



**OLIBS**  
**September 21st, 2018**  
**The Graf Center**  
**2020 Builder's Place**  
**9:30-2:30PM**

**1. Welcome**

**2. Approval of Agenda**

**3. Approval of Minutes from April 2018 meeting**

**4. Greetings from**

**Carey Miller - Follett**

**Susan Rhine – Oxford University Press**

**5. Presentations**

**Trevor Bergman, We Help Two**

*Service Learning in Action*

**Dalit Halevi, IB Educator Network Manager, IB Americas**

*What does IB leadership look like in action?*

**6. Lunch – 11:30AM**

*Continuation of our Morning Workshop & Business Meeting*

**a). Vice-President of Professional Development – John Moore**

• **October Multi-District Training**

**b). Vice-President of Student Services – Eric Bringardner**

• **Student Scholarships & Awards**

**c). Vice-President of Organizational Services – Darren McGarvey**

**b). Secretary –Michelle Lewis**

**d). Treasurer – Jim Velo**

**e). Administrative Services & Continuum Schools – Amy Brodsky**

**11. Break out into DP, MYP, PYP groups**

**12. Adjournment – next working meeting on November 9th at our IB Diploma Networking session**



# IB Leadership Intelligences

## STRATEGY



### Strategic intelligence

IB leaders are forward thinking, see the bigger picture, recognize emerging trends and translate strategy into action while aligning people and organization behind a set of shared values and vision.

*Preedy; Glatter; and Wise (2003) Strategic leadership and educational improvement: Open University London: Paul Chapman*

*Schoemaker, Krupp, and Howland (2013) Strategic Leadership: The Essential Skills Harvard Business Review., Vol. 91 Issue 1/2, p131-134. 4p*

## CULTURE



### Cultural intelligence

IB leaders continually interact with people, institutions, and ideas from different cultural traditions to their own. They harness the human potential within the diverse school communities and create a shared culture that not only respects and celebrates cultural diversity but also sees it as essential for intercultural learning.

*Ang & Van Dyne (2008). Handbook of Cultural Intelligence. ME Sharpe.*

*Livermore, David (2009). Leading with Cultural Intelligence. New York: AMACOM*

*Hayden and Thompson (1995) International Education: The Crossing of Frontiers International Schools journal, v15 n1 p13-20 Nov 1995*

## LEARNING



### Pedagogical intelligence

IB leaders develop a school culture that fosters and values professional learning. They recognise that they need to build individual and institutional knowledge and understanding so that schools continue to grow as places where knowledge and meaning is discovered and constructed.



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David Perkins (1995) *Outsmarting IQ: The Emerging Science of Learnable Intelligence* The Free Press New York

## REFLECTION



### Reflective Intelligence

IB leaders are able to use and manipulate their own mental skills and thinking strategies when engaging with the different experiences they face. The emphasis the IB programmes place on critical thinking, multiple perspectives and constructivist views of knowledge creation requires leaders to be comfortable in creating an organizational culture that places critical reflection at its core.

David Perkins (1995) *Outsmarting IQ: The Emerging Science of Learnable Intelligence: The Free Press New York*

Day, Christopher *Effective Leadership and Reflective Practice, Reflective Practice, 2000, Vol. 1(1), p.113-127*

## INSIGHT



### Heuristic intelligence (insight)

IB leaders develop their own mental shortcuts or make logical leaps of the mind to form an inference of what is the best explanation and solution. They have the capacity to self-reflect and are adaptable to new settings. Underpinning heuristic intelligence is the need to make quick decisions and rapid judgements with the big picture in mind.

*Cognitive Atlas (2015) [http://www.cognitiveatlas.org/concept/cognitive\\_heuristic](http://www.cognitiveatlas.org/concept/cognitive_heuristic)*

**Table 3.1. Cognitive Operations**

Input	Process	Output
Recall	Compare/Contrast	Predict
Define	Infer	Evaluate
Describe	Analyze	Speculate
Identify	Sequence	Imagine
Name	Synthesize	Envision
List	Summarize	Hypothesize

**Table 3.2. Cognitive Operation Questions**

Cognitive Operation	Question
Identify	Who, specifically . . . ?
Values/Beliefs	What do you believe about . . . ?
Relevance/Justification	How is this important to . . . ?
Intentionality	For what purposes . . . ? Toward what ends . . . ?
Metacognition	What were you thinking when . . . ?
Behavior	What will you be doing when . . . ?
<i>Temporality:</i>	
Simultaneity	While . . . ?
Synchronicity	During . . . ?
Duration	How long . . . ? For what period of time . . . ?
Rhythm	How often? How frequently?
Sequence	What came before? What comes after? What comes first, second, third?
<i>Flexibility:</i>	
Perspective	How would you feel if . . . ?
Alternatives	How else might you . . . ?
Evidence	How will you know if . . . ? What evidence supports . . . ?
Predictions	If you were to . . . , what do you predict would happen?
Causality	What did you do to cause . . . ? What produced . . . ?
Data Use	Of what use will you make of these data? What would that information tell you?
Applications	What will you take from this? How will you apply this elsewhere?
Evaluative Criteria	What criteria will you use to . . . ? By what standards will you judge . . . ?

Extract from: **Cognitive coaching – Developing self-directed leaders and learners**

By Arthur L. Costa and Robert J. Garmston

Rowman & Littlefield, London (2016). Pg. 16-18

“As we develop soul in our work we need to recognize our dual identity: we are both individuals [school] and members of a group [the IB]. Indeed, finding the soul of work involves the balance and integration of apparent opposites, such as head and heart, intellect and intuition, and self and group. This process is not so much based on the “should” but upon “what is”. It is my belief that as we attend to the soul of work we will find we feel more complete.”

- Daryl Paulson 1995, 18-20

Because the mission is to produce “self-directed” schools, who function well (have the cognitive capacity for excellence) individually and [within the IB pedagogical environment], the concept of both / and represented by the word *holonomy* - remains key to appreciating the well-developed [school]. Holonomy is a combination of two Greek words: *holos* meaning whole, and *nomy* meaning arrangements or distribution (as in eco-nomy – the study of the distribution of resources...) Holonomy conveys the notion that an entity is both an autonomous unit *and* a member of a larger whole simultaneously. Holonomy may be oxymoronic since it implies a combination of opposites: being both a part and a whole; acting autonomously and, at the same time, working interdependently. Because all of life forces are simultaneously independent and interdependent, self-assertive and integrative – whole unto themselves yet always a part of systems larger than themselves...

... each [school] is part of several greater systems yet maintains a unique identity and palette of choices, both as an independent agent and as the member of [the IB]. [The IB] influences [the school] and, to a lesser degree, [school] influences [the IB].

Holonomous [schools] have the cognitive capacity to exercise flexible, responsible self-directedness in both arenas, the independent and the response to the larger system, being alert to both environmental and internal cues that inform their knowing when and how to act autonomously as well as when and how to act interdependently. Holonomous [schools] understand that as we transcend the self and become part of the whole, we do not lose our individuality but rather our egocentricity.

A holonomous person (or school), therefore, is the one who possesses the capabilities to transcend this dichotomous relationship, maintaining self-directedness while acting both independently and interdependently. Holonomous people recognize their capacities to self-regulate and to be informed by the norms, values, and concerns of the larger system. Of equal importance, they recognize their capacity to influence the values, norms and practices of the entire system.

The holonomous [school] continually accesses and develops resources for further growth. One's goal is to become an integrated whole, capable of knowing and supporting the purposes and processes of the group to which the school belongs (the IB!). Therefore; a holonomous [school] is one who:

- Explore choices between self-assertion and integration
- Draws from prior knowledge and data to guide, hone and refine actions for the school

- Pursues ambiguities and possibilities to create new meanings, and is open to new ways of aligning to the practice
- Seeks balance between the individuality of the school and the standards of the IB
- Seeks to provide perspective beyond the school to generate resourceful responses

The self-directed [school] can be described as:

- **Self-managing:** Understands the Standards and Practices and is inclined to approach them with outcomes clearly in mind, a strategic plan, and necessary data, and then drawing from past experiences, anticipating success indicators, and creating alternatives for accomplishments.
- **Self-monitoring:** has sufficient self-knowledge about what works and establishing conscious metacognitive strategies to alert the perceptions for in-the-moment indicators of whether the strategic plan is working and to assist in the decision-making process of altering the plan and choosing the right actions and strategies
- **Self-modifying:** Reflects on, evaluates, analyses, and constructs meaning from experience and makes a commitment to apply the learning to future activities, tasks, and challenges.

## OhioIB Spring Business Minutes 4-24-18

### Introductions

### Approval of agenda -

Darren McGarvey motioned to accept agenda

Kim Koos seconded

### Review of minutes from AGM, March 7th, 2018

John Moore motioned to accept minutes

Sandra Kline seconded

### Reports from executives

1. Vice-president of administrative services: Gregg Good to be replaced by Amy Brodsky
2. Vice-president of student services: Eric Bringardner
  - a. Considerations for changes to scholarship
    - i. Darren McGarvey won teacher scholarships to IB Annual Regional Conference
    - ii. Do we want to "open up" opportunities for others to apply and receive scholarships for conferences? Who are we looking for?
      1. Officers are able to attend a conference of their choosing
    - iii. If someone goes on the Organization's dime, they should have to come back and do a roundtable - what can you do for us in the future, not only what have you already done for the organization?
    - iv. Should the scholarship be to ANY conference?
    - v. Should we have a teacher representative on the board?
    - vi. Can the scholarship be a way to recognize teachers who are embodying the IB in their classroom?
    - vii. Should there be teacher leader reps at OhioIB meetings?
    - viii. Cynthia - we need a committee to put together guidelines for scholarships and recommendations for further representation of teacher leaders at the business meetings and AGM
      1. Eric Bringardner, Sandy Kline and Janet Lippincott will write-up
      2. Present in September
3. Vice-president of organizational services - from Nate Maier to Darren McGarvey
4. Discussion -
  - a. Coordinators must advocate for the IB with school board, administration, etc.
    - i. Is IB experience required for leaders/administrators?
    - ii. Do you have interview questions when hiring?
    - iii. Do you subsidize IB tests to be equivalent to AP? Or charge more for AP to match IB? Cover registration costs?
  - b. You should consider joining IBEN!
    - i. Send out Google form to determine who is in IBEN/examiner currently
    - ii.
5. June workshop site visit @ Shaker
  - a. Who can support? Hodder, Oxford, KSU, John Carroll, ManageBac, Shaker Foundation, Cynthia will reach out
    - i. Publishers come to event instead of fall AGM
  - b. June 1 - 11:30am at Shaker



## IB World Schools (IBWS)

<b><u>Head of US Public Schools</u></b>	
<b>David Weiss</b> <a href="mailto:David.weiss@ibo.org">David.weiss@ibo.org</a>	New York, Rhode Island, Vermont
<b><u>IBWS relationship managers</u></b>	
<b>Michael Clifton</b> <a href="mailto:Michael.clifton@ibo.org">Michael.clifton@ibo.org</a>	U.S. Public Schools: Idaho, Illinois, Michigan, Minnesota, Montana, North Dakota, Oregon, South Dakota, Washington, Wisconsin
<b>Kelsey Day</b> <a href="mailto:Kelsey.day@ibo.org">Kelsey.day@ibo.org</a>	U.S. Public Schools: Alaska, Arizona, California, Colorado, Hawaii, Utah, Wyoming
<b>Alicia D'Urbano</b> <a href="mailto:Alicia.durbano@ibo.org">Alicia.durbano@ibo.org</a>	Private National Schools in Latin America
<b>Renee Ilhardt</b> <a href="mailto:Renee.ilhardt@ibo.org">Renee.ilhardt@ibo.org</a>	U.S. Public Schools: Alabama, Arkansas, Florida, Georgia, Kansas, Louisiana, Missouri, Nebraska, Tennessee
<b>Laura Lane</b> <a href="mailto:Laura.lane@ibo.org">Laura.lane@ibo.org</a>	U.S. Public Schools: Delaware, District of Columbia, Kentucky, Maine, Maryland, Mississippi, New Hampshire, New Jersey, North Carolina, South Carolina, Virginia, West Virginia
<b>Iris Lazarus</b> <a href="mailto:Iris.lazarus@ibo.org">Iris.lazarus@ibo.org</a>	U.S. Public Schools: Connecticut, Indiana, Iowa, Massachusetts, Nevada, New Mexico, Ohio, Oklahoma, Pennsylvania, Texas
<b>Carolina Ramirez</b> <a href="mailto:Carolina.ramirez@ibo.org">Carolina.ramirez@ibo.org</a>	Private National Schools—Americas

### **IB departments contact information**

Building Quality Curriculum (BQC); MYP evaluation required component: [bqc@ibo.org](mailto:bqc@ibo.org)

Finance: [myaccount@ibo.org](mailto:myaccount@ibo.org)

IB Answers: 301-202-3025 and [support@ibo.org](mailto:support@ibo.org)

IB Educator Network: [iba.educator.network@ibo.org](mailto:iba.educator.network@ibo.org)

IBWS webinars: <https://haikudeck.com/p/ae9518cfac>

School Delivery (IB department that assists with access to IB Docs platform for Self-Study submission and evaluation visit logistics): [SchoolDelivery@ibo.org](mailto:SchoolDelivery@ibo.org)

### **IBWS follow up**

- Do **all** of your programme teachers/administrators have access to My IB (IBEN Central, Programme communities, Workshop Resource Center, Programme Resource Center, and Heads Engage)?
- Do you know when your next five-year evaluation will take place?
- Does your school regularly review the action plan?
- If there are pending matters to be addressed from the last evaluation? do you need clarification on the *Programme standards and practices*?
- PYP: Do you have any questions on the enhanced PYP launching in October 2018?
- MYP: Have you completed the Building Quality Curriculum process for your next evaluation?
- DP: Are you familiar with the *Approaches to Teaching and Learning* guide?
- DP: Do you feel comfortable with the reports that will be available through IBIS once scores are released?

Any questions or concerns on the above? Contact your Relationship Manager.



Ohio AIBWS (OAIB)

School Name	IB Programme	Status	City	State / Province	Country
King Community Learning Center	PYP	Candidate	Akron	OH	UNITED STATES
Saint Joseph Academy	MYP	Candidate	Cleveland	OH	UNITED STATES
Alliance Middle School	MYP	Candidate	Alliance	OH	UNITED STATES
Fairfax Elementary School	PYP	Candidate	Cleveland Heights	OH	UNITED STATES
Campus International High School	MYP	Candidate	Cleveland	OH	UNITED STATES
Campus International High School	Diploma Programme	Candidate	Cleveland	OH	UNITED STATES
Resnik Community Learning Center	PYP	Candidate	Akron	OH	UNITED STATES
Purcell Marian High School	Diploma Programme	Candidate	Cincinnati	OH	UNITED STATES
Portage Path CLC	PYP	Candidate	Akron	OH	UNITED STATES
McKinley Elementary School	PYP	Candidate	Fairport Harbor	OH	UNITED STATES
Avicenna Preparatory School	PYP	Candidate	COLUMBUS	OH	UNITED STATES





Ohio AIBWS (OAIB)

Kent State University Child Development Center	PYP	Authorized		OH	UNITED STATES
Central Academy of Ohio	PYP	Authorized	Toledo	OH	UNITED STATES
Westlake High School	DP	Authorized	Westlake	OH	UNITED STATES
Bexley Middle School	MYP	Authorized	Bexley	OH	UNITED STATES
Tri-County International Academy	DP	Authorized	Wooster	OH	UNITED STATES
Firestone High School	DP	Authorized	Akron	OH	UNITED STATES
Boulevard Elementary School	PYP	Authorized	Shaker Heights	OH	UNITED STATES
Lomond Elementary School	PYP Lomond	Authorized	Shaker Heights	OH	UNITED STATES
Woodbury Elementary School	MYP	Authorized	Shaker Heights	OH	UNITED STATES
Fernway Elementary School	PYP	Authorized	Shaker Heights	OH	UNITED STATES
Mercer Elementary School	PYP	Authorized	Shaker Heights	OH	UNITED STATES
Onaway Elementary School	PYP	Authorized	Shaker Heights	OH	UNITED STATES

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Dover Elementary School	PYP	Authorized		OH	UNITED STATES
Springfield High School	DP	Authorized	Springfield	OH	UNITED STATES
Jackson High School	DP	Authorized	Massillon	OH	UNITED STATES
Jackson High School	CP	Authorized	Massillon	OH	UNITED STATES
Princeton High School	DP	Authorized	Cincinnati	OH	UNITED STATES
Prospect Elementary School	PYP	Authorized	Oberlin	OH	UNITED STATES
Roxboro Elementary School	PYP	Authorized	Cleveland Heights	OH	UNITED STATES
Cassingham Elementary School	PYP	Authorized	Bexley	OH	UNITED STATES
Discovery School	PYP	Authorized	Mansfield	OH	UNITED STATES
Monticello Middle School	MYP	Authorized	Cleveland Hts.	OH	UNITED STATES
Litchfield Middle School	MYP	Authorized	Akron	OH	UNITED STATES
Case Elementary School	PYP	Authorized	Akron	OH	UNITED STATES
Beaumont School	DP	Authorized	Cleveland Heights	OH	UNITED STATES
Canterbury Elementary School	PYP	Authorized	Cleveland Heights	OH	UNITED STATES





GlenOak High School	DP	Authorized		OH	UNITED STATES
West Clermont High School	DP	Authorized		OH	UNITED STATES
Lakewood Catholic Academy	MYP	Authorized	Lakewood	OH	UNITED STATES