Submissions must be relevant to the International Baccalaureate and consistent with IBARMS mission of promoting the IB program in our region. To submit an article, email your at-large program representative at:

pyp@ibarms.org

myp@ibarms.org

diploma@ibarms.org



We value your feedback!

Please let us know feedback on this newsletter, the new meeting format, and how IBARMS is serving you. Email workshops@ibarms.org.

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www.ibarms.org

K-12 Continuum Workshop: Mission IB-possible Continues!

The K-12 Continuum seems to be emerging as a major theme for IBARMS in the 2006-2007 year. Once again, we are pioneers in this field. We have many sites throughout the IBARMS sub-region that support two or more programs. The latest edition of *IB World* featured a story on Colorado Springs School District 20, which became the first public school district in the US to graduate students from the [full continuum](#) of IB programs: PYP, MYP and Diploma (*IB World*, September 2006, p 7). And for the second time, IBARMS has hosted a workshop dealing with issues specific to the K-12 continuum.

Over 100 participants from places as far off as Australia, Qatar and Greeley, Colorado descended upon the Adams Mark Hotel in Denver on November 3 - 5 to attend a series of innovative workshops on issues facing the IB K-12 continuum. In 2004, the focus of our continuum workshop was on implementing the mission statement across the three programs. This year we focused on the Standards and Practices and the Learner Profile, which are now common to the PYP, MYP and DP. **Judith Fabian**, Head of Programme Development at IBCA and one of the seminal authors of the Learner Profile, kicked off the conference with a plenary on [Implementing the Learner Profile Across the Continuum](#). Judith was very clear that the LP was not meant to be an add-on (yet another thing to deal with on top of assessments, exhibitions, planners and personal projects!) but was to be seen as an integral part of a program's philosophy of educating students. She encouraged schools to first focus on how they were already addressing the Learner Profile in their daily practice.



We also heard from **David Ogden**, an educational consultant from Amsterdam and former School Services Manager for IBNA, who took us through a plenary on [Unpacking the Standards and Practices](#), showing us how to find the meaning in this new document that will be the basis for school authorization and evaluation. David helped guide us through the language of the document so we could backwards plan to best meet each standard in our schools.

Participants had the opportunity to attend overviews for any of the three programs in order to gain a better understanding of the entire continuum. There was a very well-attended panel on service learning across the PYP, MYP and DP. The forum on implementing the K-12 continuum addressed similarities and differences of the 3 programs, as well as both the challenges and opportunities presented by offering the entire continuum at a school or district site.



Once again, we held **World Cafes** -- a unique discussion format of guided inquiry -- on each of the four standards and practices. The ideas generated in these discussions were very inspiring, providing much food for thought for people to take back to their schools. Judith Fabian presented another [plenary](#) on IBCA's efforts to more effectively align the 3 programs. She stated that the substance of the IBARMS workshop would do much to further that work, and that she hopes our endeavors in will continue.

While the workshop was not one of our greatest revenue generators, it cemented IBARMS's position on the vanguard of the K-12 continuum movement, and increased our influence throughout the IBO. Many of our member schools sent participants, and the feedback was overall extremely positive. We truly are at the forefront of innovation in the North American region, and are once again advancing the IBO ethos. Thanks to all those who helped make this conference a great success.

Roger Dowd

Note: All plenaries and World Café notes are available on www.ibarms.org.

Presenting IBARMS Symposia: A New Format for Roundtables

To address professional development needs of our member schools, we are introducing a symposium format that will take the place of some of our roundtables. In the past, IBARMS has offered roundtables in various subjects at each level, which usually amounted to sharing of best practices of teachers in a particular area. While this format was a great way to network and gain new ideas, many wanted something a bit more substantial without having to spend several hundred dollars to send teachers off to a Level 2 or Level 3 training.



In the symposium format, we will have professional presenters come in to share their expertise in a designated area, such as assessment or inquiry. We experimented with this format last year: we had John Barrell present to all 3 programs on inquiry, and we had 2 IB examiners present to our Diploma science teachers on the topic of Group 4 Internal Assessment. Based on the success of these workshops, we have continued this format, while still offering some traditional roundtables for sharing best practice. Following is a summary of some of our recent offerings.

Language B Symposium (Anne Frazier, Thornton HS, Hostess)

Alain Rodrigue was a big hit on December 7, 2006 at the Language B Roundtable hosted by the MY Program of Adams District 12 Educational Support Center in Thornton. Thirty-five teachers from around the state spent time carefully examining the new changes in the MYP Language B Subject Guide, discussing assessments and how to design them and most importantly, how best to integrate the Areas of Interaction.



Participants also divided up by language and by level to tackle curricular issues, share valuable classroom resources and interdisciplinary ideas. Alain moved from small group to small group to make sure that best practices were shared and lend his perspective as an MYP coordinator when requested. The food and facility got high marks with the teachers recommending that a Roundtable experience be provided annually.

English A Symposium (Michael Kilduff, Thornton HS, Host)

We experimented with combining MYP and DP teachers in a symposium around a common theme on December 4, 2006 at the Adams 12 Educational Support Center in Thornton. Professor, Bruce Degi from Metro State College presented on the topic of assessment. Professor Degi has been an IB English A examiner for the past six years, and provided valuable feedback on constructed literary response. We also heard from Professor Martin Bickman from CU-Boulder, who discussed Reader Response Criticism and how different readings can enhance each other in the classroom. Time was also allocated for discussion of these issues, as well as sharing of best practices, both in mixed (MYP/DP) and same-program groups.

The feedback from DP teachers was extremely positive, while that from MYP teachers was mixed. We will continue to refine such ~~æcombinedq~~workshops, and in some cases will split such symposia up to better suit each program. Everyone seemed pleased with the food and facilities. We feel people will be hard-pressed to find better professional development for \$50!



Conference Director Notes

The June 2006 in Keystone conference was a great success, with nearly 250 participants represented from all over the world as well as North America. The money for PYP, MYP, and DP special projects, as well as for scholarships and sending IBARMS representatives to meetings comes from conference revenue. We offer special thanks to Diane Davison, Julie Webster and the rest of the conference committee. Their generously given time and effort resulted in a terrific conference and revenue to pursue IBARMS goals.



Because IBARMS is authorized by IBNA to offer conferences, the conference director is required to attend twice-a-year meetings, along with the other providers of IB conferences, with IBNA representatives.

This helps to ensure the quality of conferences among IBNA's Conference Providers. IBARMS hosted the last Providers meeting in September in Keystone. The next meeting is in St. Petersburg, Florida in March. Lori Dowd and Nanci Morse will be attending, so if you have concerns for this group, please contact [Lori](#) or [Nanci](#).

Nanci Morse, Conference Director