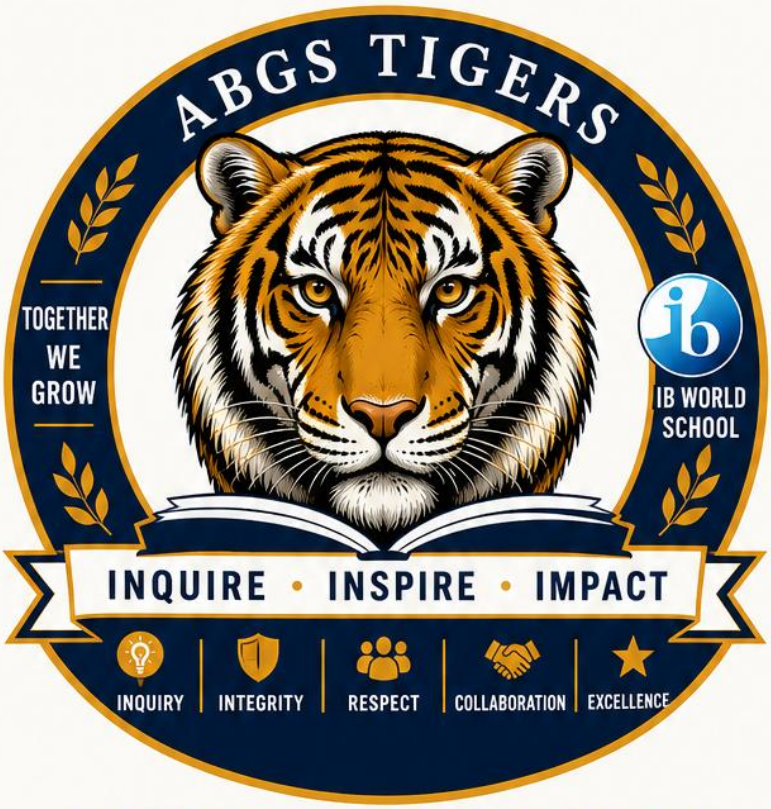
ABGS IB PROFESSIONAL LEARNING LIBRARY®

Advancing Inquiry. Inspiring Excellence. Empowering Global Citizens.



OFFICIAL PUBLICATION

VOLUME I

DEMYSTIFYING IB:
From Acronyms to Action

The ABGS IB Professional Learning Library is a collection of resources designed to support educators in implementing the International Baccalaureate Middle Years Programme with fidelity, purpose, and excellence. Through collaborative planning, inquiry-based instruction, reflective practice, and a commitment to continuous growth, this library serves as the foundation for teaching and learning at ABGS.

Together We Grow.

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VOLUME I • RECAST EDITION

Publication Note & Purpose

A teacher-facing implementation guide for making the MYP visible, coherent, equitable, and actionable.

Demystifying IB: From Acronyms to Action - teachers should be able to understand the language of the Middle Years Programme, recognize what they already do well, and know the next practical move. The guide has been expanded so that the four MYP policy areas in the attached policy cheat sheet are connected to planning, instruction, assessment, reflection, access, and communication without turning the playbook into a policy manual.

CORE IDEA IB is not a parallel curriculum. At ABGS, it is the framework through which standards, inquiry, concepts, skill development, assessment, reflection, equity, and international-mindedness become one coherent learning experience.

- Use this volume for individual planning, PLC study, coaching conversations, walkthrough calibration, and new-staff induction.
- Use the policy-in-practice boxes to translate schoolwide expectations into daily teacher and student actions.
- Use the subject pages as starting points—not scripts—for adapting existing NYS-aligned units.
- Use the planning tools to move from "IB vocabulary" to evidence in student thinking and work.

This edition integrates the four MYP policy areas identified in the attached IB Policy Tips for MYP reference: Language, Assessment, Special Educational Needs, and Academic Honesty. The playbook does not reproduce or replace full school policies. Instead, it translates the policy expectations from the cheat sheet into teacher-facing planning questions, classroom practices, reflection prompts, and schoolwide routines.

ORIENTATION

How to Use This Playbook

Four ways to enter the guide depending on what you need today.

What it means	What it looks like
I need the big picture.	Begin with Sections I–III: the ABGS IB promise, MYP essentials, Learner Profile, ATL, and Approaches to Teaching.
I am planning a unit.	Move to concepts, Global Contexts, SOI, inquiry questions, assessment, and the planning tools.
I am teaching tomorrow.	Use the "IB in a 47-minute lesson," subject pages, questioning routines, reflection routines, and differentiation guidance.
I am coaching or leading.	Use the walkthrough look-fors, policy coherence matrix, calibration prompts, and implementation continuum.

READING STANCE Do not ask, "Did I include every IB element today?" Ask, "Which elements are most purposeful for this learning, and what evidence will show that students are thinking, connecting, practicing skills, and reflecting?"

WELCOME

A Letter to Our Teachers

From acronyms to action—and from compliance to coherence.

IB can feel like a foreign language when the first encounter is a list of acronyms, posters, planner fields, and criteria. The purpose of this playbook is to reverse that experience. We begin with teaching and learning: what students should understand, how they should think, how they should communicate, and how they should grow. Then we name the IB structures that help us make those intentions visible and consistent.

At its best, the MYP does not ask teachers to abandon their expertise or replace New York State standards. It asks us to frame rigorous content through inquiry, transferable concepts, authentic contexts, explicit learning skills, meaningful assessment, and reflection. It asks us to design for every learner—not only the student who already knows how to "do school."

The four MYP policy areas highlighted in the policy cheat sheet make that commitment concrete. Language planning helps students access and express learning. Assessment clarifies progress and next steps. Special Educational Needs planning protects meaningful access to the programme. Academic Honesty establishes the ethical conditions for authentic inquiry and assessment. These are not add-ons; they are lenses for stronger teaching and learning.

OUR SHARED COMMITMENT Clarity + Consistency = Confidence. When adults share an instructional language and students experience coherent expectations across classrooms, IB becomes a lived culture rather than a collection of labels.

SECTION I • UNDERSTANDING IB

IB at a Glance

What the framework is—and what it is not.

IB IS	IB IS NOT
A framework for teaching standards through inquiry, concepts, context, skill, assessment, and reflection.	Not a separate curriculum that replaces NYS standards.
A common language for how students learn and how teachers design learning.	Not a poster campaign or a collection of acronyms.
A commitment to transfer, relevance, international-mindedness, and student agency.	Not endless projects, unstructured discovery, or lowered content expectations.
An inclusive model designed to develop all learners.	Not a program reserved for "advanced" students.

IN SHORT IB = how we teach the standards, how students learn, and why the learning matters.

POLICY INTEGRATION

The ABGS IB Promise

Four policy lenses that protect access, authenticity, coherence, and quality across the MYP learning experience.

Policy	Classroom promise
Language	Language is central to relationship, knowledge, expression, culture, and access. All faculty members are language teachers.
Assessment	Assessment guides, monitors, and informs teaching and learning; students need multiple and varied pathways to demonstrate excellence.
Academic Honesty	Authentic work, proper attribution, ethical technology use, and responsibility are explicitly taught—not assumed.
Special Educational Needs & Inclusive Access	Every student has a right to high-quality learning and full access to the MYP with appropriate supports, accommodations, modifications, and differentiated pathways.

The four policy areas should work together rather than operate as isolated documents. Language expectations shape access to inquiry; assessment clarifies evidence of learning; special educational needs planning removes barriers while preserving purpose; and academic honesty protects the authenticity of student work. The cheat sheet also emphasizes that policies should align with IB requirements, be communicated to the school community, be collaboratively developed, and be reviewed regularly.

SECTION II • LEARNER CULTURE

The Learner Profile

The kind of learner—and human being—we are intentionally developing.

Attribute	Visible evidence in learning
Inquirer	asks purposeful questions and develops research independence
Knowledgeable	builds disciplinary and interdisciplinary understanding
Thinker	reasons critically and creatively
Communicator	expresses ideas effectively in multiple modes and languages
Principled	acts with honesty, fairness, and responsibility
Open-minded	seeks and values perspectives beyond one's own
Caring	shows empathy and respect for people and communities
Risk-taker	approaches uncertainty with courage and preparation
Balanced	recognizes the importance of intellectual, physical, and emotional well-being
Reflective	evaluates learning, choices, strengths, and next steps

LEARNER CULTURE

Learner Profile: From Poster to Practice

Attributes are developed through what students are asked to do.

The Learner Profile becomes meaningful when attributes are embedded in learning experiences and reflection. A student does not become "open-minded" because the word appears on a wall; the student develops open-mindedness by examining credible perspectives, listening carefully, revising assumptions, and reflecting on how new evidence affected understanding.

- Name the attribute when it naturally fits the intellectual work.
- Design a task that requires the attribute—not merely a behavior reminder.
- Provide language for students to explain how they demonstrated it.
- Return to the attribute during reflection and feedback.
- Connect academic honesty to Principled, research to Inquirer, perspective-taking to Open-minded, and metacognition to Reflective.

POLICY CONNECTION Academic integrity is especially connected to being Principled, Reflective, a Thinker, an Inquirer, Open-minded, Caring, and Knowledgeable. Students need explicit instruction in how ethical scholarship looks in each discipline.

SECTION III • LEARNING SKILLS

Approaches to Learning (ATL)

Teaching students how to learn—not hoping they figure it out.

ATL category	What we explicitly develop
Communication	reading, writing, speaking, listening, presenting, interpreting symbols and modes
Social	collaboration, perspective-taking, conflict resolution, shared responsibility
Self-management	organization, time management, affective skills, goal setting, reflection
Research	information literacy, media literacy, source evaluation, ethical use of information
Thinking	critical thinking, creative thinking, transfer, analysis, synthesis, metacognition

TEACHER MOVE Name the skill, model the skill, give students a chance to practice it, provide feedback on the skill, and ask students to reflect on the skill. "Group work" is not the same as explicitly teaching collaboration.

POLICY IN PRACTICE • LANGUAGE

ATL + Language Development

Every ATL skill has a language demand.

POLICY CONNECTION — LANGUAGE: The policy cheat sheet asks schools to articulate a language philosophy; understand student language profiles; identify languages offered; support mother tongue/home language development; describe strategies for language development across disciplines; support students who are not yet proficient in the language of instruction; and provide opportunities to learn about the host or regional language and culture. In classroom practice, every teacher therefore plans for the language students must comprehend, discuss, read, write, view, and present in order to learn the discipline.

- Preteach or unpack essential academic vocabulary without reducing conceptual rigor.
- Model disciplinary sentence patterns: "The evidence suggests…," "A limitation of this source is…," "The relationship between X and Y is…".
- Use visuals, exemplars, word banks, sentence frames, structured talk, and multilingual resources as access tools.
- Allow students to rehearse thinking orally before producing extended writing when appropriate.
- Treat students' home languages and multilingual identities as assets that can deepen meaning and international-mindedness.

EQUITY CHECK A scaffold should increase access to the thinking, not replace the thinking.

SECTION IV • TEACHING PRACTICE

Approaches to Teaching (ATT)

Six principles that describe the design of strong IB instruction.

Approach	ABGS classroom translation
Inquiry-based	Students investigate meaningful questions, evidence, problems, and phenomena.
Conceptually focused	Learning is organized around transferable ideas and relationships.
Contextual	Students connect learning to authentic local, national, global, personal, or cultural contexts.
Collaborative	Learning includes purposeful interaction among students and between teachers.
Differentiated	Teachers respond to readiness, language, learning needs, strengths, and access requirements.
Informed by assessment / reflective	Evidence of learning changes what happens next; students and teachers reflect on process and progress.

TEACHING PRACTICE

Inquiry Without Chaos

Inquiry is structured intellectual work, not the absence of teaching.

Inquiry begins with curiosity but depends on purposeful design. Teachers decide what students need to know, what evidence they will examine, what misconceptions may arise, what skills require modeling, and where students can make authentic choices. Direct instruction and inquiry are not opposites: explicit teaching often supplies the knowledge and tools students need to investigate more independently.

- Launch with a question, phenomenon, text, problem, image, data set, case, or contradiction.
- Elicit what students notice, wonder, predict, or infer.
- Build necessary background knowledge deliberately.
- Teach the disciplinary tools needed to investigate.
- Require students to support claims with evidence and reasoning.
- Create moments for students to revise questions and conclusions.
- End with reflection: What changed in our understanding, and what remains unresolved?

SECTION V • CONCEPTS

Concept-Based Learning

Moving from facts to transferable understanding.

Facts matter. Concepts help students organize facts into understanding that can travel. A concept such as change, systems, relationships, communication, perspective, or identity allows students to see patterns across texts, events, problems, and disciplines. The goal is not to make content vague; it is to help students understand the larger relationship the content illustrates.

PLANNING QUESTION What should students understand here that would still matter if the specific text, historical case, data set, or problem changed?

Starting point	Reframed for transfer
Topic-only	The Industrial Revolution
Conceptual frame	How innovation changes systems, labor, power, and access
Topic-only	Author's point of view
Conceptual frame	How perspective and stylistic choices shape meaning
Topic-only	Linear equations
Conceptual frame	How relationships can be represented, modeled, and used to make predictions

CONCEPTS

Key Concepts & Related Concepts

Broad ideas + disciplinary lenses.

Key Concepts provide broad, transferable anchors. Related Concepts make the conceptual work more precise within a discipline. Together, they prevent the unit from becoming either a list of disconnected facts or an abstract discussion detached from subject knowledge.

- Choose a Key Concept that genuinely organizes the unit—not one that merely sounds appropriate.
- Select Related Concepts that sharpen the disciplinary thinking students will do.
- Return to the concepts in questions, modeling, discussion, assessment, and reflection.
- Ask students to explain relationships among concepts using unit evidence.

LOOK-FOR Students should be able to do more than name the concept. They should be able to explain how the content illustrates, complicates, or changes their understanding of it.

SECTION VI • CONTEXT & INTERNATIONAL-MINDEDNESS

Global Contexts

The "why" that connects learning to the world.

Global Context	Possible lenses
Identities & Relationships	identity, beliefs, values, relationships, human development, communities
Orientation in Space & Time	personal histories, migration, civilizations, turning points, scale, place
Personal & Cultural Expression	creativity, culture, belief systems, ways ideas and identities are expressed
Scientific & Technical Innovation	innovation, systems, technology, consequences, adaptation
Globalization & Sustainability	interdependence, resources, systems, consumption, environment, global processes
Fairness & Development	rights, equity, power, access, conflict, development, responsibilities

CONTEXT & INTERNATIONAL-MINDEDNESS

International-Mindedness in Practice

More than "learning about other countries."

International-mindedness develops when students examine how perspectives, language, culture, systems, histories, and choices shape human experience. It can begin locally. A neighborhood issue can reveal a global pattern; a family language can open a discussion of identity; a local environmental problem can connect to global sustainability.

- Include multiple credible perspectives when the content permits.
- Ask whose voice is represented, missing, privileged, or marginalized.
- Connect local experiences to wider systems without treating communities as stereotypes.
- Invite students to compare how language and culture shape meaning.
- Use reflection to examine how new perspectives changed prior assumptions.

LANGUAGE POLICY CONNECTION Multilingualism and cultural awareness are central to the ABGS language philosophy. Language learning should strengthen communication, cultural competency, and global awareness.

SECTION VII • INQUIRY ARCHITECTURE

Statement of Inquiry (SOI)

One transferable understanding that gives the unit coherence.

The Statement of Inquiry connects concepts and context into a declarative understanding students can investigate, test, refine, and transfer. It is not a question, objective, topic label, or slogan. A strong SOI gives teachers a filter for deciding what belongs in the unit and gives students an intellectual thread that connects daily lessons.

- Name the Key Concept and Related Concept(s).
- Identify the Global Context and focused exploration.
- Write the relationship you want students to understand.
- Remove topic-specific language when it unnecessarily limits transfer.
- Test the statement against multiple examples in the unit.
- Ask whether the summative assessment will require students to demonstrate this understanding.

EXAMPLE Authors shape perspectives through stylistic choices that reflect and challenge culture.

INQUIRY ARCHITECTURE

Inquiry Questions

Factual → conceptual → debatable.

Question type	Purpose
Factual	Builds essential knowledge. "What conditions contributed to…?"
Conceptual	Explores relationships and transfer. "How does power shape access?"
Debatable	Invites evidence-based judgment. "When, if ever, is progress equitable?"

The categories are not a ladder in which one is "better" than another. Students need factual knowledge to reason conceptually and debate responsibly. The power comes from sequencing questions so that knowledge feeds understanding and understanding feeds judgment.

ACADEMIC INTEGRITY CONNECTION Debatable inquiry must be evidence-based. Students should learn to distinguish personal opinion from a defensible claim supported by appropriately attributed sources.

INQUIRY ARCHITECTURE

Student-Generated Questions

Agency grows when students help shape the inquiry.

Student agency does not mean students determine every learning target or activity. It means they have meaningful opportunities to ask questions, make choices, pursue lines of investigation, explain decisions, and reflect on the consequences of those decisions.

- Collect questions after a provocation and sort them into factual, conceptual, and debatable categories.
- Invite students to improve weak questions by increasing precision or conceptual depth.
- Maintain a visible question board and return to it as evidence accumulates.
- Allow students to select a sub-question, source set, product format, or case study when the choice supports the same learning outcomes.
- Ask students to identify which questions were answered, revised, or complicated by the unit.

SECTION VIII • ASSESSMENT

Assessment: The ABGS Philosophy

Assessment is part of learning, not simply the event after learning.

POLICY CONNECTION — ASSESSMENT: The policy cheat sheet calls for a clear assessment philosophy and shared understanding of formative and summative assessment, MYP criteria, standardization, required local/state/national assessments, access arrangements, and MYP recording and reporting. In this playbook, assessment is treated as part of learning: evidence is gathered, interpreted, discussed, and used to determine next instructional and student-learning moves.

Assessment function	Key question
Diagnostic	What do students already know, understand, and need?
Formative	What evidence do we have during learning, and how will it change instruction or student action?
Summative	How will students demonstrate the intended knowledge, understanding, skill, and transfer at the culmination of learning?
Reflection	What did the evidence reveal about learning strategies, misconceptions, strengths, and next steps?

ASSESSMENT

Formative Assessment

Feedback loops that move learning forward.

- Use questioning, exit tickets, quick writes, conferences, observations, homework, presentations, checks for understanding, peer feedback, and short performances purposefully.
- Gather evidence that is specific enough to guide the next instructional move.
- Differentiate grouping, pacing, scaffolds, and reteaching based on evidence—not assumptions.
- Make success criteria visible so students can monitor their own progress.
- Build student self-assessment and reflection into the cycle.

POLICY IN PRACTICE ABGS policy describes formative assessment as ongoing and useful for planning the next stage of instruction, differentiating for individual learners, guiding grouping, and informing pacing.

ASSESSMENT

Summative Assessment & Authentic Transfer

The culmination should reveal more than recall.

Summative assessment gives students an opportunity to demonstrate what they have learned and to apply learning in a new way. Strong MYP-aligned tasks connect standards, subject objectives/criteria, concepts, the Statement of Inquiry, and authentic performance demands.

- Clarify which MYP criterion or criteria are being assessed.
- Align the task to NYS learning outcomes and the intended conceptual understanding.
- Provide the rubric or criterion language early enough to guide learning.
- Use authentic contexts when they strengthen the validity of the task.
- Offer appropriate choice in product, process, or pathway when it does not change the construct being assessed.
- Plan backward: what learning experiences will prepare students to succeed independently?

ASSESSMENT

Criterion-Related Assessment

Students are measured against defined expectations—not against one another.

MYP criterion-related assessment asks teachers to judge student work against subject-specific descriptors. The purpose is to make quality visible and to provide language for growth. Criterion scores are not designed to rank students against peers.

Subject	Criteria A–D at a glance
Language & Literature	A Analyzing • B Organizing • C Producing Text • D Using Language
Individuals & Societies	A Knowing & Understanding • B Investigating • C Communicating • D Thinking Critically
Sciences	A Knowing & Understanding • B Inquiring & Designing • C Processing & Evaluating • D Reflecting on the Impacts of Science
Mathematics	A Knowing & Understanding • B Investigating Patterns • C Communicating • D Applying Mathematics in Real-Life Contexts
Arts	A Knowing & Understanding • B Developing Skills • C Thinking Creatively • D Responding
Design	A Inquiring & Analyzing • B Developing Ideas • C Creating the Solution • D Evaluating

POLICY IN PRACTICE • SPECIAL EDUCATIONAL NEEDS & INCLUSIVE ACCESS

Assessment Special Educational Needs & Inclusive Access

Fair does not mean identical.

POLICY CONNECTION — SPECIAL EDUCATIONAL NEEDS: The policy cheat sheet emphasizes collaboration and support, alignment with local requirements, and meaningful, equitable access to the curriculum. Teachers should anticipate barriers, collaborate with appropriate support personnel, use approved access arrangements and supports, and maintain the intellectual purpose of the learning while creating multiple pathways for students to engage and demonstrate understanding.

- Know and implement the approved supports and access arrangements assigned to students, and collaborate with the appropriate school-based personnel when clarification is needed.
- Distinguish an accommodation (changes access) from a modification (changes what is expected), according to the student's plan.
- Use multiple means of representation, engagement, and expression when appropriate.
- Provide accessible directions, models, chunking, visual supports, language scaffolds, assistive technology, and extended time when required.
- Avoid lowering cognitive demand simply because a learner needs a scaffold.
- Collaborate in ICT settings so both teachers share responsibility for planning, instruction, assessment, and reflection.

SECTION IX • ACADEMIC INTEGRITY

Academic Honesty: A Teaching Responsibility

Integrity is developed through instruction, design, modeling, and reflection.

POLICY CONNECTION — ACADEMIC HONESTY: The policy cheat sheet calls for clear expectations for ethical conduct across assessment; explicit attention to plagiarism and authenticity; clear consequences; monitoring; and practical resources that help teachers and students understand and uphold academic honesty. Teachers should teach attribution, distinguish collaboration from inappropriate copying, design authentic tasks, clarify permitted assistance, and build routines that make original thinking visible.

- Model how to paraphrase, quote, cite, and build a bibliography.
- Teach the difference between collaboration and collusion.
- Design authentic assessments that make student thinking visible.
- Clarify what help, tools, notes, peer interaction, and technology are authorized for each task.
- Use checkpoints and process evidence for longer assignments.
- Respond to suspected misconduct consistently and according to district/school procedures.
- Use reflection after an integrity concern so students understand both the ethical issue and the learning expectation.

ACADEMIC INTEGRITY

Research, Citation & Source Ethics

Research ATL skills and academic honesty are inseparable.

Research instruction should include source evaluation, note-taking, paraphrasing, quotation, attribution, synthesis, and responsible digital behavior. The policy cheat sheet does not prescribe a particular citation style; therefore, departments should use the school-approved conventions and resources communicated through current ABGS guidance.

Stage	Integrity routine
Before research	Clarify the question, search strategy, source expectations, and citation method.
During research	Track sources, distinguish notes from copied language, evaluate credibility, and capture page/URL details.
During drafting	Integrate evidence with student reasoning; use quotation and paraphrase intentionally.
Before submission	Check attribution, bibliography/works cited, authorized assistance, and originality of the final product.
After feedback	Correct citation errors and reflect on how source choices affected the quality of the argument.

ACADEMIC INTEGRITY

AI & Responsible Technology Use

Technology should support learning—not substitute for authentic thinking.

The policy cheat sheet emphasizes authenticity, ethical conduct, monitoring, and clear expectations. For digital tools, including generative AI, teachers should communicate what assistance is permitted for a specific task, require students to acknowledge outside assistance when directed, and follow the most current school and district guidance. This playbook does not create a separate AI policy.

- State whether AI-assisted tools are prohibited, permitted for a limited purpose, or permitted with disclosure for each assignment.
- Require students to preserve evidence of process when appropriate: notes, drafts, source logs, calculations, annotations, or conference checkpoints.
- Teach students that generated content does not remove responsibility for accuracy, bias, attribution, or understanding.
- Assess through oral explanation, conferencing, in-class writing, process journals, and other methods that make student thinking visible.
- When school or district guidance is updated, align classroom directions and assessment expectations to the most current approved guidance.

PRINCIPLED PRACTICE The central question is not "Can a tool produce this?" It is "What thinking is the student responsible for demonstrating, and what use of tools preserves the authenticity of that demonstration?"

SECTION X • LANGUAGE & MULTILINGUALISM

Language Policy in Every Classroom

All teachers are language teachers.

The policy cheat sheet positions language policy as a schoolwide commitment. It should articulate the school's language philosophy, student language profiles, languages offered, support for mother tongue/home language, strategies for language development across disciplines, support for learners who are not yet proficient in the language of instruction, and opportunities to learn about the host or regional language and culture.

- Identify the language function of the lesson: explain, compare, argue, interpret, describe, justify, evaluate, narrate, or synthesize.
- Teach the vocabulary and discourse structures needed for that function.
- Use multilingual resources and home-language supports when appropriate.
- Create structured opportunities for academic talk before and during writing.
- Make disciplinary literacy visible: how historians source, scientists explain, mathematicians justify, artists critique, and designers document.
- Communicate with families through available language supports so access extends beyond the classroom.

LANGUAGE & INCLUSIVE ACCESS

MLL/ELL Access to the MYP

Language acquisition and rigorous conceptual learning can happen together.

The policy cheat sheet requires schools to describe how learners who are not proficient in the language of instruction will be supported. In the playbook, this translates into purposeful scaffolds, explicit vocabulary and discourse instruction, multimodal access, structured opportunities to rehearse language, and collaboration with the appropriate language-support personnel. These supports should increase access to rigorous inquiry rather than reduce the conceptual demand.

- Use visuals, gestures, models, cognates, bilingual resources, and strategic first-language use.
- Chunk directions and check comprehension without oversimplifying content.
- Provide sentence frames as temporary supports, then fade them as independence grows.
- Use peer interaction intentionally; do not make a bilingual peer responsible for instruction.
- Assess conceptual understanding through appropriate modes when language proficiency would otherwise mask what the student knows.
- Coordinate with ENL/bilingual specialists and use student proficiency information to plan scaffolds.

SECTION XI • INCLUSIVE ACCESS

Special Educational Needs & Inclusive Access: The MYP Is for Every Student

Belonging, access, equity, and excellence operate together.

The policy cheat sheet frames Special Educational Needs as a schoolwide responsibility for collaboration, support, connection to local requirements, and meaningful and equitable access to curriculum. The MYP learning purpose remains rigorous; teachers and support personnel plan pathways that reduce unnecessary barriers and help students participate meaningfully.

Principle	Instructional implication
Access	Remove barriers that prevent meaningful participation.
Equity	Provide the resources and supports each learner needs to thrive.
Excellence	Maintain high expectations with differentiated pathways to achievement.
Belonging	Ensure students are seen, heard, respected, and empowered.

INCLUSIVE ACCESS

Differentiation Without Dilution

Different pathways; worthy intellectual work for everyone.

Differentiation is strongest when teachers are clear about non-negotiable learning and flexible about how students gain access, practice, and demonstrate progress. The goal is not to create a different curriculum for every student. It is to anticipate barriers and respond strategically.

Dimension	Examples
Content access	texts at varied complexity where appropriate, audio, visuals, vocabulary support, background knowledge
Process	chunking, modeling, guided practice, flexible grouping, additional rehearsal, assistive technology
Product	appropriate mode choice, scaffolded organizers, oral/visual/digital options when aligned to the same outcome
Environment	seating, sensory supports, routines, pacing, predictable structures, safe risk-taking
Feedback	specific next steps matched to the learner's current evidence and goals

INCLUSIVE ACCESS

Co-Teaching & Inclusive Collaboration

ICT is a shared instructional model—not a helper model.

The policy cheat sheet emphasizes collaboration and support. Where co-teaching, specialist support, intervention, or other services are part of a student's programme, adults should coordinate roles, scaffolds, evidence collection, and feedback so that support is integrated into the learning experience rather than operating as a parallel curriculum.

- One teach/one observe: collect targeted evidence to inform next steps.
- Station teaching: students rotate through differentiated or complementary learning experiences.
- Parallel teaching: divide the class to increase participation and feedback.
- Alternative teaching: one teacher provides targeted preteaching, reteaching, or extension to a temporary group.
- Team teaching: both teachers share modeling, questioning, facilitation, and synthesis.
- One teach / one assist: use strategically, not as the default pattern.

PLANNING NORM Co-teachers should share responsibility for standards, concepts, language demands, accommodations, assessment evidence, and reflection—not simply divide tasks.

SECTION XII • IB IN PRACTICE

Language & Literature

A discipline-specific starting point for making the MYP visible.

Element	Example
Key Concept	Communication
Related Concepts	Style • Point of View
Global Context	Identities & Relationships
ATL emphasis	Communication • Thinking
Sample Statement of Inquiry	Authors shape perspectives through stylistic choices that reflect and challenge culture.

What it looks like in practice: Students compare how authors' choices shape perspective across cultures; they cite textual evidence, discuss missing voices, and reflect on open-mindedness.

POLICY WEAVE Language: teach disciplinary vocabulary for analysis. Integrity: cite text and sources. Inclusion: offer accessible texts/supports without reducing analytical demand.

- Keep NYS standards and disciplinary outcomes explicit.
- Use inquiry to deepen—not replace—content knowledge.
- Make one or two ATL skills teachable and observable.
- Use criterion language to clarify quality and feedback.
- End with a reflection that connects content, skill, concept, and Learner Profile growth.

SECTION XII • IB IN PRACTICE

Individuals & Societies

A discipline-specific starting point for making the MYP visible.

Element	Example
Key Concept	Change
Related Concepts	Power • Causality
Global Context	Fairness & Development
ATL emphasis	Research • Critical Thinking
Sample Statement of Inquiry	Shifts in power reshape societies and resources, creating winners and losers.

What it looks like in practice: Students investigate competing sources, corroborate evidence, construct claims, and examine how access to resources affects justice.

POLICY WEAVE Integrity: source attribution and corroboration. Language: argumentation frames. Inclusion: accessible source sets and multiple entry points.

- Keep NYS standards and disciplinary outcomes explicit.
- Use inquiry to deepen—not replace—content knowledge.
- Make one or two ATL skills teachable and observable.
- Use criterion language to clarify quality and feedback.
- End with a reflection that connects content, skill, concept, and Learner Profile growth.

SECTION XII • IB IN PRACTICE

Sciences

A discipline-specific starting point for making the MYP visible.

Element	Example
Key Concept	Relationships
Related Concepts	Systems • Energy • Change
Global Context	Scientific & Technical Innovation
ATL emphasis	Research • Thinking
Sample Statement of Inquiry	Scientific innovation arises from understanding relationships and systems of change.

What it looks like in practice: Students design investigations, analyze data, evaluate reliability, and debate the social or environmental impact of scientific innovation.

POLICY WEAVE Assessment: criteria-aligned lab evidence. Integrity: authentic data and source use. Inclusion: accessible equipment, roles, and representations.

- Keep NYS standards and disciplinary outcomes explicit.
- Use inquiry to deepen—not replace—content knowledge.
- Make one or two ATL skills teachable and observable.
- Use criterion language to clarify quality and feedback.
- End with a reflection that connects content, skill, concept, and Learner Profile growth.

SECTION XII • IB IN PRACTICE

Mathematics

A discipline-specific starting point for making the MYP visible.

Element	Example
Key Concept	Logic
Related Concepts	Model • Form • Representation
Global Context	Orientation in Space & Time
ATL emphasis	Thinking • Self-Management
Sample Statement of Inquiry	Patterns and relationships help us model, explain, and predict aspects of the world.

What it looks like in practice: Students represent a real situation in multiple ways, justify a model, compare strategies, and reflect on the reasonableness of solutions.

POLICY WEAVE Language: teach mathematical explanation. Assessment: value reasoning, not answer only. Inclusion: manipulatives/visuals and multiple representations.

- Keep NYS standards and disciplinary outcomes explicit.
- Use inquiry to deepen—not replace—content knowledge.
- Make one or two ATL skills teachable and observable.
- Use criterion language to clarify quality and feedback.
- End with a reflection that connects content, skill, concept, and Learner Profile growth.

SECTION XII • IB IN PRACTICE

Arts

A discipline-specific starting point for making the MYP visible.

Element	Example
Key Concept	Creativity
Related Concepts	Expression • Presentation • Composition
Global Context	Personal & Cultural Expression
ATL emphasis	Communication • Reflection
Sample Statement of Inquiry	Artists use creativity to express identity and provoke understanding across cultures.

What it looks like in practice: Students study works across contexts, develop techniques, document creative decisions, critique respectfully, and reflect on audience impact.

POLICY WEAVE Integrity: attribute influences/images. Language: critique vocabulary. Inclusion: varied media and accessible processes.

- Keep NYS standards and disciplinary outcomes explicit.
- Use inquiry to deepen—not replace—content knowledge.
- Make one or two ATL skills teachable and observable.
- Use criterion language to clarify quality and feedback.
- End with a reflection that connects content, skill, concept, and Learner Profile growth.

SECTION XII • IB IN PRACTICE

Design / Technology

A discipline-specific starting point for making the MYP visible.

Element	Example
Key Concept	Systems
Related Concepts	Innovation • Function • Form
Global Context	Globalization & Sustainability
ATL emphasis	Planning • Collaboration
Sample Statement of Inquiry	Design thinking enables innovative solutions that balance function, users, and sustainability.

What it looks like in practice: Students investigate a need, develop ideas, create a solution, test against criteria, and evaluate impact.

POLICY WEAVE Integrity: document sources and design influences. Assessment: process evidence. Inclusion: accessible tools and collaborative roles.

- Keep NYS standards and disciplinary outcomes explicit.
- Use inquiry to deepen—not replace—content knowledge.
- Make one or two ATL skills teachable and observable.
- Use criterion language to clarify quality and feedback.
- End with a reflection that connects content, skill, concept, and Learner Profile growth.

SECTION XII • IB IN PRACTICE

Physical & Health Education

A discipline-specific starting point for making the MYP visible.

Element	Example
Key Concept	Development
Related Concepts	Balance • Function • Adaptation
Global Context	Identities & Relationships
ATL emphasis	Self-Management • Social
Sample Statement of Inquiry	Personal growth depends on balanced choices that support physical, mental, and social well-being.

What it looks like in practice: Students set goals, plan for performance, apply skills, analyze data, collaborate safely, and reflect on improvement.

POLICY WEAVE Inclusion: adapt access and performance conditions appropriately. Assessment: growth and criterion evidence. Language: explicit health/strategy vocabulary.

- Keep NYS standards and disciplinary outcomes explicit.
- Use inquiry to deepen—not replace—content knowledge.
- Make one or two ATL skills teachable and observable.
- Use criterion language to clarify quality and feedback.
- End with a reflection that connects content, skill, concept, and Learner Profile growth.

SECTION XII • IB IN PRACTICE

Language Acquisition

A discipline-specific starting point for making the MYP visible.

Element	Example
Key Concept	Communication
Related Concepts	Culture • Context • Audience
Global Context	Personal & Cultural Expression
ATL emphasis	Communication • Social • Reflection
Sample Statement of Inquiry	Language both reflects and shapes cultural identity.

What it looks like in practice: Students engage in interpretive, interpersonal, and presentational communication while exploring how context and culture shape meaning.

POLICY WEAVE Language policy is central: multilingualism as an asset, cultural competency, active listening, reading, speaking, writing, viewing, and presenting.

- Keep NYS standards and disciplinary outcomes explicit.
- Use inquiry to deepen—not replace—content knowledge.
- Make one or two ATL skills teachable and observable.
- Use criterion language to clarify quality and feedback.
- End with a reflection that connects content, skill, concept, and Learner Profile growth.

SECTION XIII • CONNECTIONS

Interdisciplinary Learning

When two disciplines create understanding neither can produce alone.

Interdisciplinary learning is more than two teachers using the same topic. Students should integrate disciplinary knowledge, methods, or perspectives to produce a new understanding, explanation, or solution. Strong interdisciplinary work begins with clear disciplinary grounding and a reason the disciplines need one another.

- Identify the authentic problem, question, or concept that requires more than one discipline.
- Clarify what each discipline contributes.
- Teach students how to synthesize—not merely place two products side by side.
- Assess disciplinary grounding, synthesis, communication, and reflection as appropriate.
- Use shared language for research ethics, source attribution, collaboration, and access supports.

SECTION XIV • AGENCY & ACTION

Service as Action

Learning that moves beyond the classroom.

Service as Action connects learning to real needs, real people, and meaningful impact. It can include advocacy, awareness-building, research connected to community needs, or applying disciplinary learning to improve a situation, system, or understanding. It should be purposeful, developmentally appropriate, reflective, and connected to curriculum—not treated as an unrelated volunteer requirement.

Subject	Possible action
ELA	persuasive letters, public-facing writing, awareness pieces
Individuals & Societies	civic action proposals, oral histories, community interviews
Science	environmental investigations, public education, solution design
Mathematics	data analysis supporting community decision-making
Arts	cultural storytelling, public art, advocacy through creative work
PE/Health	wellness campaigns, peer education, resource design

AGENCY & ACTION

Community Project

A culminating experience in inquiry, action, reflection, and agency.

The Community Project provides a structured opportunity for students to identify a community need, investigate it, plan, take meaningful action, and reflect on learning and impact. Assessment should be transparent, criterion-referenced, and supported by the school's assessment practices, including appropriate access arrangements where applicable.

- Teach research and academic honesty before students begin independent investigation.
- Build project-management and self-management ATL skills explicitly.
- Provide access supports without taking ownership away from the student.
- Use conferencing to make thinking visible and prevent last-minute compliance.
- Require reflection on both impact and learning process.

SECTION XV • DAILY INSTRUCTION

The ABGS 47-Minute IB Lesson

A practical architecture—not a rigid script.

Approximate phase	Purpose
0–5 min | Entry / Provocation	Activate prior knowledge, curiosity, language, or a guiding question.
5–12 min | Purpose + Model	Clarify learning intention/success criteria; model content, skill, or thinking.
12–27 min | Guided Inquiry / Practice	Students read, discuss, investigate, solve, analyze, create, or rehearse with feedback.
27–39 min | Application / Agency	Students apply more independently, make a meaningful choice, or transfer learning.
39–45 min | Synthesis	Share reasoning, compare strategies/perspectives, connect back to concept/SOI.
45–47 min | Reflection / Evidence	Exit ticket, self-assessment, ATL reflection, or next-step check.

IMPORTANT Not every lesson must use these exact minutes. The architecture protects purpose, student thinking, evidence, and reflection while allowing teachers to adjust for discipline and task.

DAILY INSTRUCTION

Learning Intentions & Success Criteria

Students should know what they are learning and what quality looks like.

Learning intentions clarify the intended learning; success criteria describe evidence of successful performance. In an IB classroom, they should connect to standards, conceptual understanding, ATL or disciplinary skills, and assessment expectations when appropriate.

- Write intentions in language students can understand without stripping away disciplinary precision.
- Reference success criteria during modeling, practice, feedback, and reflection—not only at the beginning.
- Use exemplars and non-exemplars to make quality visible.
- Ask students to explain what they are learning, why it matters, and what they will do to know they are successful.

DAILY INSTRUCTION

Academic Discourse & Visible Thinking

If students cannot externalize thinking, teachers cannot respond to it.

- Use think-pair-share with an accountable prompt and evidence requirement.
- Ask "What makes you say that?" and "What evidence changed your mind?"
- Require students to compare strategies, interpretations, or sources.
- Use routines such as See–Think–Wonder, Claim–Support–Question, or Connect–Extend–Challenge when they fit the learning.
- Provide discussion stems that support agreement, disagreement, clarification, elaboration, and perspective-taking.
- Use wait time and structured participation so discourse is not dominated by a few students.

LANGUAGE + INCLUSIVE ACCESS Discourse structures are access structures. They give multilingual learners, students with processing needs, and quieter students time and language to participate in rigorous thinking.

SECTION XVI • REFLECTION

Reflection & Metacognition

Reflection is how experience becomes learning.

Moment	Reflection prompt
Before learning	What do I already know? What might I need? Which ATL skill will matter?
During learning	What is working? Where am I confused? What strategy should I change?
After learning	How did my thinking change? What evidence shows growth? What feedback will I act on?
After assessment	Which criterion was strongest? What pattern appears in my errors? What is my next goal?
After collaboration	How did I contribute? What did I learn from another perspective?
After inquiry/action	What impact did our choices have? What new questions emerged?

SECTION XVII • PLANNING TOOLS

Planning Tool 1: SOI Builder

From standards and concepts to transferable understanding.

Step	Planning prompt
1. Standards / outcomes	What must students know and be able to do?
2. Key Concept	What broad idea organizes the learning?
3. Related Concept(s)	Which disciplinary lenses sharpen the thinking?
4. Global Context	Which real-world lens gives the learning purpose?
5. Relationship	What should students understand about how these ideas connect?
6. Statement of Inquiry	Write one declarative, transferable understanding.
7. Test for coherence	Can inquiry questions, learning experiences, and assessment all point back to it?

PLANNING TOOLS

Planning Tool 2: ATL + ATT Lesson Design

Make skill development and teaching approach intentional.

Planning field	Question
ATL skill	Which learning skill will students practice?
Explicit instruction	How will I model or teach that skill?
ATT approach	Which teaching approach is most important for this lesson?
Student evidence	What will I see/hear/read if students are using the skill?
Feedback	How will students receive information about the quality of the skill use?
Reflection	How will students name what they did and what they will improve?

PLANNING TOOLS

Planning Tool 3: Policy-in-Practice Check

A fast coherence check before teaching.

Policy lens	Planning question
Language	What language must students understand and produce? What scaffolds or multilingual resources are needed?
Assessment	What evidence will show learning, and how will it change what happens next?
Academic Honesty	What source, collaboration, technology, citation, or originality expectations must be taught and clarified?
Special Educational Needs & Inclusive Access	What barriers may prevent participation? Which IEP/504 requirements, differentiation, co-teaching, or access supports must be planned?

USE IN PLCS Run the four-policy check on one upcoming lesson or assessment. The goal is not more paperwork; it is preventing predictable barriers and inconsistencies before students experience them.

PLANNING TOOLS

Planning Tool 4: Assessment Alignment

Standards + MYP objectives + evidence + access.

- Name the NYS standard(s) and MYP subject objective/criterion being assessed.
- Define what successful evidence looks like before selecting the task format.
- Check whether the task actually elicits the intended thinking.
- Clarify rubric language and teach students how to use it.
- Identify formative checkpoints that will prepare students for independent performance.
- Plan required accommodations/modifications and appropriate choice.
- Clarify academic honesty and technology expectations.
- Plan student reflection after feedback.

PLANNING TOOLS

Planning Tool 5: Reflection Library

Short prompts that create useful evidence.

Focus	Prompt
Concept	How did today's example change or deepen your understanding of the concept?
Inquiry	Which question became more complicated today? Why?
ATL	Which learning skill did you use most effectively? What is the evidence?
Learner Profile	Which attribute did the task require you to demonstrate?
Assessment	What part of the success criteria is strongest in your work? What needs revision?
Integrity	How did you make sure your work was authentic and your sources were acknowledged?
Inclusion / agency	Which support or choice helped you access the learning most effectively?

SECTION XVIII • SYSTEMS

Toddle as the Planning Home Base

Documentation should support coherence—not become the work itself.

The original playbook identifies Toddle as the shared planning and reflection space for MYP units, Statements of Inquiry, ATL skills, Global Contexts, Learner Profile attributes, assessment criteria, and unit reflection. The platform is most useful when it captures decisions teachers are actually using, rather than becoming a compliance archive completed after instruction.

- Keep the unit's conceptual architecture current.
- Document ATL skills that are actually taught and practiced.
- Align assessment tasks and criteria to the unit's intended understanding.
- Use reflection notes to record what should change the next time the unit is taught.
- Use PLC time to improve the quality of the plan, not merely fill empty fields.

SECTION XIX • WALKTHROUGHS & COACHING

Walkthrough Look-Fors

Shared evidence for growth—not a scavenger hunt for posters.

Focus	Evidence
Purposeful learning	Learning intention and success criteria are clear; students can explain what/why.
Concept-based learning	Key/Related Concepts shape the thinking, not merely the display.
Inquiry & agency	Students ask questions, discuss, problem-solve, justify, and make meaningful choices.
ATL	A learning skill is explicitly taught, practiced, or reflected upon.
Assessment for learning	Checks for understanding and feedback affect the next move.
Learning environment	Respectful discourse, high expectations, safe risk-taking, productive struggle.
International-mindedness	Multiple perspectives and local/global connections are meaningfully explored.
Responsive teaching	Scaffolds, differentiation, and access supports allow diverse learners into the same worthy work.

WALKTHROUGHS & COACHING

Walkthrough Feedback Cycle

Specific evidence → reflection → one actionable next step.

- Before: communicate the instructional focus so teachers understand the shared learning priority.
- During: capture observable evidence rather than labels or assumptions.
- After: identify a "Glow" connected to student evidence and a "Grow" that is narrow enough to act on.
- Wonder: use a reflective question to invite professional thinking rather than prescribe every move.
- Calibrate: administrators and coaches review trends across classrooms to guide PD and PLC support.
- Protect trust: informal learning walks should be clearly distinguished from formal evaluative processes when applicable.

LEADERSHIP PRINCIPLE The goal is coherence, not compliance. We are looking for patterns in student learning and adult practice so the school can improve together.

WALKTHROUGHS & POLICY

Policy Coherence Matrix

What leaders and teachers should be able to see across the school.

Policy	Observable classroom evidence
Language	Students have access to the vocabulary, discourse, modes, and language supports required by the task.
Assessment	Success criteria, formative evidence, feedback, and student reflection are visible in the learning cycle.
Academic Honesty	Source use, collaboration boundaries, technology expectations, and authentic thinking are explicitly taught.
Special Educational Needs & Inclusive Access	IEP/504 requirements, differentiation, co-teaching, and equitable participation are evident where needed.

SECTION XX • PROFESSIONAL LEARNING

PLC Protocol: 20-Minute Unit Coherence Check

A compact routine for collaborative planning.

- 3 min — Standards & outcomes: What must students know/do?
- 3 min — Concepts & context: What transferable understanding gives this unit meaning?
- 3 min — Inquiry: Which factual, conceptual, and debatable questions build toward the SOI?
- 3 min — Assessment: What evidence will demonstrate the intended learning and criterion?
- 4 min — Policy weave: language demands, integrity expectations, access supports, assessment feedback loop.
- 2 min — ATL/Learner Profile: Which skills/attributes will be intentionally developed?
- 2 min — Reflection: What evidence will we collect to decide what to revise?

PROFESSIONAL LEARNING

Implementation Continuum

Progress over perfection—with evidence.

Stage	What it may look like
Beginning	IB language may be visible, but connections to instruction are inconsistent.
Developing	Teachers intentionally use inquiry, concepts, ATL, context, and reflection in selected lessons/units.
Integrating	Unit architecture, assessment, language supports, integrity expectations, and inclusion practices are coherent.
Sustaining	Students can explain the framework through their own learning; PLCs use evidence and reflection to refine practice; policies are lived consistently across classrooms.

LEADERSHIP RESPONSE Support should match the stage: clarify expectations, model practice, co-plan, examine student work, calibrate assessment, and celebrate evidence of growth.

SECTION XXI • COMMUNITY

Family & Community Communication

IB becomes stronger when students and families understand both the learning model and the policy expectations that shape it.

The policy cheat sheet emphasizes communication to the school community. Staff should be able to explain, in accessible language, what the four policy areas mean for students: how language is supported, how learning is assessed, how access needs are addressed, and how authentic work is expected and protected.

- Explain that IB does not replace NYS standards; it deepens how students engage with them.
- Explain how criterion-related assessment and feedback support growth.
- Explain academic honesty before major assessments and research tasks, not only after a concern.
- Use available translation and language supports so families can communicate effectively with the school.
- Explain accommodations, inclusion supports, and the school's commitment to full access without stigmatizing students.
- Invite families to see student inquiry, reflection, projects, multilingualism, and Service as Action as evidence of learning.

SECTION XXII • REFLECTION & COMMITMENT

Teacher Self-Check

A one-page reflection before or after a lesson.

- Was the purpose of learning clear to students?
- What question or problem required genuine thinking?
- What concept or relationship did students build—not just what content did they cover?
- What ATL skill did I explicitly teach or reinforce?
- What language demands did the task place on students, and how did I support them?
- What evidence of learning did I gather, and what will I do with it?
- Were integrity expectations clear for sources, collaboration, and technology?
- Did every learner have meaningful access to the intellectual work?
- Where did students have agency?
- What will I change next time based on evidence?

The IB Teacher Commitment

A professional promise to students and to one another.

As an educator in the ABGS Middle Years Programme learning community, I commit to creating a classroom culture where learning begins with inquiry and curiosity; standards are taught through meaningful concepts and contexts; students explicitly develop the skills needed to learn independently; assessment provides evidence and feedback for growth; language is recognized as everyone's responsibility; authentic scholarship and ethical technology use are taught and modeled; every student receives access, support, challenge, and belonging; and reflection is part of how students and adults improve.

I will model the Learner Profile, including the attributes I am still developing. I will use collaboration, evidence, and reflection to improve my practice. I will treat IB not as a checklist to complete, but as a shared framework for making rigorous, equitable, internationally minded learning visible and intentional.

Signature: _____ Date: _____

REFLECTION & COMMITMENT

Leadership Reflection

Alignment is a leadership responsibility.

Leadership question	Purpose
How will we celebrate authentic IB-aligned practice?	Reinforce growth and make strong practice visible.
How will walkthroughs feel developmental rather than performative?	Protect trust and focus on evidence of learning.
How will we ensure policy expectations are understood consistently?	Prevent contradictory messages across classrooms.
How will we support teachers who are trying new practices imperfectly?	Build psychological safety for professional learning.
How will we use student work and assessment evidence?	Move leadership conversations from impressions to learning evidence.
How will we communicate progress to families and community?	Make the MYP understandable beyond the school building.

SYNTHESIS • IB AT A GLANCE

IB at a Glance: The Three Pillars of Our Practice

A final synthesis for daily use.

Pillar	ABGS practice
INQUIRY	Students ask, investigate, reason, and revise. Teachers design purposeful questions and evidence-rich experiences.
CONNECTION	Standards connect to concepts, contexts, perspectives, language, and authentic problems.
REFLECTION	Students and teachers use evidence to evaluate learning, choices, strategies, and next steps.

THE POLICY FOUNDATION Language makes learning accessible and communicable. Assessment makes progress visible. Academic integrity makes learning authentic and trustworthy. Access and inclusion make the MYP a right and a reality for every student.

If it is visible, intentional, meaningful, equitable, and grounded in student thinking—it is moving in the direction of strong IB practice.

APPENDIX A • IB POLICY CHEAT SHEET REFERENCES

Policy Cheat Sheet Reference: Language

What the playbook is translating into practice.

- The school should articulate a clear language philosophy that reflects its learners and community.
- The policy should describe student language profiles and the languages offered through the school programme.
- The policy should address support for mother tongue/home language and for students who are not yet proficient in the language of instruction.
- The policy should identify strategies for language development across disciplines and opportunities to learn about the host or regional language and culture.
- The cheat sheet highlights: school language philosophy; student language profiles; languages offered; mother tongue/home-language support; strategies for language development across disciplines; support for students not proficient in the language of instruction; and learning about the host or regional language and culture.
- Across all four policy areas, the cheat sheet emphasizes alignment with IB requirements, communication to the school community, collaborative development, and regular review.

PLAYBOOK TRANSLATION Language planning belongs in every lesson: vocabulary, discourse, reading, writing, speaking, listening, viewing, presenting, multilingual resources, and family communication.

POLICY CHEAT SHEET REFERENCE

Policy Cheat Sheet Reference: Assessment

Assessment should improve learning and communicate progress.

- The school should articulate a shared assessment philosophy that explains the purpose of assessment in teaching and learning.
- The policy should clarify formative and summative assessment and how each supports learning.
- The policy should explain the use of MYP criteria and the school's approach to standardization.
- The policy should connect MYP assessment with applicable local, state, and national assessment requirements.
- The policy should clarify access arrangements so students can demonstrate learning appropriately.
- The policy should explain MYP recording and reporting so expectations and progress are communicated consistently.

POLICY CHEAT SHEET REFERENCE

Policy Cheat Sheet Reference: Academic Honesty

Authentic work is a culture to be taught and protected.

- The policy should establish clear expectations for ethical conduct in inquiry and assessment.
- Students should understand plagiarism, authenticity, attribution, and the difference between appropriate collaboration and work that is not authentically their own.
- Teachers should explicitly teach and model academic honesty, clarify task-specific expectations, and provide practical resources that help students meet those expectations.
- The school should identify how academic honesty is monitored and how concerns are addressed consistently.
- Consequences and procedures should be communicated clearly through the school's current approved guidance; this playbook does not create or replace those procedures.
- Academic honesty expectations should be visible, teachable, and revisited as students undertake increasingly complex research, collaboration, and assessment tasks.

POLICY CHEAT SHEET REFERENCE

Policy Cheat Sheet Reference: Special Educational Needs

Every learner belongs in high-quality MYP learning.

- The policy should explain how collaboration and support are organized for students with special educational needs.
- The policy should connect school practice to applicable local requirements.
- The central commitment is meaningful and equitable access to curriculum and the wider MYP learning experience.
- Teachers should collaborate with appropriate support personnel and use current approved student-specific guidance when planning access.
- Supports should remove barriers without unnecessarily reducing the conceptual purpose, intellectual demand, or intended learning of the task.
- Assessment planning should account for approved access arrangements while preserving the validity of the evidence collected.

APPENDIX B • POLICY COHERENCE & QUICK REFERENCE

The Four Policy Areas at a Glance

Use this page as the teacher-facing policy shortcut. It translates the attached policy cheat sheet into planning questions without replacing any full school policy.

LANGUAGE

What is our language philosophy? What languages do our students bring and study? How do we support mother tongue/home language, language development in every discipline, learners not yet proficient in the language of instruction, and understanding of host/regional language and culture?

ASSESSMENT

What is our assessment philosophy? How do formative and summative assessment work together? How are MYP criteria used and standardized? How do local/state/national requirements, access arrangements, recording, and reporting fit into the system?

SPECIAL EDUCATIONAL NEEDS

How do we collaborate and organize support? How does our practice connect to local requirements? How do we ensure meaningful and equitable access to the curriculum while maintaining the intended learning?

ACADEMIC HONESTY

What ethical conduct is expected in assessment and inquiry? How do we teach plagiarism, authenticity, attribution, collaboration boundaries, monitoring, consequences, and the resources students need to act honestly?

SCHOOLWIDE EXPECTATION

Policies should align with IB requirements, be communicated clearly to the school community, be developed collaboratively, and be reviewed regularly. Teachers should know where current approved policies are located and how to use them in planning, instruction, assessment, and communication.

Policy Integration: One Coherent System

The four policy areas should reinforce—not compete with—one another.

A strong IB unit at ABGS can be read through all four policy lenses at once. Students encounter language supports that let them enter the inquiry; assessment criteria and feedback help them understand progress; special educational needs planning removes barriers to meaningful participation; and academic honesty expectations protect authentic inquiry and student authorship. The teacher uses evidence to adjust instruction while students reflect on how they learn and how responsibly they use information.

COHERENCE TEST If one policy is missing, the learning experience weakens: without language, students may not access the task; without inclusion, barriers remain; without integrity, evidence is not trustworthy; without assessment, neither teacher nor student knows what to do next.

CLOSING

Closing Message to Staff

From acronyms to action. From action to culture.

Our work as an IB school is not about performing a checklist. It is about building a coherent learning culture in which students ask better questions, understand ideas deeply, communicate across differences, use evidence responsibly, act with integrity, and reflect on who they are becoming as learners and people.

Every time we make a language demand visible, design a scaffold that preserves rigor, ask students to justify a claim, use assessment evidence to change tomorrow's lesson, teach a student how to credit a source, or invite a learner to reconsider a perspective, we are doing the work that makes the MYP real.

This playbook is a shared language and a practical starting point. The policy cheat sheet identifies the commitments schools must translate into coherent practice; the MYP provides the framework; and our collective planning, teaching, assessment, communication, and reflection give those commitments life.

TOGETHER WE GROW Inquire. Inspire. Impact.