

ACE/IB Crosswalked Evidence

Learning Principle Aligned with IB Standards and Practices

School Overview Evidence

[Sentence starters, used with faculty to begin creating Definition of Learning](#)
[Sample Faculty Mtg. Development of Definition of Learning](#)
[US Process Document for Definition of Learning](#)
[Summary of Parent Focus Group Input: Definition of Learning](#)
[Town Hall Presentation Accelerator Slides \(Response to Brexit\)](#)
[FIS Foundation](#)
[FIS Foundation Q and A](#)
[Learning Narrative Principle 8: IBCP Implementation](#)
[IBCP Action Plan](#)
[Child Safeguarding Handbook](#)
[Child Safeguarding Action Plan 2018-2019](#)
[Reuters Article on Brexit Impact for Frankfurt Schools](#)
[IB/NEASC SELF STUDY TIMELINE](#)
[Instructional Presentation Explaining Survey Processing for Faculty](#)
[Sample Small Group Process for Survey Processing \(LP5\)](#)
[Whole School NEASC Community Survey Processed Data Results 2018](#)
[NEASC Survey Data & Learning Principle Alignment](#)
[ACE Learning Survey - Faculty_Staff](#)
[ACE Learning Survey - Faculty Staff Years of Service](#)
[ACE Learning Survey - Leadership](#)
[ACE Learning Survey - Leadership Group](#)
[ACE Learning Survey - Parents](#)
[ACE Learning Survey - Parents by years](#)
[ACE Learning Survey - Students](#)
[ACE Learning Survey - Students by Gender](#)
[ACE Learning Survey - Students by yrs of enrollment](#)

Learning Principle	IB Standards and Practices	Example of evidence
Learning Principle 1: Learning Goals	A4.	Learning Narratives LN Learning Principle 1: Learning in real world contexts

<i>Learners demonstrate understandings, competencies, knowledge, dispositions, and values that will allow them to become responsible and successful citizens.</i> A. Learners will transfer their learning across disciplines to solve problems within real world contexts. B. Learners will make decisions, propose solutions, and act with an ethical understanding of the Impacts on others and the planet. C. Learners will demonstrate an understanding of connections across disciplines and systems in a variety of contexts.	The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community. A5. The school promotes responsible action within and beyond the school community. A7. The school places importance on language learning, including mother tongue, host country language and other languages. Standard C2 The written curriculum Standard C3 Teaching and learning	LN Learning Principle 1: Mother tongue development LN Learning Principle 1: Problem solving in real world contexts LN Learning Principle 1: Transdisciplinary assessment task LN Learning Principle 1: Transdisciplinary learning in Grade 8 Science Other Evidence LP 1 Faculty Survey Analysis Process (Slides 17-20 for Results) Whole School NEASC Community Survey Processed Data Results 2018 FIS World Article Mother Tongue Learning Potential Accelerators Pre-Read for Member of Community Strategic Planning Day May 17 IB Evidence PYP POI: FISO & FISW PYP Unit Planners: FISO & FISW
Learning Principle 2: Dimensions of Learning <i>Learning encompasses creative, moral, social, experiential, and entrepreneurial dimensions.</i> A. Learners will develop and use higher order skills that cross disciplines. B. Learners demonstrate growth and appropriate levels of balance across cognitive, dispositional and social-emotional domains. C. Learners will actively inquire into and document their development based on a profile and definition of success that includes many facets of growth and types of learning.	A4. The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community. A7. The school places importance on language learning, including mother tongue, host country language and other languages. Standard C2 The written curriculum Standard C3 Teaching and learning	Learning Narratives LN Learning Principle 2: Analysis of newspaper reporting in DP German LN Learning Principle 2: Computational thinking at FIS LN Learning Principle 2: Developing thinking skills that cross disciplines LN Learning Principle 2: Evaluating the use of primary research tools LN Learning Principle 2: Local event as real world learning opportunity LN Learning Principle 2: Self-directed learning Other Evidence LP 2 Faculty Survey Analysis Process (Slides 17-20 for Results) Whole School NEASC Community Survey Processed Data Results 2018 FIS world article on computational thinking & parents

		REAL After School Programs Performing Arts Computational Thinking Mapping: Identifying Where Learners are Engaging Computational Thinking Website: Creating Interest Computational Thinking Voluntary Curriculum Development Team: Initial Exploration of Frameworks Voluntary Computational Thinking Committee Agendas: Exploring the experiences we want for learners Potential Accelerators Pre-Read for Member of Community Strategic Planning Day May 17 IB Evidence PYP Unit Planners: FISO & FISW
Learning Principle 3: Assessment for, of and as Learning <i>Assessment measures the effect of learning on the learner. Assessment for, of, and as learning includes qualitative as well as quantitative criteria.</i> A. Learners achieve a diversity of desired goals and Impacts as demonstrated through appropriate assessments. B. Learners demonstrate development and growth as a central goal of learning, supported by appropriate assessments. C. Learners understand the current state and progress of their learning.	Standard C3 Teaching and learning Standard C4 Assessment	Learning Narratives LN Learning principle 3: Assessment as viewed by Grade 5 students LN Learning principle 3: Concept maps as representations of learning LN Learning principle 3: Differentiated assessment in a Grade 1 classroom LN Learning principle 3: Formative feedback to support reflection LN Learning principle 3: Peer assessment in Design Technology LN Learning principle 3: Self-assessment through visual representation Other Evidence LP 3 Faculty Survey Analysis Process (Slides 17-20 for Results) Whole School NEASC Community Survey Processed Data Results 2018 Potential Accelerators Pre-Read for Member of Community Strategic Planning Day May 17 FIS Assessment Regulation Student One Perspective on Assessment with SeeSaw

		Student Two Perspective on Assessment with SeeSaw IB Evidence PYP Reporting: FISO & FISW
Learning Principle 4: Learning Perspectives <i>Meaningful learning is extended when learners explore the unfamiliar, consider a range of perspectives, and take informed risks. Mistakes are seen as opportunities for learning.</i> A. Learners demonstrate informed perspective and empathy for the experiences of others. B. Learners demonstrate appropriate risk-taking in the pursuit of learning. C. Learners demonstrate insights gained through mistakes. D. Learners adjust learning strategies and processes through on-going reflection and feedback.	A4. The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community. Standard C2 The written curriculum Standard C3 Teaching and learning	Learning Narratives LN Learning Principle 4: A culture of risk-taking LN Learning Principle 4: FIS Makerspaces LN Learning Principle 4: Gaining insight through reflection LN Learning Principle 4: Making learning visible LN Learning Principle 4: Mistake-making and learning in music class LN Learning Principle 4: Risk taking in the pursuit of learning LN Learning Principle 4: The DaVinci Project Other Evidence LP 4 Faculty Survey Analysis Process (Slides 17-20 for Results) Whole School NEASC Community Survey Processed Data Results 2018 Potential Accelerators Pre-Read for Member of Community Strategic Planning Day May 17 DaVinci Project Grade 9 IB Evidence PYP Unit Planners: FISO & FISW
Learning Principle 5: Learner Engagement and Autonomy <i>Learners are engaged with and inspired by their learning. They have autonomy over their learning and make informed choices, supported by teachers acting as coaches and mentors.</i> A. Learners demonstrate the skills and dispositions of self-directed learners.	A5. The school promotes responsible action within and beyond the school community. Standard C2 The written curriculum Standard C3 Teaching and learning	Learning Narratives LN Learning Principle 5 & 6: Student-led portfolio conferences LN Learning Principle 5: FIS Online News, Upper School Other Evidence LP 5 Faculty Survey Analysis Process (Slide 17-20 for Results) Whole School NEASC Community Survey Processed Data Results 2018

B. Learners engage with their strengths, challenges, interests, and passions in personalized ways. C. Learners exercise voice and choice in what they learn, how they learn it and how they demonstrate what they have learned.		Potential Accelerators Pre-Read for Member of Community Strategic Planning Day May 17 IB Evidence DP/Creativity/Activity/Service: CAS Documentation DP Extended Essay PYP POI: FISO & FISW
Learning Principle 6: Research & Reflection on Learning <i>Research, reflection, and future design-oriented thinking are valued and acted upon by the community of learners.</i> A. Learners adapt their approaches and strategies based on insights gained through self-reflection before, during and after learning experiences. B. The learning community develops and communicates relevant ideas and conclusions supported by insights gained from current research, collaboration and observation. C. The learning community engages with complex issues by developing its own inquiry and applying design-oriented approaches to addressing complex questions and opportunities. D. The learning community explores the future to better understand approaches and actions to propose in the present. E. The learning community regularly tests ideas and solutions in order to assess their suitability and usefulness and refines them based on understandings developed through the process.	B2.7 The school ensures access to information on global issues and diverse perspectives. B2.4 The school provides dedicated time for teachers collaborative planning and reflection. Standard C2 The written curriculum Standard C3 Teaching and learning	Learning Narratives LN Learning Principle 5 & 6: Student-led portfolio conferences LN Learning Principle 6: Teacher Assistance Training: Maximizing Learning Opportunities for Students LN Learning Principle 6: Use of the design cycle in Grade 4 Other Evidence LP 6 Faculty Survey Analysis Process (Slides 17-20 for Results) Whole School NEASC Community Survey Processed Data Results 2018 Potential Accelerators Pre-Read for Member of Community Strategic Planning Day May 17 Celebration of Teaching Assistants Instructional Course Work FIS professional collaborative learning on creating personalized learning for our learners Computational Thinking Mapping: Identifying Where Learners are Engaging Community Learning with Michael Thompson visit IB Evidence PYP Unit Planners: FISO & FISW

Learning Principle 7: Inclusiveness of Learning <i>The learning community embraces a culture of inclusiveness.</i> A. Access to learning is equitable. B. The learning community actively supports the value and integrity of each of its members. C. Individual success is supported through a variety of structures and processes.	A9. The school supports access for students to the IB programmes and philosophy. B2.8 The school provides support for its students with learning and/or special educational needs and support for their teachers. B2.9 The school has systems to guide and counsel students through the programmes	Learning Narratives LN Learning Principle 7: Cross-cultural thinking LN Learning Principle 7: Differentiated Math, Upper School LN Learning Principle 7: Learning Coaches, FISW LN Learning Principle 7: Model United Nations, Upper School LN Learning Principle 7: Mother Tongue Programme, Primary School Other Evidence LP 7 Faculty Survey Analysis Process (Slides 17-20 for Results) Whole School NEASC Community Survey Processed Data Results 2018 Potential Accelerators Pre-Read for Member of Community Strategic Planning Day May 17 Working Document: Learning Support Handbook to Guide Inclusion Program IBCP Presentation to Education Committee of Board IB Evidence IB Related Policies: Academic Honesty, Admission, Assessment, Language & Learning Support
Learning Principle 8: Governance and Leadership for Learning <i>Governance, leadership, and management support, embody, and promote the organization's intended learning Impacts, norms and values.</i> A. Governance, leadership and management structures are aligned with, or guided by desired Impacts. B. The learning community systematically utilizes evidence of Impact to direct future plans and actions.	A1. The school's published statements of mission and philosophy align with those of the IB. B1.1 The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programmes. B1.2 The school has developed a governance and leadership structure that supports the implementation of the programmes B1.3	Learning Narratives LN Learning Principle 8: Appraisal Tool, Upper School LN Learning Principle 8: IB Career-related Programme, Upper School LN Learning Principle 8: Scheduling collaboration time, Upper School LN Learning Principle 8: Tech Accelerators Other Evidence LP 8 Faculty Survey Analysis Process (Slides 17-20 for Results) Whole School NEASC Community Survey Processed Data Results 2018 Potential Accelerators Pre-Read for Member of Community Strategic Planning Day May 17

C. Progress towards learning Impacts is regularly monitored, communicated and used in on-going planning and implementation. D. Governance, leadership and management demonstrate a generative mindset, a focus on the future and a strategic outlook when envisioning how to best support learners. E. Governance, leadership and management regularly collaborate to explore the future, articulate desired Impacts and design appropriate approaches and innovations to achieve a common vision. F. Individual success is supported through a variety of structures and processes.	The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programmes B1.4 The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position B1.5 The school develops and implements policies and procedures that support the programmes B1.6 The school has systems in place for the continuity and ongoing development of the programmes B1.7 The school carries out programme evaluation involving all stakeholders	FIS Annual Report 2016-2017 Board Monitoring of Key Performance Indicators Related to Learning KPI for Intangible Learning at FIS: Faculty and Leadership Piloted Tessera in Grade 7 IB Evidence DP Teaching Staff: Chart 1 Organizational Structure: Whole School Divisional Positions PYP/DP Coordinator Job Descriptions PYP Principal Job Description IB Related Policies: Academic Honesty, Admission, Assessment, Language & Learning Support
Learning Principle 9: Learning Space & Time <i>The design of learning spaces and the structuring of learning time are driven and shaped by the learning community's intended learning Impacts.</i> A. There are structured systems for mapping desired Impacts, learning definitions, principles and purposes into the design of learning spaces. B. Learning space and the structure of learning time contribute to the achievement of Impacts for learners.	B2.4 The school provides dedicated time for teachers' collaborative planning and reflection. B2.5 The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programmes B2.6 The library/multimedia/resources play a central role in the implementation of the programmes B2.7 The school ensures access to information on global issues and diverse perspectives. B2.11	Learning Narratives LN Learning Principle 9: Facilities Master Planning LN Learning Principle 9: Professional Development Space LN Learning Principle 9: Use of Tech Deck Space LN Learning Principle 9: Wellness Other Evidence LP 9 Faculty Survey Analysis Process (Slides 17-20 for Results) Whole School NEASC Community Survey Processed Data Results 2018 Potential Accelerators Pre-Read for Member of Community Strategic Planning Day May 17 IB Evidence DP Collaboration DP Course: Chart 1 DP Schedule and Calendar: Academic and Student Schedules

	The school utilizes the resources and expertise of the community to enhance learning within the programmes Standard C1 Collaborative planning and reflection	PYP Collaboration PYP Schedules: FISO & FISW
Learning Principle 10: Learning Community <i>Respectful, healthy, ethical relationships and interactions create a true sense of community. Communication is honest and transparent. Community values are clearly stated, actively lived and define a distinct, sustained identity.</i> A. Members of the learning community express satisfaction with the ways in which they are treated and included as members of that community. B. Members of the learning community express satisfaction with the learning community's goals and desired Impacts. C. Decision-making is grounded in the learning community's core values, agreements and desired Impacts for learners. D. The learning community is engaged, informed, and supportive of the goals and desired learning Impacts.	A2. The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy. The school's published statements of mission and philosophy align with those of the IB. A3. The school community demonstrates an understanding of, and commitment to, the programmes. A4. The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community. A5. The school promotes responsible action within and beyond the school community. A6. The school promotes open communication based on understanding and respect. A8. The school participates in the IB world community.	Learning Narratives LN Learning Principle 10: Back to School Night LN Learning Principle 10: Building Healthy Relationships LN Learning Principle 10: Collaboration Among Students LN Learning Principle 10: Communication & Support LN Learning Principle 10: Listening to Learn Other Evidence LP 10 Faculty Survey Analysis Process (Slides 17-20 for Results) Whole School NEASC Community Survey Processed Data Results 2018 Potential Accelerators Pre-Read for Member of Community Strategic Planning Day May 17 IB Evidence DP/Creativity/Activity/Service: CAS Documentation PYP POI: FISO & FISW PYP Unit Planners: FISO & FISW