

TEACHERS' PERSPECTIVES ON ASSESSMENT OF THE LEARNER PROFILE
ATTRIBUTES IN THE PRIMARY YEARS PROGRAMME

A MASTER'S THESIS

BY

KRISTIN WEISS

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Kristin Weiss

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Kristin Weiss

May 2013

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Curriculum and Instruction.

Assoc. Prof. Dr., Erdat Çataloğlu

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Curriculum and Instruction.

Asst. Prof. Dr., Julie Mathews-Aydınlı

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Curriculum and Instruction.

Asst. Prof. Dr., Jennie Lane

Approval of the Graduate School of Education

Prof. Dr. M. K. Sands

ABSTRACT
TEACHERS' PERSPECTIVES ON ASSESSMENT OF THE LEARNER PROFILE
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Kristin Weiss

M.A., Program of Curriculum and Instruction
Supervisor: Erdat Çataloğlu

May 2013

This study attempted to determine teachers' perspectives on the 10 attributes of the IB learner profile. The 24 participants in this descriptive case study were elementary classroom teachers ranging from kindergarten to grade 5 at an international, private, bilingual school in Ankara, Turkey during the 2011-2012 school year. A survey and semi-structured interviews were used to determine teachers' perspectives on the clarity of assessing the learner profile attributes, the strategies used for assessing the attributes, and the classification of the attributes into four given categories. Frequency analysis established which of the learner profile attributes were perceived to be the clearest, as well as the most unclear attributes, when considering assessment. Caring was the learner profile teachers perceived to be the clearest attribute to assess, while balanced was the attribute teachers perceived to be the most unclear to assess. Frequency analysis was also used to determine into which categories each of the attributes was classified. Five common themes emerged from survey responses, and were further developed through the analysis of the semi-structured interviews as to why teachers perceived certain attributes to be more difficult, or unclear, when considering assessment. The five themes

were: “subjectivity due to the abstract nature of certain attributes,” “artificial results,” attributes that are “unable to be observed,” and finally, “personal,” and “cultural” elements. Another major result of this study was that participants had different understandings regarding classification of the 10 attributes amongst themselves, as well as when compared to the classification Dr. Kate Bullock published in 2011. Supported by the literature reviewed for this research, this study suggests that the ambiguity of the learner profile attributes is due to the fact that the IB has not provided research into how and why the current 10 attributes were chosen. More importantly, the IB has not provided research about theories of values development in children throughout different age groups. It is recommended that the IB create common documents to assist with data collection and reporting on the learner profile attributes; the IB intensively train teachers on how to implement the learner profile; and the IB create a developmental continuum for each of the attributes of the learner profile.

ÖZET

İLK YILLAR PROGRAMI ÖĞRENEN PROFİLLERİNİN DEĞERLENDİRİLMESİ HAKKINDA ÖĞRETMENLERİN BAKIŞ AÇILARI

Kristin Weiss

M.A., Program of Curriculum and Instruction
Supervisor: Erdat Çatalođlu

May 2013

Bu alıřma, IB ğrenen profillerinin 10 zelliđi hakkında ğretmenlerin bakıř aılarını belirlemek iin yapılmıřtır. Bu tanımlayıcı olay alıřmasındaki 24 katılımcı; 2011-2012 eđitim ğretim yılında, Trkiye'nin Ankara ilinde bulunan uluslararası, zel, iki dilli bir okulda, anaokulundan beřinci sınıfa kadar alıřan ilkokul ğretmenlerinden oluřmaktadır. Anket ve yarı yapılandırılmıř grüşmeler, ğrenen profillerinin deđerlendirilmesinde ğretmenlerin bakıř aılarını, veri toplama aralarını belirlemek ve bu zelliklerin verilen drt grupta sıralanabilmesi amacıyla uygulanmıřtır. ğrenen profillerinin nitelikleri hakkında oluřturulan sıklık analizleri aracılıđıyla, deđerlendirmeler sırasında en belirgin hem de en belirsiz grlen zellikler belirlendi. ğretmenler, duyarlı ğrenen profilini deđerlendirilmesi en kolay, dengeli ğrenen profilini ise deđerlendirilmesi en belirsiz ğrenen profili olduđunu belirttiler. Sıklık analizleri ayrıca ğrenen profillerinin hangi kategoriler altında sınıflandırılacađını belirlemek amacıyla kullanılmıřtır. Anket ve sonrasında yapılan yarı yapılandırılmıř grüşmelerin analizi sonucunda; ğretmenler tarafından ğrenen profillerinin deđerlendirilmesi sırasında, bazı ğrenen profillerinin neden daha zor veya belirsiz

olarak seçildiği ile ilgili beş ortak tema ortaya çıkmıştır. Beş ortak tema “belli profillerin soyut yapısının oluşturduğu öznellik”, “yapay sonuçlar”, “gözlemlenmeye açık olmayan” profiller, ve son olarak “kişisel” ve “kültürel” şeklinde sıralanmaktadır. Bu çalışmanın diğer önemli sonucu ise, katılımcıların 10 özelliğın sınıflandırılmasında kendi aralarında ve Dr. Kate Bullock tarafından 2011 yılında yayımlanan sınıflandırma ile farklı bakış açılarına sahip olduğudur. Literatür tarafınca da desteklendirilmiş bu araştırmada, öğrenen profillerinde yaşanan anlam karmaşasının IB’nin öğrenen profillerini neden ve nasıl seçtiği ile ilgili herhangi bir araştırma yayımlanmamış olduğundan kaynaklandığı söylenmektedir. Daha da önemlisi, IB farklı yaş gruplarının değerler gelişimi hakkında kuramlarla ilgili araştırma sunmamış olmasıdır. Bu araştırmada, IB’nin öğrenen profilleri hakkında veri toplanmasında ve raporlanmasında yardımcı olmak amacıyla ortak dökümanlar oluşturması, IB’nin öğrenen profillerinin uygulanması hakkında öğretmenlere yoğun eğitimler sunması ve IB’nin her bir öğrenen profili için gelişimsel süreç oluşturması gerektiği önerilmektedir.

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CHAPTER 1: INTRODUCTION

The International Baccalaureate (IB) is an international curriculum that is used in over 3,000 public and private IB World Schools in 145 countries around the world (IBO, 2013a). Established in 1968, the IB is currently offering four age appropriate programmes; the Primary Years Program (PYP) for students aged 3-12, the Middle Years Programme (MYP) for students aged 11-16, the Diploma Programme (DP) for students aged 16-19, and the IB Career-related Certificate (IBCC), also for students aged 16-19 (IBO, 2013a). The PYP was developed through the vision and effort of the former International Schools Curriculum Project (ISCP). The goal of the ISCP was to create a common international curriculum and to develop international-mindedness on the part of children (IB, 2009b). The overall mission of the IB programmes is to develop internationally minded people who, recognizing, their common humanity, and shared guardianship of the planet, help to create a better and more peaceful world (IB, 2009a; IB, 2009b; IB, 2009c).

The IBCC was introduced in 2010, making the PYP (1997), the second youngest amongst the four programmes (IB, 2009a). The purpose of the IB programmes is to provide a seamless transition for students moving between IB world schools, as well as a student's vertical movement through the programmes.

The framework for the PYP is derived from six transdisciplinary themes: who we are, where we are in place and time, how we express ourselves, how the world works, how

we organize ourselves, and sharing the planet. The transdisciplinary themes provide shape for an inquiry-based curriculum comprised of units (IB, 2009c).

Among other essential elements of the program (knowledge, skills, concepts, attitudes, and action), the PYP has a defined set of individual attributes known as the IB learner profile (Appendix A). These learner profile attributes include students being: balanced, caring, reflective, inquirers, knowledgeable, communicators, principled, open-minded, risk-takers, and thinkers (IB, 2009a; IB, 2009b; IB, 2009c). The essential elements, along with the learner profile attributes, complete the PYP framework. This study focuses only on the learner profile attributes.

The IB learner profile is the “heart” of all three of the IB programmes (IB, 2009a, p. 1). According to the IB, internationally minded students are students who demonstrate development in each of the learner profile attributes (IB, 2009c). For a student to develop each of the learner profile attributes, teachers and other adult stakeholders are expected to teach, model, assess, and report on the development of the learner profile attributes (IB, 2009a; IB, 2009c).

Finding a way to reliably assess students on the learner profile attributes has been an on-going challenge for teachers. All PYP schools are required to assess and report on the development of a student’s learner profile attributes. In 2009, Bilkent Laboratory and International School (BLIS) in Ankara, Turkey sent PYP report cards home two times a year. Development of a student’s learner profile attributes was reported using a narrative paragraph that included all 10 attributes. Many teachers struggled with how to best write these reports. Teachers new to the school and/or to the PYP program had difficulty in

finding solid or concrete examples of how to appropriately assess and record required data for students on each of the attributes.

All new teachers at BLIS were given the PYP's *Making the PYP Happen: A curriculum framework for international primary education* (2009) handbook as a reference.

Through informal discussion with colleagues at BLIS, general perception was that the handbook provided minimal helpful information for someone new to the PYP.

Explanations of what teachers and schools *should* do are included, along with an overview of the programme's strands, the PYP philosophy, an introduction to the programme's constructivist nature, how to complete planners, and how to best plan assessment, among other topics. The handbook (2009c) does however, emphasize the importance of the IB learner profile as being "central to the PYP definition of what it means to be internationally minded," and "... it is the embodiment of what the IB believes about international education" (IB, pp. 2-3). *Making the PYP Happen* (2009c) also states that it is the responsibility of teachers and schools to interpret the attributes in an age appropriate manner, assess, and report on the development of a student's development of the attributes of the learner profile (IB, p. 3). However, solid examples or instructions on *how* to actually *do* what is required of the learner profile attributes are not included.

Helpful examples might include strategies for the purpose of assessing the learner profile or sample PYP report cards. However, samples such as these are not included in the first resource provided to teachers new to the PYP. After informal discussions and feedback from colleagues about the difficulty experienced in completing the BLIS report cards in the 2009 - 2010 school year, the final idea for this study gradually

developed from a personal decision to search for resources that would support teachers and provide a more efficient way to report on a child's development of the learner profile attributes.

Another intent of this study was to gain an understanding of teachers' perceptions on the learner profile attributes. This was done with a focus on collecting teachers' understandings of which domain of learning: personal, social, emotional, or intellectual, the ten different attributes are best classified into, and if there is a level of agreement between a recently published theory of learner profile attribute classification, and practicing teachers' classification. An inquiry into assessment strategies, for the purpose of discovering what strategies were currently being used by teachers at BLIS to assess and report on a student's development of the learner profile attributes, was also a focus of this study. Teachers were asked to provide examples of strategies they used in class to assess a student's development of the learner profile attributes. Through this request on the survey, this study had the opportunity to acquire a compilation of possible current learner profile assessment strategies used by teachers at BLIS.

Background

Previous to the 2009-2010 school year, BLIS was not yet an accredited PYP school. Because of this there were no expectations or concerns from the IB as to what BLIS needed to be doing in regards to what was being reported through their report cards. The PYP is an adaptable and interpretive program, meaning every PYP school might "look" slightly different in how they organize their curriculum and communicate reports to parents.

Once BLIS received PYP accreditation for the start of the 2009 – 2010 school year, the pressure was now on to adhere to all requirements of the IB’s PYP program. The administration and PYP coordinator researched many other schools’ report cards and reporting processes. BLIS’s new PYP report card was a hybrid compiled from different report cards used in PYP schools around the world.

In the 2010-2011 school year, the PYP report cards at BLIS changed from the report cards that went home two times in a year, and reported on all the learner profile attributes each time, (as mentioned earlier) to report cards that went home six times a year, at the end of each unit of inquiry. New BLIS report cards reported on all of the essential elements focused on during a specific unit; the attitudes, skills, concepts, knowledge, action, as well as the learner profile attributes. This report card was incredibly thorough and included everything that is essential to the PYP. In practice however, teachers had concerns as to what practices might need to be altered in order to provide a classroom environment where all the essential elements and learner profile attributes could be observed and assessed. Questions such as the ones below were presented in order to prompt teachers and school leaders to start conversations and generate ideas to find solutions.

- “What will an assessment that encompasses all of the essential elements look like?”
- “How will observations of specific attribute behaviors be documented?”
- “Do all learner profile attributes look the same in each age range?”
- “What does the school need to develop in order to support its teachers?”

Results of many of these discussions and a general feeling of lack of clarity, specifically in regards to assessing the learner profile attributes, became the starting point for this study.

Problem

Through general discussions (not always directly related to this study) with many elementary teachers working at BLIS, it became clear there was a problem specifically with the learner profile. Teachers did not have a clear understanding of what was expected of them in implementing, collecting data, recording, and reporting on the learner profile attributes. The perception of many teachers at BLIS reflected an overall feeling that there was not enough support, guidance, and resources provided by the IB PYP.

According to the IB's *Making the PYP happen: A curriculum framework for international primary education* (2009) handbook, "Schools are required to report on each student's development according to the attributes of the learner profile" (p. 51). However, the same paragraph goes on to state, "It is not appropriate to grade or score the attributes of the learner profile" (IB, 2009, p. 51). According to this paragraph, teachers are required to report on a student's development of the learner profile attributes, but without grading or scoring, in other words, without formally assessing the attributes. Formally assessing a student's learner profile attribute might include creating an assessment specifically for that attribute. The assessment might have a way of scoring or grading a student's development of the learner profile. From the IB's standpoint, this type of formal assessment should not be used to collect data on a student's development of the learner profile attributes. If teachers are not formally

assessing the learner profile attributes, how are they informally collecting the data necessary to write reports? How do teachers perceive the learner profile attributes they are expected to report on?

Purpose

The purpose of this descriptive case study is to understand to what extent teachers perceive the PYP expectations of the learner profile to be clear when teaching and assessing the learner profile attributes. Assessment, not teaching, of the learner profile attributes is the focus of this study. This research will determine which learner profile attributes are perceived to be clear when assessing as well as which attributes are unclear when assessing. An inquiry into assessment strategies on the learner profile attributes is also a component of this research, resulting in an understanding of how teachers currently assess a student's development of the learner profile attributes.

Research questions

The research questions are as follows:

- 1.) What are the four learner profile attributes that are most unclear to assess, as perceived by teachers involved in teaching the PYP at BLIS?
- 2.) What makes these four learner profile attributes more unclear, when it comes to assessment, as opposed to the other six attributes?
- 3.) What strategies are used for assessing all learner profile attributes?
- 4.) To what extent do teachers, currently involved with the learner profile, agree with the classification of the learner profile attributes as presented in recent research by Dr. Kate Bullock (2011)?

Significance

With the PYP offered in 1,031 (as of April 15, 2013) IB schools around the world, there are probably thousands of teachers and hundreds of schools struggling with similar questions and concerns as BLIS (IBO, 2013a). Results from this research will provide insight into why teachers perceive specific learner profile attributes as clear or unclear to assess. The research will present an overview of assessment strategies that teachers are currently using to assess a student's development of the learner profile attributes.

While some teachers and administrators might find the results of this research somewhat helpful, the research will be most significant to the IB. The IB acknowledges that there are necessary revisions to the learner profile, and results from this research can help the IB in its quest to improve the learner profile component of the PYP. This research provides data that shows which learner profile attributes teachers perceive as most unclear when assessing. This data can assist the IB in determining if there are attributes of the learner profile that should be removed from or added to the current list of learner profile attributes. Some results presented in this research can provide the IB with an understanding of how they can support their PYP teachers. The IB can take steps towards providing clearer guidance, as well as recognize areas where teachers feel they need stronger support from the IB with implementing, teaching, and assessing the learner profile in the PYP.

Definition of key terms

Assessment (as referred to for this research) - Assessment, in the case of this research, does not refer to a formal assessment that is graded, in any way, with numbers, percentages or rubric standards. "Assessment," when used in the context of this thesis should be thought of as collecting data on, recording data, and reporting on the development of the IB learner profile attributes.

Attitudes – Dispositions that are expressions of fundamental values, beliefs and feelings about learning, the environment and people (IB, 2009c, p. 10).

BLIS – Bilkent Laboratory and International School

DP – Diploma Programme

Essential Elements – the five elements of the PYP’s written curriculum seeking to find a balance between knowledge and skills, development of conceptual understanding, demonstration of positive attitudes, and taking of responsible action (IB, 2009c, p. 10).

IB – International Baccalaureate

IBCC – IB Career – related Certificate

ISCP – International School Curriculum Project

Learner Profile - a list of attributes that promote academic rigor and the establishment of a personal value system leading to international-mindedness (IBO, 2013c).

MYP – Middle Years Programme

OCC – Online Curriculum Centre

PYP – Primary Years Programme

USDE - United States Department of Education

CHAPTER 2: REVIEW OF THE LITERATURE

Development of the PYP and learner profile

From the multitude of character education programs available to schools around the world (programs researched for this thesis were delivered in English), a list of attributes or values can be compiled numbering much more than the 10 attributes that complete the IB learner profile. Character traits or values taught to students through different character education programs consist of but are not limited to: honesty, loyalty, respect of others and self, fairness, personal and civic responsibility, dependability, caring, unbiased, open-minded, courage, compassion, the golden rule, seeing truths, justice, self-respect, self-discipline, caring for the environment, serving human-kind, persistence, temperance, civic mindedness, virtue, citizenship, diligence, kindness, self-esteem, commitment, self-reliance, work ethic, hope, and love (Benninga, 1997, pp. 79, 87; DeRoche and Williams, 1998, pp. 148, 151; Gay, 1997, p. 49; Helterbran, 1009, p. 71; Lickona, 1997, p. 45). Two character education programs, Character First, and the Baltimore County School District's Values Education Program both have lists of 36 and 24 different core values, respectively (DeRoche and Williams, 149; Character First, 2013). So, how did the IB learner profile become the list of 10 attributes that it is today?

What is known today as the IB learner profile used to be called the PYP student profile (IB, 2009a). The student profile became a part of the PYP in 2000, three years after the induction of the PYP. The student profile was a part of the PYP until 2006 when the title was changed to the IB learner profile. The title was changed because practitioners of the other two programs (MYP and DP) thought that learning about and developing these

attributes should not stop at age eleven or twelve, and that these attributes were qualities that would be helpful and could enhance learning throughout a student's time in all of the IB programmes (IB, 2009a; 2009b). There was apparent agreement that this values-based learning should not come to an end when a student completes the PYP programme.

In 2006, the IB learner profile became the list of attributes that IB schools across the world use today. In the PYP student profile, definitions of the attributes are similar, but not exact. Somewhere along the line of becoming the IB learner profile from the PYP student profile, definitions were altered and became the definitions used today in all major IB publications (IB, 2009a). However, IB documents do not provide information explaining who were involved in choosing the 10 attributes that now compromise the IB learner profile, or how the 10 attributes were chosen. There is not even documentation available providing reasoning behind the change of the student profile attribute, well-balanced, to the current learner profile attribute of balanced (Wells, 2011, p. 177).

Through the EBSCO interface of Bilkent University's (Ankara, Turkey) library, searches were conducted using the online libraries of ERIC and JSTOR in an attempt to collect information on the development of the IB learner profile and the people who were involved. There seems to be an absence of publications by the IB that address this issue. John Wells (2011) also discovered this problem in his research, as he could not find documentation that addressed points discussed, or provided rationale of the development of the learner profile attributes. After searches using the library's databases proved to be unsuccessful, a general online search was attempted. This search was helpful in that it produced specific names of people who were involved in the

development of the PYP, and through association, possibly the development of the learner profile.

The PYP was created by a group of international school educators. Kevin Bartlett of the Vienna International School, Paul Lieblich of Lyford Cay International School, Robert Landau of the Commonwealth American School of Lausanne, Susan Stengal of the Copenhagen International School and Peter Harding of the International School Hamburg are recognized with creating the International Schools Curriculum Project (ISCP). (Wikipedia, 2013).

The PYP grew from the ISCP, which had two aims: to produce a common curriculum for international primary education and to develop learners who demonstrated international mindedness (IB, 2009b). Funding for the development of the PYP was provided through the aforementioned original member schools, and from Shell Oil which was providing funding to the IBO at that time (Wikipedia, 22 Feb 2013). Certain facts above were found from general online searches, however cannot be found in IB documents.

The IB's publication called, "*The primary years programme: A basis for practice*," (2009) also provides some information about how the PYP was developed, but again, nothing is included specifically about the creation of the learner profile or who was involved with the development of the learner profile.

Many outlets were used in an attempt to find evidence or documentation supporting the creation of the IB learner profile. Research was done between 2011 and 2013 to find information important to this study. As mentioned above, Bilkent University's

comprehensive online database was used extensively. Searches for key words using combinations of “PYP learner profile,” “learner profile attributes,” and “development of the PYP learner profile” were used. Few results include any combination of PYP or learner profile.

When “IB” was included in the search, more documents were available, but those results most often involved research regarding the MYP or DP, which is reasonable, as the MYP and IB are older and more established than the PYP. The OCC (Online Curriculum Centre) was also used as a source for searching, but provided very little new information not provided in IB publications already collected for this research. IB blogs were visited in an effort to find information about the creation of the learner profile; however, the blogs did not prove to be useful for the context of this research. An online search for “PYP student profile” was also attempted, in order to find the source of what the IB learner profile grew from. From these online “PYP student profile” searches (completed over different months in 2012 and 2013) one single website, The Colegio Franklin Delano Roosevelt American School of Lima provided the original PYP student profile. The original PYP student profile can be found in Appendix F.

As far as can be found, no published information providing the research and theories behind the creation of the learner profile is available to the public. Wells (2011) supports this sentiment when he writes, “Unfortunately, there are few if any texts that address the theoretical underpinnings of the attributes of the learner profile...” (p.175). Leaders in character education research make it clear that character education programs should only be adopted if there is accepted academic research and learning theory supporting them, and the programs have measurable goals (Benninga, 1997; Lockwood,

1997). Programs of character education should “state clearly the behavioral outcomes and design methods of instruction that explicitly address the values” (Lockwood 1997, p. 180).

As provided above, one of the goals of the ISCP was to develop learners who demonstrated international mindedness (IB, 2009c). Because there is no documentation providing information regarding the development of the learner profile, it can be assumed that the IB learner profile grew from the goal stated above. Included in all major IB publications, under the title of Learner Profile, the “aim of all IB programs is to develop internationally minded people...(IB, 2009a; IB, 2009b; IB, 2009c; IB, 2012). The IB mission statement also claims that the IB aims to “develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through cultural understanding and respect” (IB, 2009a; IB, 2009b; IB, 2009c; IB, 2012). An explanation can be found in the first line of the “*IB learner profile booklet*” (2009a) publication that the learner profile is simply the IB mission statement translated into a set of learning outcomes (IB, p. 1).

Further information on the development of IB learner profile was unable to be found. One publication that very vaguely addresses who was involved in creating the IB learner profile is Dr. Kate Bullock’s (2011) paper entitled, *International Baccalaureate learner profile: Literature review*. One line states, “...these attributes or targets have been identified by key stakeholders and educators” (p. 2).

In an effort to learn what theories, philosophies, or research were used to create the IB learner profile, for purposes of this research, the IB headquarters was contacted via

email on February 5, 2013. The purpose of the contact was to receive detailed and specific information about how the IB learner profile came to exist in the form that is known today and who was involved in creating it. No response came from the IB Headquarters. A copy of the email can be found in Appendix E.

Despite the central weight the IB puts on the learner profile within a school's curriculum, research and documentation is not published about the development of the learner profile: who were the people involved, how were the 10 current learner profile attributes determined, and why were these attributes chosen, among a plethora of other possibilities. John Wells (2011) published an article critically reviewing the IB learner profile and had similar experiences while researching the learner profile. Wells (2011) writes, "Unfortunately, there are few, if any texts that address the theoretical underpinnings of the attributes of the IB learner profile..." (Wells, 2011, p. 175). During his research, Wells (2011) was unable, "...to trace the rationale for these attributes in the student profile" (p. 177). Even more importantly, Wells (2011) states, "...there is no mention in IB texts of psychological or sociological theory or research to justify the claims made concerning the development of the PYP Student Profile to become the IB Learner Profile" (p. 177).

International Baccalaureate learner profile: A literature review

It seems as though the academic division of the IB knew some necessary academic evidence about the learner profile was missing. In 2011, the IB commissioned Dr. Kate Bullock to write a literature review grounding the IB learner profile into acceptable educational theories. All future references to Bullock in this research refer to this specific 2011 paper: *International Baccalaureate learner profile: A literature review*.

The purpose of the literature review was to identify and analyze learning theories that “underpin contemporary thinking on the character and processes of young people’s learning,” then classify the learner profile attributes into the four categories or domains of learning (personal, social, emotional, intellectual) using these learning theories as support (Bullock, 2011, p. 2).

Bullock (2011) acknowledges that there has been discussion of overlap amongst the attributes, so for the purpose of her research paper, she groups the attributes into four categories based on personal, social, emotional, and intellectual growth through all domains of knowledge. The review examines theories of learning through the four different categories, and how the theories support the classification of the learner profile attributes.

Bullock’s (2011) study starts with a focus on learning theories and then identifies three relevant fields of learning theories. She identifies “constructivist and social constructivist perspectives on learning, other relevant and contemporary theories in relation to learning, and cognition and meta-cognition development in young adults” (p.1).

After determining the three fields of learning to be used in her paper, she classifies the 10 learner profile attributes into four themes or categories. These themes come from the IB’s belief that, through all domains of knowledge, students develop and grow personally, socially, emotionally, and intellectually (IB, 2009a; IB, 2009b; IB, 2009c; Bullock, 2011). This statement refers to the IB’s holistic approach to acquiring and constructing knowledge; this is how the whole child should be taught.

Bullock (2011) then examines theories of learning through what she refers to in the paper as themes, and based on an attribute's theoretical principle, each attribute is classified into one of the four themes.

The intellectual theme “addresses the cognitive process of acquiring in depth knowledge and understanding” (Bullock, 2011, p. 2). The attributes in this theme are knowledgeable, thinker, and reflective (p. 2). The next theme is what Bullock (2011) calls the conative theme. It focuses on the personal aspect of the whole child, considering ideas of responsibility, awareness of one's own learning, personal intention, and self-efficacy (p. 3). Attributes include inquirer and principled (p. 3). A third theme is the emotional or affective theme, caring, risk-taker, and balanced are the attributes classified into this theme (Bullock, 2011, p. 3). Social development and self-concept theories were used to examine the importance of social responsibility, well-being, and self-balance. Her belief that personal qualities and emotional skills are necessary for academic and personal capability is included in this theme (p. 3). Finally, Bullock (2011) classifies communicator and open-minded in the culture or social theme (p. 3). This theme focuses on a community's contribution, the importance of collaboration, and considering and evaluating different perspectives (p. 3).

Bullock (2011) is thorough, providing the databases used as well as the search terms for her study. The paper is then organized so that each theme: cognitive, conative, affective, and social, can be shown to support an aspect of learning through classic and contemporary academics of each category. At the end of each theme, Bullock provides her ideas as to why each learner profile attribute can be strongly classified into the

themes in which they have been classified. Bullock's analysis of the sources falls into a level of review that is in more depth than necessary for the purpose of this research.

Bullock (2011) writes that the final section of her literature review "...takes an overview of particular arguments to consider how promotion of the aspirations of the learner profile *might* [emphasis added] nurture...development of knowledge at different stages of students' learning...(p. 15). In this final section she uses Piaget's sentinel work on the stages of cognitive development in children as a way to support the fact that the IB believes that every child at every age can be successful in developing each of these attributes (IB, 2009c).

The IB determines that the learner profile should be "infused" in all elements of the IB programmes, thus causing the culture and ethos of all IB World Schools to be similar (IB, 2009a, p. 1). The learner profile is central to the PYP's definition of what it means to be internationally minded, and it directs schools to focus on the learning (IB, 2009c, p. 2). The learner profile is value laden and rightfully so, because "...it is the embodiment of what the IB believes about international education" (IB, 2009c, p. 3).

Quite obviously, the learner profile is something the IB feels is incredibly important and imperative when it comes to educating internationally minded, 21st century students.

This logically leads into the question of how this will be accomplished. How are teachers meant to "develop" this type of learner? The IB believes that for this to happen, a school must have commitment to the values of the learner profile. If the school is committed, then the values will be obvious in all aspects of the school, from classroom and assessment practices and daily life, to management and leadership (IB, 2009a). "The

IB believes that the LP will provide a shared vision that will encourage dialogue and collaboration among teachers and administration about how to create the best environment for learning” (IB, 2009a, p. 2). Also, teachers, in a manner appropriate to the developmental level in which they are teaching, should accordingly interpret the attributes of the learner profile (IB, 2009b). Teachers have a responsibility to assess student development in the context of the IB learner profile and according to the *Making the PYP happen* booklet, “Schools have a responsibility on behalf of all students to assess and report on progress in the development of the attributes of the learner profile” (IB, 2009c, p. 3; IB, 2009a, p. 3).

However, in the assessment section of the same *Making the PYP happen* handbook, the IB seems to contradict itself when it explicitly states that while schools are expected to report on each student’s development in the 10 attributes of the learner profile, “It is not appropriate to grade or score the attributes of the learner profile” (IB, 2009c, p. 51).

This is the essence of the guidance that the IB provides to teachers involved in the PYP. The IB feels that the learner profile “provides a clear and explicit statement of what is expected of students, teachers, and school administrators in terms of learning and what is expected of parents in terms of support for that learning” (IB, 2009a, p. 2).

The IB has previously never made it clear into what domain of learning; personal, social, emotional, or intellectual, each learner profile attribute should be classified, and there is also no research provided by the IB about what each attribute might look like at different age groups or stages of development. Therefore, teachers seem to find teaching, observing, collecting data and reporting on a child’s development of the learner profile attributes to be unclear.

Character education is necessary, and for all intents and purposes, the learner profile is a character education program, but it does not include all components of successful character education programs. The IB learner profile includes major components of the two definitions provided in the “Defining character education” section of this chapter, as well as most other definitions of character education programs. The program is school initiated, requires a huge amount of support from the school and school community, and works to instill a specific set of values in students. As with any character education or values education program, the overall goal is to create students who hold specific values in high esteem. The IB takes the idea of character education one step further to include the pursuit of internationally mindedness as a “lifelong journey” through a set of values (IB, 2009a, p. 2).

Defining character education

The IB PYP does not explicitly label the IB learner profile a character education program, but when compared to definitions provided by Thomas Lickona (1997) and Alan Lockwood (1997), it becomes easy to argue that the IB learner profile is, in fact, a character education program. In Alan L. Lockwood’s (1997) article entitled, “*Character education: Searching for a definition,*” he proposes a “tentative” definition: “Character education is defined as any school-initiated program, designed in cooperation with other community institutions, to shape directly and systematically the behavior of young people by influencing explicitly the nonrelativistic values believed directly to bring about that behavior” (p. 179).

Lockwood’s (1997) definition has three components that support the goals of the IB PYP learner profile. First, the learner profile is, undeniably, school-initiated. Any school

that wishes to become an IB World School must adopt all parts of the programme. The attributes of the learner profile are an inherent part of the IB's continuum of international education; it is central to the PYP definition of what it means to be internationally minded. (IB, 2009c). An internationally minded person, "...in the struggle to establish a personal set of values, will be laying the foundation upon which international-mindedness will develop and flourish" (IB, 2009c, p. 2). Quite simply, an internationally minded person "is a person who demonstrates the attributes of the IB learner profile," (IB, 2009c, p. 3).

Second, Lockwood's (1997) definition states that character education programs are designed in cooperation with other community institutions. The IB's *Making the PYP Happen: A curriculum framework for international primary education* (2009c) booklet does elude to the fact that a PYP school can only be successful when all parts of a school community understand the importance of the learner profile. According to the IB, the school community is all "stakeholders of the school," (IB, 2012, p. 26), which can include students, parents, teachers, other school staff, administration, and the governing body (IB, 2010). However, consideration must be given to where an IB school is located, whether it is a private or public school, and the values and attributes of the school. Because of these factors, the IB school may or may not be cooperating with or may unknowingly be influenced by a community's religious institutions or businesses. Due to these factors, all IB schools could have very different approaches to the implementation of the learner profile.

Finally, the goal, of all three IB programmes, as previously stated, is to develop "internationally minded people" (IB, 2009a; IB, 2009b; IB 2009c; IB, 2012).

Lockwood's (1997) definition includes shaping the behavior of young people by explicitly influencing values believed to bring about a specific behavior. The statement from the IB about what behaviors they hope to develop in young people through the values or attributes in the learner profile mirrors this precisely.

Thomas Lickona (1997) provides a much simpler definition of character education. Character education "...is the intentional, proactive effort to develop good character" (p. 46). The IB states that the goal of the learner profile is to build character in students through values that will inspire international mindedness (IB, 2009a; IB, 2009b; IB 2009c; IB, 2012). While there are other definitions of character education, all definitions include statements centering around ideas such as a program or curriculum schools implement with the purpose of helping children grow into good people, training students in morals that reflect certain values, developing admirable traits for the good of an individual, and teaching traits that allow students to develop an understanding of what it means to be civil, tolerant, and respectful towards different cultures (Kohn, 1997; Helterbran, 2009). These condensed definitions are very similar in their aims as to what the IB hopes to accomplish through the attributes of the learner profile.

There is, without a doubt a need for character education in schools in the United States of America as well as the world's international schools. Compelling reasons supporting the need for character education are a rise in social problems such as violence at home and in society, single parent families, economic inequality, physical and emotional abuse, drug use, and a decline in academic achievement (Benninga, 1997; Lickona 1997). Thomas Lickona (1997) provides a summary of three "compelling reasons" for the necessity of character education: (a) good character is needed to be fully human, (b)

schools are better places and more conducive to teaching and learning when they are communities of virtue, and (c) character education is essential to the task of building a moral society (p. 45). Many questions come with considering character education: What is the purpose of character education? What is the goal? Who is responsible for choosing the character traits that are taught? How is character education best taught – as a separate curriculum or through a holistic approach where character education is embedded in all areas of a school’s curriculum?

History of character education

As Dr. Kathleen Shea (2003) puts it, “character education is as old as education itself” (p.1). Greek philosopher Plato received his character education through stories and mentorship from Socrates (Shea, 2003, p. 2). The early Western idea of character education is widely accepted as having started with Greek philosophers, focusing generally on creating moral citizens (Helterbran, 2009), beginning with a nation’s youth through the methods of conversations, stories, and “embracing qualities observed” (Shea, 2003, p. 2) in people of good character (Benninga, 1997). In the 17th century, before America became an independent country, Puritan schools were established to inculcate children with spiritual beliefs and moral values (Purpel, 1997). In the 1800s, it was hoped that a system of schools, with a common curriculum, would erase the nation’s concerns about national solidarity, social stability, and cultural purity (Purpel, 1997, p. 141). American President Thomas Jefferson (1743 – 1826) believed that children, in their early years must have a “loyalty to democratic values” (Helterbran, 2009, p. 70) impressed upon them. In the early 20th century, American President Theodore Roosevelt (1858 – 1919) called for childhood education to include intellect and morals (Helterbran, 2009).

Throughout the later decades of the 20th century, character education saw its share of change as each decade had a different approach to character education in the American school systems. In their 1998 book, *Educating hearts and minds: A comprehensive character education framework*, DeRoche & Williams generalized five decades of change in American character education. Teachers in the 1950s were expected to inculcate children directly with traditional American values while the 1960s had a lack of consensus on common core values where the teacher became a value-neutral facilitator, allowing students to determine their own values. The 1970s experienced a “back to the basics” movement, focusing less on morals and more on dispensing information. In the 1980s a book published on cognitive moral development presented the theory that every person goes through six stages of moral reasoning, and schools once again became a place where traditional American values for citizenship were taught. In the 1990s values clarification competed with the cognitive moral reasoning stages, and terms such as “character” and “character development” became readily accepted by the public.

From information garnered through research for this study, a generalizing statement can be made that the dilemma of character education in the 2000s is focused on an overlying theme questioning whether current character education curricula should be altered to educate students to become a global citizen of the world today. The IB’s mission statement, “The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world” (IB, 2009c, p. 4), supports the idea that students should be educated to become a global citizen.

Approaches to character education

What is the goal of character education? Should character education develop traits for the good of a nation? Or should character education strive to be teaching traits that will allow students to be civil, tolerant and respectful of cultures and countries outside of their national borders? Valeri R. Helterbraun (2009) states that, “to live harmoniously in a diverse and interdependent world, students, starting in the elementary classroom, must see the sameness in humankind, in order to develop the traits of tolerance and respect” (p. 71).

Although not the focus of this study, once a decision has been made about why character education is taught, another consideration is then how to teach these character traits. William H. Schubert (1997) wrote an article taking four different perspectives on character education: the social behaviorist, the critical reconstructionist, the experientialist, and the intellectual traditionalist.

A curriculum that follows the social behaviorist perspective analyzes character traits to determine which ones are common to successful people (Schubert, 1997). In other words, social behaviorists focus on the behaviors of highly successful people. Teachers design learning activities, which allow students to mimic the behaviors of successful people who dominate society. From these activities come desired outcomes, which can be managed, observed, and measured (Schubert, 1997).

In direct contrast to the social behaviorist, critical reconstructionists believe that students, educators, and even parents should push back against successful people and the character traits they exhibit. Critical reconstructionists believe that “character is best

formed through participation in projects that expose injustice and attempt to overcome it” (Schubert, 1997). Critical reconstructionists believe that certain types of character education are based on class or socioeconomic status. From a critical reconstructionist’s point of view, students should be taught values that enable them to stand up against class or socioeconomic dominance.

The experientialist perspective also opposes the social behaviorist. The experientialist believes students must focus on asking what is worth knowing and experiencing. Asking questions allows students to determine for themselves what kind of person they want to become and how they want to live their life. Through the experientialist perspective, students are able to make decisions about their own character (Schubert, 1997). The experientialist perspective believes that students should not “deposit their concerns and interests at the doorstep of school...rather, student interests and concerns should be the hub around which the curricular wheel turns and finds its path” (Schubert, 1997). This is in direct agreement with the IB’s belief that that IB learner profile encompasses and infuses all aspects of the IB curriculum (IB, 2009a).

Finally, the intellectual traditionalist argues that the best character development comes from an “in-depth study of the world’s great intellectual traditions” (Schubert, 1997, p. 23). There are arguments that “...literature, along with the arts generally helps children to develop a sense of humanity and other civilized values” (Halstead & Taylor, 2000, p. 174). The classics of these traditions have withstood the test of time and the ideas and insights provided through the classics “transcend cultures, historical eras, geographical areas, and differences of race, class, gender, and age” (Schubert, 1997, p. 22).

Of course these are not the only four positions on character education. Schubert (1997) presents these four perspectives in the hopes that educators might discover more possibilities about how curriculum can provide social and intellectual experiences for students to use in constructing a moral purpose that will guide their lives.

Character education and multicultural education

Geneva Gay (1997) wrote an article entitled, “Connections between character education and multicultural education.” The conclusion of Gay’s (1997) article strongly states that multicultural education and character education should be, “central features of all curricula designed for students...they [the values] should permeate the teaching of skills in critical thinking, problem solving, and social action. They [the values] should be embedded in the content of all subject areas of education” (p. 108).

William H. Schubert (1997) poses the question whether a separate curriculum for character education should be created or whether all curricula should be developed carefully to enhance the “construction of character” (p. 17). The IB seems to have gone with the latter belief, as the IB makes it very clear that the learner profile is not a separate curriculum, but intended to be saturated throughout all areas and programmes of the IB (IB, 2009a).

According to Gay (1997), multicultural education and character education have the same fundamental outcomes; an honor of human rights, dignity, contributions and capabilities of all people, regardless of any type of differences (1997, p. 107). Because the world is so much more connected due to the advances of technology, students around the world are much more exposed to different people and cultures than in the

past. This involvement with people and cultures around the world changes a student's everyday life. Because the world, in a sense, is "growing smaller" due to technology, character education has been re-evaluated by many academics as something that is evolving into education for world citizens instead of solely national citizens (Helterbran, 2009; Murphy-Berman & Kaufman, 2002).

The explanation of multicultural education provided by Gay (1997) sounds surprisingly similar to what the IB wants as results from internationally minded students. In fact, there is now an OCC page that is "dedicated to the continuum of international education" (IB, 2009a, p. 4). Gay (1997) writes that multicultural education is when students acquire knowledge about diversity and develop respect and appreciation. Students who receive a multicultural education do not behave in "demeaning or discriminatory ways toward people who are racially, ethnically, and culturally different" (p. 103).

Gay (1997) also states that character education and multicultural education must be a part of professional education courses, so teachers have a solid foundation in how to teach and assess students on the attributes that are a necessity of character education (1997, p. 109).

Teacher training and support

Edward F. DeRoche and Mary M. Williams' (1998) book, *Educating hearts and minds: A comprehensive character education framework* reviews 11 different school districts' and character education organizations' character education programs. Of the 11 programs, seven explicitly provide resources and materials such as lesson plans, activity

cards, games, videos, puppets, tapes, and posters, and most importantly, teacher training (DeRoches and Williams, 1998, pp. 148, 151, 152, 154, 155, 161).

While the IB does provide a handbook called *Making the PYP happen: A curriculum framework for international primary education* (2009), and there have been workshops offered specifically about the learner profile, there are no other major portals of support, through materials, resources, or mandatory training provided to teachers for the learner profile. Learner profile workshops (when offered) are at the individual's or school's expense, and not required in order to be a teacher of the PYP. In fact, advice that is provided to teachers on how to "...deliver the curriculum to promote the IB Learner Profile..." (Wells, 2011, p. 175) is lacking in detail.

A 2011 study conducted by Alice T. Ledford "examined teachers' sense of efficacy for character education..." (p. 256). The results of the study yielded that teachers, not surprisingly, who had some training in character education felt that they were able to better teach character education than teachers who had no training in character education (Ledford, 2011). Ledford's (2011) study determined that teachers require training to be confident character educators. Findings from her study provided much support for teacher training institutions, specifically including character education training in their pre-service programs as a way to train upcoming generations of teachers (Ledford, 2011). In *Making the PYP happen*, the IB states that the strongest way for students to learn about and understand the learner profile values is through adult modeling. This is too simplistic a view, because without proper training, how can the IB be sure that teachers are, in fact, correctly modeling the values of the learner profile.

Wells (2011) also reacts to the IB's belief in the success of IB programmes relying on the professionalism and training of teachers by stating, "Such a sentiment is laudable and one would hope most teachers would strive to comply with it," but how can the IB be sure that teachers are upholding the attributes of the learner profile? (p. 177). He believes that this view from the IB presupposes that teachers, managers, and other adults are aware of and agree with the attributes of the learner profile, and are able to perform actions that are a reflection of this (Wells, 2011). In his position paper, Wells (2011) makes a strong case that teachers need to be trained to teach values through the curriculum in accordance with age and stage of development of the learner, and that the IB should have, "...research aimed at analyzing the success of delivering the IB learner profile" (p. 185; p. 177).

CHAPTER 3: METHODOLOGY

This chapter will describe the design of this research and define the instruments used for data collection. The issue that initiated the development of this research and research questions will be introduced. Information about teachers and students in BLIS elementary, the kindergarten through grade 12 structure of BLIS, as well as the language of instruction in the elementary division of BLIS is presented. In this chapter, figures representing demographic information about the participants can be found. A description of the development and design of the data collection instruments is provided, as well as an explanation of the data collection method and methods of data analysis used for this research. This chapter will also reintroduce the research questions:

- 1.) What are the four learner profile attributes that are most unclear to assess, as perceived by teachers involved in teaching the PYP at BLIS?
- 2.) What makes these four learner profile attributes more unclear, when it comes to assessment, as opposed to the other six attributes?
- 3.) What strategies are used for assessing all learner profile attributes?
- 4.) To what extent do teachers, currently involved with the learner profile, agree with the classification of the learner profile attributes as presented in recent research by Dr. Kate Bullock (2011)?

Research design

The design for this research was a descriptive case study. A descriptive case study is an in-depth study of one or more individuals, one group, one organization, or one program

(Jackson, 2011; Ary, Jacobs, Sorensen, & Razavieh, 2010). In this descriptive case study, the classroom teachers at BLIS elementary were the individuals studied. The goal of a case study is to reveal truths that are relevant to all (Jackson, 2011). Unlike pure quantitative research, case studies do not have to start out with specific hypotheses testing, but the research results of case studies can lead to suggested hypotheses testing for future quantitative studies within the same area of research (Jackson, 2011; Ary et al., 2010).

Case studies, as a research method, can be used for descriptive, explanatory, or exploratory purposes (Yin, 1993). This study is descriptive because it is describing the responses of the individuals being studied (BLIS teachers) and qualitative as the research is occurring in the natural setting of the school in an attempt to understand the teachers' perspective on the IB's learner profile through a survey and semi-structured interviews (Jackson, 2011; Ary et al., 2010).

In order to be conducted at a certain location such as a school or business, surveys and interviews must receive permission (Ary et al., 2010). BLIS is a laboratory school, which means they are cooperative with universities and students (undergraduate to doctorate levels) when conducting research. The survey and interview questions were provided to the BLIS administrative team and board of directors and this research was approved to take place in the Elementary Division of BLIS. The approved survey and interview questions can be found in Appendix B.

Through a descriptive mixed research method, survey and interviews, research questions 1 and 2 of this study attempted to discover which of the learner profile attributes are perceived, by participating teachers, to be the most unclear to collect data on, along with insights as to why. Research question 3 attempted to discover the assessment strategy or strategies that teachers most frequently use to collect data on a student's development of the learner profile attributes. Finally this study, through research question 4, compared teachers' understanding of attribute classification to Bullock's theory based classification in her 2011 position paper.

Context

This research came about because of substantial changes to the PYP report card during the 2010 – 2011 school year at BLIS. An expectation that teachers specifically assess each specific learner profile attribute emerged from this report card change, causing confusion and concern amongst the teachers. Previously, teachers had reported on the learner profiles for report cards, but there was not the expectation that learner profile attributes were specifically assessed using an assessment strategy. In the years previous to the 2010-2011 school year, BLIS was not yet a fully accredited PYP school, they were in the process of becoming one. At that point BLIS may or may not have been in the process of getting all PYP practices in place. It was possible that standard PYP practices and expectations were not followed precisely before accreditation.

BLIS became a fully accredited PYP school starting the 2010-2011 school year.

Because BLIS was now fully accredited, the expectation became, among others, that teachers start using a “formal” strategy as evidence of assessment. The strategy would, in theory, be used to report on the learner profile attributes.

The *Making the PYP happen* (2009) handbook instructs schools and teachers to report on the development of each student's learner profile attributes, but does not include any examples or instructions on how this should or could be implemented by a school. If teachers in a PYP school are not to be formally assessing a child's learner profile attributes, how then, are they informally collecting the necessary data when there is no other assistance supplied by the IB?

BLIS demographics and language of instruction

The student population at BLIS consists of 72% of students who have Turkish only citizenship, and 19% of students who have dual Turkish citizenship, which means, along with citizenship in Turkey, they also have recognized citizenship in another country. BLIS has 8% of students who have single foreign citizenship along with 1% of students who have dual foreign citizenship. BLIS's foreign students come from countries such as, the USA, Italy, Bosnia, Nigeria, Canada, Australia, Poland, and Finland, to name a few. Elementary classrooms at BLIS are bilingual using both Turkish and English. In kindergarten, both classroom teachers teach mostly in English. Kindergarten at BLIS is an immersion program. Because of the immersion program, kindergarten is supposed to be taught 100% in English, but much translation is necessary in kindergarten, as many students do not speak English at the start of the school year. In grades 1-3, the lessons are taught in approximately 50% English and 50% Turkish. Grade 4 increases the percentage of lesson instruction in English to approximately 70%, while 30% of the lessons are delivered in Turkish. At the time of this study, the 2011-2012 school year, the Turkish Ministry of Education considered grade 5 a part of elementary. Grade 5 teachers were delivering lessons in approximately 80% English and 20% Turkish.

The ratio of lessons presented in English increases as students move up in grade levels at BLIS. One major reason is for the purpose of preparing students for middle school and high school where all lessons are taught in English with the exception of Turkish language and Turkish Social Studies. Once students get into high school, they can graduate with the IB Diploma, which opens doors to many universities around the world. “[Many] Universities throughout the world recognize the [IB] Diploma as providing a solid entry qualification for university study” (Wells, 2011, p. 175).

At the start of the 2012-2013 academic school year, the Turkish Ministry of Education implemented a nation-wide change in the way elementary schools were organized. Currently, grade 5 is no longer considered a part of the elementary division; it is now a part of middle school. Of the 24 participants in this research, three were grade 5 teachers during the 2012-2013 academic school year, however they were a part of elementary and fully invested in the IB PYP program at the time when this research was conducted during the 2011 – 2012 academic school year.

Each classroom in the Elementary Division of BLIS has an English-speaking teacher referred to as an “international teacher” and a Turkish-speaking teacher referred to as a “Turkish teacher.” Turkish teachers in all areas of the elementary division of BLIS also speak English and present many lessons in both languages.

Participants

The participants used in this study were BLIS kindergarten through grade 5 classroom teachers. Participants in this study were a mixture of 20 Turkish national teachers and 19 international teachers working, at the time of this study, in an elementary classroom at

BLIS, in Ankara, Turkey. During the first week of February 2012 (Figure 4) teachers were asked to participate in this study in person, using grade-level meeting times to present the purpose of the study as well as the survey.

Participation in this research was voluntary, both in completing the survey and participating in an interview. Surveys were returned by both male and female teachers with years of PYP experience ranging from six months to eight years. Figures 1 – 3 are several different graphs of demographic information collected from the participants of the survey: male/female, Turkish/international, participants who returned surveys per grade level, and years of PYP experience.

Some participants, when filling out the part of the survey that asked for the number of years of experience with the PYP, asked how they were to count the years. Feedback from the pilot survey did not address this question. However, it was not clearly explained in the written instructions of the survey.

Participants who asked this question were verbally instructed to be as specific as possible when writing their number of years of experience. The labels on Figure 3 constitute the current year up to the next. For example, a participant who indicated that they had been involved in the PYP for 2.5 years is included in the 2-3 year category.

Survey and interview instruments were used to collect data for this descriptive research (Ary et al., 2010). These instruments were created specifically for this research.

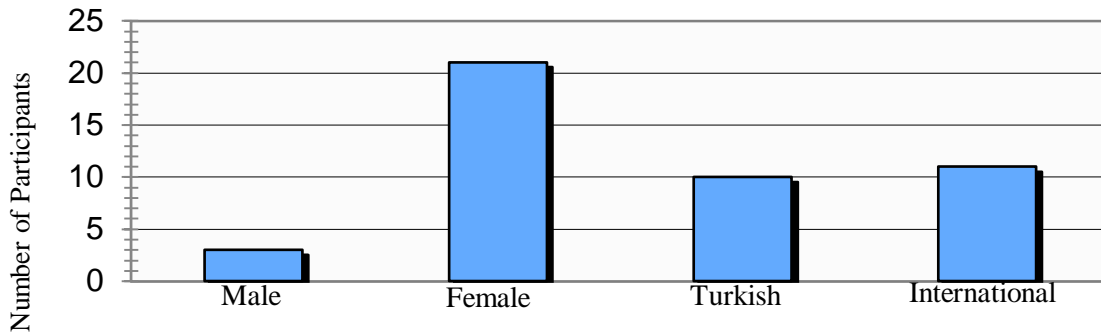


Figure 1. Demographic information of participants

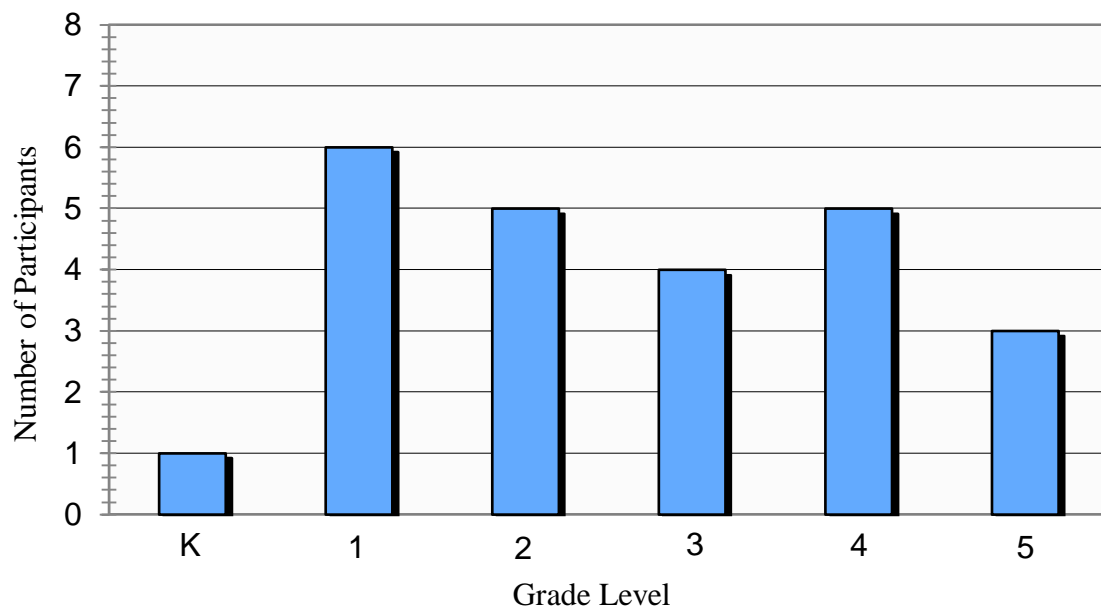


Figure 2. Participants per grade level

The goal of the survey was to measure teachers' perspectives of the learner profile attributes. The survey attempted to do this by asking participants to rank the learner profile attributes from clearest to most unclear when considering assessment, justifying their reasoning behind their ranking as well as an explanation of what assessment strategies they use, and classifying the learner profile attributes into four provided categories.

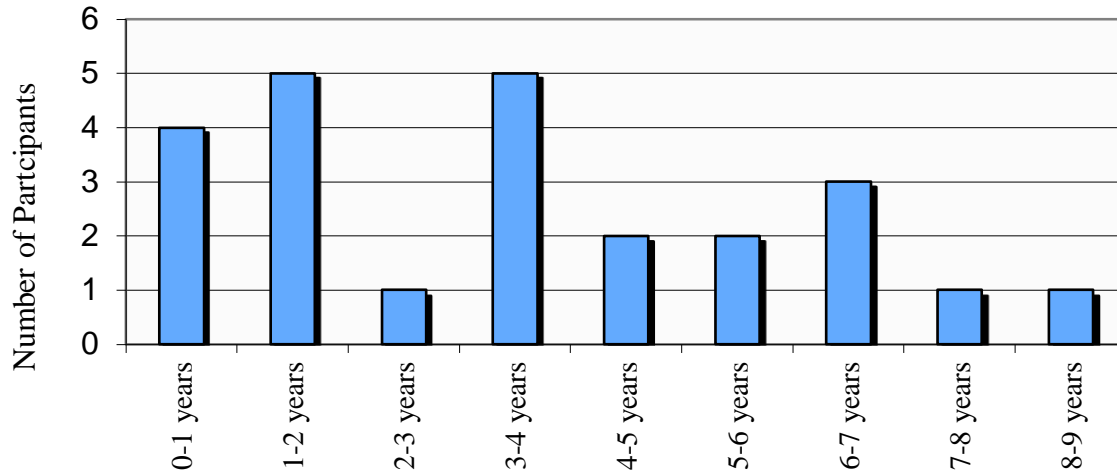


Figure 3. Years of experience with PYP

Instrumentation

Four different outcomes were expected from the survey; a ranking of attributes from easiest to most difficult, an explanation of why the teachers ranked the attributes in this manner, the categorizing of the learner profile attributes under four provided categories, and an indication of whether the participant would be interested in participating in an interview.

Other than collecting data to assist in answering the research questions presented in the first chapter of this study, the survey was created as a document that a teacher could conveniently fill out in a short amount of time. It was important to keep open-ended, short-answer questions to a minimum on the survey. Often open-ended questions and the requirement for a significant amount of writing can cause participants to not want to invest the time to complete the survey (Ary et al., 2010, p. 397). A short and concise survey, one that a large amount of teachers could complete and return, was the ultimate

goal. After revisions to the survey during the fall semester of 2012, September – December 2012 (Figure 4), along with the ranking and classification items, the final survey included only two short-answer, open-ended items.

Survey drafting process

Several different formats for how to rank the attributes from clearest to most unclear were reviewed and discussed, with potential participants and the adviser of this thesis, before deciding on the ranking format that was used on the final survey. The final format provided the numbers one through 10 vertically with blank lines next to them, where participants would write the learner profile attributes (Ary et al., 2010). On the list, number one constituted the clearest attribute and 10 constituted the attribute considered most unclear.

In the classification section of the survey, the learner profile attributes were assigned a number and teachers were asked to write the number in each category instead of re-writing the learner profile attributes for a second time in the survey. When initially drafting this section of the survey, an attempt was made to solidly classify each attribute only once into the four categories as Bullock (2011) did in her paper, *International Baccalaureate learner profile: Literature review*. Definitive classification proved to be difficult; with many attributes seemingly able to fit into several categories. Due to this challenge, and the ambiguity of the learner profile attributes overall, instructions for the classification section of the final survey clearly indicated that participants could classify attributes into more than one category.

A pilot test of the English survey was given to five teachers and administrators at BLIS. They were asked to “take” the pilot survey and provide feedback regarding “ambiguities, misunderstandings, or other inadequacies” (Ary et al., 2010, p. 51) of the survey.

These teachers and administrators were asked to be involved with the pilot test for many reasons. The administrators had background experience in creating surveys for the school community. One administrator was currently creating surveys for his own doctorate. The teachers were asked because they are thorough, dependable, and able to critically analyze the survey. Teachers and administrators who were asked to “take” the pilot survey would provide constructive criticism, honest feedback, and suggestions for improvement. Administrators were not a part of the population for this research, but the teachers involved in the pilot survey were also participants in the final survey.

Using feedback and suggestions from the teachers and administrators who were asked to help, the survey was re-written with more concise instructions.

Organization of the layout was arranged in a way that made expectations of different sections clearer to the participants. After necessary changes had been completed, the final survey was translated, and given to the administration team and board members, along with the interview questions, for approval.

Because of the bilingualism of the school, the survey was provided to the participants in both Turkish and English. Participants were encouraged to respond in whatever language they were most able to express their ideas.

Month	Year	Actions Taken
Sept/Nov	2011	<ul style="list-style-type: none"> • Survey design • Interview questions
Nov/Dec	2011	<ul style="list-style-type: none"> • Survey pilot test • Survey re-write • December 2012 – Final Survey Completed
January	2012	<ul style="list-style-type: none"> • Survey approval from BLIS administration • Contact grade level coordinators to arrange meeting times to pass out survey
February	2012	<ul style="list-style-type: none"> • Jan 30 – Feb 3 – surveys distributed to all BLIS teachers during grade-level meetings • Feb 10 – initial deadline for completed surveys to be returned • Feb 12 – Reminder email sent out to all elementary teachers. Second deadline set for Friday, Feb. 17. • Feb 17 – Deadline after reminder email; final number of returned surveys: 24
Feb/May	2012	<ul style="list-style-type: none"> • Analyzed collected data from surveys • Arranged interviews with volunteers
May/June	2012	<ul style="list-style-type: none"> • Conducted Interviews

Figure 4. Data Collection Tool – Process and Collection

A Turkish teacher at BLIS helped with translation during the process of this research. The teacher was asked to translate because she was a trusted colleague who had been at BLIS, therefore in a bilingual setting, for six years. She was very strong in English as her second language, often translated documents for the elementary division, and had experience in the PYP. Assisted by this teacher as translator, surveys returned in Turkish were translated back into English for the benefit of this research.

Survey design

Items on the final survey were sequenced purposefully to provide participants a visible guide (ranking of the attributes) when answering the open-ended questions relating to the four most unclear attributes. The classifying section was placed at the end of the survey in hope that participants had, through the previous sections of the survey, given the learner profile attributes thorough reflection. Classification of the learner profile attributes might be clearer after participants had thought about why specific attributes were more unclear than other attributes.

The final survey had five parts. The first item on the survey asked participants to provide basic demographic information such as name, gender, current grade level, and years of PYP experience. The second survey item asked participants to rank the learner profile attributes from clearest to most unclear when considering assessment for each specific attribute. Item three on the survey had two open-ended, short-answer questions. The first short-answer question asked participants why they ranked their specific bottom four attributes as most unclear. The second short-answer question asked for examples or explanations of assessment strategies used for specific learner profile attributes.

The fourth item on the survey provided a table with four categories: personal, social, emotional, and intellectual; and asked participants to classify the learner profile attributes into the category they felt was the best fit. Attributes could be used more than once. The categories in the fourth part of the questionnaire came from Bullock's paper, entitled *International Baccalaureate learner profile: Literature review* (2011). In the paper, Bullock (2011) posits that all ten of the learner profile attributes fit cohesively into "...four related themes that address the IB emphasis on intellectual, personal,

emotional, and social growth through all domains of knowledge...” (Bullock, 2001, p. 2).

The rationale behind this question is addressed through research question 4 in comparing whether practicing PYP teachers who were unaware of Bullock’s (2011) paper, are in agreement with the theoretical classification Bullock sets forth. Table 1 shows where Bullock classified each of the learner profile attributes.

Bullock’s paper used the titles cognitive, conative, affective, and cultural for the four categories, while the *Making the PYP Happen* handbook uses the words physical, social, emotional, and intellectual (IBc, 2009). Another IB document, a slide show available on the IBO website, also uses the same words, “IB programs promote the education of the whole person emphasizing the intellectual, personal, emotional, and social growth through all domains of knowledge” (IBO, 2013b, p. 4). Titles for this survey (personal, social, emotional, intellectual) were vocabulary used in the IB literature, as this is the literature that all PYP schools provide to their teachers, and that teachers would be most familiar with (Ary et al., 2010, p. 395). The fifth and final part of the survey was a request asking for volunteers to participate in a short interview as a follow up to the survey. (Appendix B).

Semi-structured interviews

Following the initial survey, semi-structured interviews were scheduled with participants who volunteered to participate. Interviews took approximately 15 minutes. The purpose of the interviews was to gain more in-depth understanding about the participants’ perceptions of the learner profile attributes, probe as to why participants

classified attributes into certain categories, and receive more information about the assessment strategies used. Data collected from surveys and interviews were used to describe a reflection of the school as a case.

Table 1

Bullock's classification from *International Baccalaureate learner profile: Literature review* (2011)

Intellectual (Cognitive)	Personal (Conative)	Emotional (Affective)	Social (Cultural)
Knowledgeable	Inquirer	Caring	Communicator
Thinker	Principled	Risk-taker	Open-minded
Reflective		Balanced	

Though semi-structured, the interviews did have structured questions based on themes of justification, confidence, and collection of data. Semi-structured interviews were used to allow for some flexibility in the wording of the question or the freedom to not ask a question if an interviewee had already answered a question prior to when that question was meant to be asked later in the interview (Jackson, 104, 2011).

Preceding a scheduled interview, a participant's survey was returned for review by the interviewee. Interviews were then conducted at a set time in a set meeting room, one on one with the interviewer and interviewee. No interviewers needed to be trained for this research, and no other expenses were accrued (Ary et al., 380, 384, 2010). Transcribed interviews can be found in Appendix C.

Semi-structured questions began with the theme of justification. Interviewees were asked to justify their reasoning behind why they classified the learner profile attributes under each specific category. After teachers responded to their thinking behind the classification of attributes, a table was shared with them (Appendix D). The table showed which learner profile attributes were classified into the four categories in Bullock's (2011) classification, and how that compared to the interviewee's classification of the attributes. From the table (Appendix D), interviewees were also able to see where some other participants classified the attributes. Participants were then given the opportunity to comment or reflect on their thoughts about what they observed from the table.

Based on how the individual interviewee ranked the learner profile attributes in the first part of the survey, they were then asked to justify why they ranked certain attributes as most unclear to assess. They were asked if a certain strategy was used for assessment. If the response indicated that there was not a specific assessment strategy, participants were then asked to explain how reliable data were collected.

The next theme focused on teacher confidence when considering, first, assessing a student's development of a learner profile attribute, and secondly reporting about the development of the attribute on the report card. Teachers were asked how confident or comfortable they felt when it came to assessing and reporting on the development of a child's learner profile attributes.

Method of data collection

Data for this research were collected during the 2011-2012 academic school year.

Initially data were collected through bilingual surveys, followed with semi-structured interviews. Participants who participated in the semi-structured interviews were all volunteers. Interviews were conducted in English.

After approval from the administration team and board members, the next arrangement was made with grade level coordinators to visit their grade level meetings to explain the research, provide the survey, and answer any questions the participants had. To avoid the problem of what Ary et al. (2010) refer to as “social desirability bias” (p. 381), or the participants’ desire to say the right thing during the interview or answer the survey in the “right way,” it was stated at each initial meeting with grade levels, and again to each interviewee before the interview that the questions asked during the interview were not going to be used as an observation or judgment of one’s teaching practices or ability to implement the learner profile.

Participants were asked to provide their names on the study; however it was made very clear during the grade level meetings, written on the survey, and explained again before the interview that no individual names would be used in this study. Participants were asked to provide names for ease of contact during the research. Collected data were kept confidential.

Of the 39 surveys distributed, 24, or 62%, of the surveys were returned completed.

Surveys were passed out to teachers at grade level meetings during the week of January 30th to February 3rd, 2012. It was asked that surveys be returned within the following

week, February 6th-10th, 2012. Friday, February 10th was set as the deadline for returning completed surveys. However, on Monday, February 12th, 2012, a reminder email was sent out to all grade levels participating in the survey, asking that any surveys not already returned, to be returned by Friday, February 17th, 2012. After the reminder on Monday, February 12th, no other reminders were sent out. By Friday, February 17th, the number of returned surveys was final at 24 (Figure 4, p. 38).

Further follow up reminders were not sent out because it was preferred that a participant actually take the time to fill the survey out legitimately instead of completing it without much thought; completing it only to not be bothered anymore. As with many schools, teachers at BLIS are very busy and cannot always find the time to complete something extra out of their already full workload. While this survey was kept short and created with the goal of teachers being able to complete it quickly, many teachers did not respond to the follow-up reminder email. It was assumed that the teachers who were willing to participate and wanted to help would have already completed the survey within the time frame they were given.

Of the 24 completed surveys, 13 volunteers, or 54% of the participants agreed to participate in the interview. Four teachers offered to participate in the interview only if there were not enough initial volunteers, and two wrote in that they did not feel comfortable providing data for this research through an interview as they had only been involved in the PYP for one or fewer years.

Method of data analysis

The data collected from the survey were analyzed in several different ways. As completed surveys were returned, they were assigned a number. This number enabled participants to be referred to as participant 1, participant 2, etc., which allowed for easier and more organized access to the paper surveys. Data from the survey regarding whether the participant was a male or female, the grade level they were teaching at the time of the survey, the years of PYP experience, as well as if they were Turkish or international was immediately noted and ultimately used to create Figures 1 – 3.

The data were then transferred into a frequency table (Table 4, p. 55). The frequency table tallied the number of teachers who classified each of the learner profile attributes into the four categories: personal, social, emotional, and intellectual. The frequency table allowed visual representation of the number of times a specific attribute was classified into one of the four categories. Placement tallies did not add up to 24 for each of the attributes, as teachers were allowed to place attributes in more than one category. The same frequency table was used to see the number of times each attribute was classified into each category. The data were tallied per participant. After tallying each of the four categories, personal, social, emotional, and intellectual, the totals were used to observe the frequency of which each attribute was classified into each category.

For the semi-structured interviews, a table (Appendix D) was created to share during interviews. Participants' numbers are listed in the left hand column. The top row provides Bullock's (2011) classification of the learner profile attributes into each of the PYP categories. Before the interview, each of the participant's data was placed in the table under the number that corresponded with their survey. The table included the

learner profile attributes each participant classified into each of the four categories. Attributes that matched Bullock's (2011) classification were highlighted. This table was shown to each interviewee during the interview, and they were then given the opportunity to reflect on what they saw or thought was interesting according to the presented data.

Finally, responses to the first short-answer question and interviews were read repeatedly. From this reiteration of the short-answer-question, keywords and phrases were coded (Gibbs & Taylor, 2010). Coded words were named with terms such as "abstract," "personal," "subjective," "artificial," and "outside of school," as a few examples. After naming all the coded words, the codes were then grouped into categories based on their names. The categories can be seen in Figure 6. In an attempt to narrow the amount of categories, further coding was conducted. Finally, five overall themes were created based on categories that were determined able to be grouped together. A flow chart, Figure 5, shows the development of the themes from the categories. To ensure reliability through quality coding analysis and the development of coherent categories and themes, an inter-rater coding process was conducted. Through discussion, this process allowed for confirmation of the theme development. In the case of this research and analysis, inter-rater reliability allowed for more than just the researcher to provide feedback and/or confirmation on the development of the themes (Trochim, 2006).

Responses to the second short-answer question about assessment strategies were tallied to determine what strategy or strategies participants most often used when assessing the learner profile attributes. From this frequency analysis, a circle graph was created to

provide visual representation of the strategies that were most frequently used when assessing a learner profile attribute.

Triangulation

The triangulation of the data from the different items on the survey; ranking, justification, and classification, as well as the responses from the semi-structured interviews, were used to support the reliability of this research (Taylor, Gibbs, & Lewins, 2005). Overall teachers ranked balanced as the most unclear attribute to assess. This result came from the participants' responses on the ranking item on the survey. Results from the classification item on the survey also support this finding. Balanced was never placed alone into a single category, other attributes were always classified into a category along with balanced, which seems to show that teachers at BLIS have an unclear understanding as to what domain of knowledge balanced is most strongly related. Whereas caring, for example, was placed alone five times into the emotional category. This would seem to represent that teachers do have a clear understanding of which domain caring most strongly belongs. Caring was also the attribute ranked as clearest to assess.

Short-answer responses and interviews were also used to support results found from the ranking and classification items. Teachers justified balanced as being unclear to assess due to the fact that much of the development of this attribute is "unable to be observed," because it "happens outside of school." Adversely, caring was explained as being an attribute teachers could readily and easily observe and see developing at school.

This chapter described the design of this research and defined the instruments used for data collection. The issue that initiated the development of this research was addressed. Information was presented about teachers and students in BLIS elementary, the kindergarten through grade 12 structure of BLIS, as well as the language of instruction in the elementary division of BLIS. Figures representing demographic information about the participants were provided. An explanation about the development and design of the data collection instruments was demonstrated. A description of the data collection method and methods of data analysis used for this research was included in this chapter.

CHAPTER 4: RESULTS

Introduction

This study set out to determine which learner profile attributes are most unclear to assess and teachers' perspective as to reasons why. This study also attempted to understand teachers' strategies for assessing a student's development of the learner profile attributes. The purpose of the fourth research question was to determine the degree of agreement between the classifications of the 10 learner profile attributes established by Bullock (2011) in her position paper, with those of the participating PYP teachers at BLIS.

Data analysis procedures

Descriptive statistics and analysis were used to answer the research questions.

The research questions are as follows:

- 1.) What are the four learner profile attributes that are most unclear to assess, as perceived by teachers involved in teaching the PYP at BLIS?
- 2.) What makes these four learner profile attributes more unclear, when it comes to assessment, as opposed to the other six attributes?
- 3.) What strategies are used for assessing all learner profile attributes?
- 4.) To what extent do teachers, currently involved with the learner profile, agree with the classification of the learner profile attributes as presented in recent research by Dr. Kate Bullock (2011)?

Learner Profile attributes ranking

To determine the teachers' perspectives of the most difficult learner profile attributes to assess, the data collected from the first and second questions of the survey were analyzed. A frequency analysis was conducted (Table 2) which shows the results of the ranking organization of the data from the first item on the survey. In the first item of the survey, participants were asked to rank the learner profile attributes from what they considered to be the clearest (easiest) attribute, to the most unclear (most difficult) attribute, when assessing. In line with the PYP's contradictory instructions that, while schools and teachers have a responsibility to assess and report on a child's development of the learner profile attributes, "It is not appropriate to grade or score the attributes of the learner profile" (IB, 2009c, p. 51) the definition of assessment for this research (p.8) refers to teachers collecting data on, recording, and reporting on a student's development of the 10 learner profile attributes.

Table 2 represents the frequency of how many times each attribute was ranked as clearest and most unclear. Data were organized in a way that the most often ranked clearest and most unclear attributes are visible. Table 2 was created using clearest and most unclear columns with the 10 learner profile attributes listed vertically under the column labeled attribute. Each column, clearest and most unclear, was then divided into two sub-columns. The first sub-column represents the number of times each attribute was ranked as clearest and most unclear, and the second column represents the overall number of times that a specific attribute was ranked as clearest and most unclear. For each category: number of times ranked clearest and number of times ranked most unclear, the total is 24. Each frequency mark (x) represents the number of times a participant ranked an attribute in either the first position (1), as clearest, or the last

position (10) as most unclear. Numbers in parentheses after the frequency marks (x) represent the total number of times an attribute was ranked as clearest and most unclear. For example, in the most unclear overall column, inquirer and open-minded both have a #4 next to them. This is representative of the same number of participants ranking inquirer and open-minded in the last position (10) as most unclear.

Table 2

Clearest and most unclear attribute rankings by participants

Attribute	Clearest		Most Unclear	
	Ranked as clearest	Overall ranking	Ranked as most unclear	Overall ranking
Balanced	x (1)	#5	xxxxxxx (7)	#1
Caring	xxxxxxx (8)	#1	x (1)	#5
Communicator	xxxxx (5)	#3	Never	
Inquirer	xx (2)	#4	xx (2)	#4
Knowledgeable	xxxxxxx (7)	#2	Never	
Open-Minded	Never		xx (2)	#4
Principled	Never		xxxx (4)	#2
Reflective	x (1)	#5	xxxx (4)	#2
Risk-taker	Never		xxx (3)	#3
Thinker	Never		x (1)	#5

Based on the results depicted in Table 2, further descriptive analysis was conducted. The results of this analysis are shown in Table 3. Table 3 presents, as a list, the order in which attributes were ranked as clearest and most unclear based on the number of times that attribute was ranked first (1) and last (10) on the survey. In both the clearest and

most unclear columns, the final row provides the attributes that were never ranked as first or last in the clearest (1) or most unclear (10) positions. The percentage following the attribute represents the percentage of participants who ranked a specific attribute as clearest or most unclear.

Caring is the attribute that was found to be the clearest to assess. One-third (33%) of the participants ranked caring as clearest. After caring, knowledgeable was the attribute most frequently ranked as clearest (29%). Following caring and knowledgeable, communicator was the next most often ranked attribute with 21% of the participants ranking it as clearest.

Balanced was ranked most unclear to assess by seven participants (29%) making balanced the attribute overwhelmingly considered most unclear to assess. The attributes that most closely follow balanced as most unclear are principled (16%) and reflective (16%).

These two attributes were each ranked as most unclear by four different participants, or 16% of the total participants. Risk-taker was ranked as most unclear three times (13%), followed by inquirer (8%) and open-minded (8%), both of which were ranked most unclear by two different participants. The two learner profile attributes that were ranked the fewest number of times as most unclear were caring and thinker. Caring and thinker were ranked only one time each as most unclear.

In the unclear column, 4% or more of the participants ranked all four of the attributes that were never ranked as clearest: open-minded, risk-taker, principled, and thinker. This

seems to be logical as the four attributes were never ranked as clearest, so they should be considered unclear. However, balanced is an exception in the clearest column because though it was ranked overall as the most unclear attribute to assess, it was also ranked by 4% of the participants as clearest.

Table 3

List of most ranked attributes per category

Clearest	Most Unclear
1. Caring – 33%	1. Balanced – 29%
2. Knowledgeable – 29%	2. Principled and Reflective – 16%
3. Communicator – 21%	3. Risk-taker – 13%
4. Inquirer – 8%	4. Inquirer and Open-minded – 8%
5. Reflective and Balanced – 4%	5. Thinker and Caring – 4%
Never ranked clearest: <ul style="list-style-type: none"> • Open-minded • Risk-taker • Principled • Thinker 	Never ranked as most unclear: <ul style="list-style-type: none"> • Communicator • Knowledgeable

An interesting observation is the sharp drop-off in the percentage of participants who ranked the learner profile attributes as clearest or most unclear after the third place position in both of the columns in table 3. Looking at the clearest column, the top three attributes, caring, knowledgeable, and communicator, were ranked by 33%, 29%, and 21% of the participants, respectively. The 21% of the participants who ranked communicator as the clearest attribute, decreased sharply to 8% of the participants who ranked inquirer as the clearest attribute. The attributes of reflective and balanced were each ranked by only 4%, or one participant, as the clearest attribute to assess.

As in the clearest column of Table 3, the most unclear column has an equally noticeable drop-off in the percentage of participants who ranked the learner profile attributes as most unclear. Again, after the 13% of participants who ranked risk-taker as most unclear, the percentage of participants ranking attributes of inquirer and open-minded decreases to 8%. The attributes of thinker and caring are ranked by 4% of the participants as most unclear attributes to assess.

Caring and thinker were ranked only one time each as most unclear. It would be assumed then, that caring and thinker would be ranked by a large percentage of the participants in the clearest column. For caring, this assumption holds true as it was ranked by 33% of the participants as the clearest attribute to assess, it is the attribute that was most often ranked as clearest. The learner profile attribute of caring seems to be an attribute that teachers clearly understand how to assess. Only one participant ranked thinker as most unclear, but it is never ranked as clearest. Due to this contradiction of ranking, thinker seems to be an attribute that teachers consider to be unclear when it comes to assessing.

It is also important to note that knowledgeable and communicator, the attributes ranked clearest by 29% and 21% of the participants, respectively, were never ranked as most unclear by any of the 24 participants. In opposition, the attributes of open-minded, risk taker, principled, and thinker were never ranked as clearest by any of the 24 participants.

If the two attributes of communicator and knowledgeable, were never ranked as most unclear, then it would be logical that they would be ranked somewhere in the clearest column. This, in fact, is supported by the data in Table 2 as both knowledgeable and

communicator are in the clearest column. Knowledgeable was ranked as the second clearest attribute to assess, and communicator was ranked as the third clearest attribute to assess. Teachers at BLIS seem to clearly understand how to assess a child's development of becoming knowledgeable and a communicator.

Learner profile attributes classification

The goal of research question two was to determine whether teachers who are currently involved with teaching and assessing the learner profile agree that the learner profile attributes can be classified into one of the IB's four areas of growth: personal, social, emotional, and intellectual, as Bullock (2011) classifies them in her position paper. Data were collected for this question from the fourth question on the survey, where participants were asked to group the learner profile attributes into the four categories provided: personal, social, emotional, and intellectual.

The results of this analysis are presented in table 4, a distribution of the participants who classified each of the learner profile attributes into each of the four categories: personal, social, emotional, intellectual. Categories are listed in the first row. Categories without parentheses are the words used in the *Making the PYP happen* handbook as well as many other IB documents. Because of this, these terms were used on the survey, as teachers should be familiar with the terms. Conative, affective, cognitive, and cultural are the terms Bullock (2011) uses in her paper to describe the four categories, however these terms were not used on the survey, as many teachers are not readily familiar with them. In the second row, "C" represents the statement "number of times classified." This refers to the number of times a specific attribute was classified into one of the four categories by a participant. The percentage symbol (%) provides the percentage of the

number of times that an attribute was classified into each category by a participant.

Table 4 represents the results in such a way that it can be understood which attribute was classified into each of the four categories with the highest frequency.

Considering the first attribute, balanced, 20 teachers classified balanced into the personal category, eight teachers classified balanced into the social category, 12 teachers classified balanced into the emotional category, and three teachers classified balanced into the intellectual category. Balanced was placed in each category a total of 43 times. As mentioned in the previous chapter, the totals for each of the attributes do not necessarily add up to 24 because participants were allowed to classify each attribute into a category more than once in order to discover their personal interpretation and understanding of what these attributes mean to them.

Every attribute was classified into one or two separate categories by more than 50% of the participants (Figure 4). For example, balanced was classified into the emotional category by 50% of the participants, as well as the personal category by 83% of the participants. Balanced, communicator, open-minded, and reflective were the only four attributes that were classified under two different categories by 50% - 100% of the participants. Seven out of the 10 learner profile attributes were overwhelmingly classified into the first quartile (75% - 100%) of a specific category. The three missing attributes: communicator, inquirer, and reflective were classified into one or two categories by 50% - 67% of the participants.

The seven learner profile attributes that were overwhelmingly (75% - 100%) classified into a specific category were balanced, caring, knowledgeable, open-minded, principled,

risk-taker, and thinker. Eighty-three percent (83%) of the participants classified balanced into the personal category. Principled and risk-taker were both also classified into the personal category by 88% and 79% of the participants. Open-minded was classified into the social category by 83% of the participants. Caring was classified into the emotional category by 88% of the participants. Knowledgeable and thinker were both classified into the intellectual category by 96% and 100% of the participants, respectively. No attributes received 0% categorization in any of the four categories; a participant classified every attribute into a category at least once.

It is also important to notice that no learner profile attributes were classified by 0% of the participants into a category. Teachers at BLIS seem to think that all 10 of the learner profile attributes belong somewhat in all four of the categories. The responses from the participants don't seem to show an understanding that certain attributes should or can be definitively classified into a specific category.

Only one attribute, thinker, was classified by 100% of the participants into the intellectual category, meaning that there was total consensus among all participants in this study. No other attribute received 100% classification in any of the categories. Other than thinker, knowledgeable was the closest attribute to 100% classification in a specific category. Knowledgeable was classified into the intellectual category by 96% of the participants.

Table 4

Number of times and percentage of attributes classification

Attribute	Personal (Affective)		Social (Cultural)		Emotional (Conative)		Intellectual (Cognitive)	
	C*	%	C	%	C	%	C	%
1. Balanced	20	83%	8	33%	12	50%	3	13%
2. Caring	11	46%	8	33%	21	88%	2	1%
3. Communicator	13	54%	14	58%	5	21%	11	46%
4. Inquirer	11	46%	9	38%	2	1%	16	67%
5. Knowledgeable	5	21%	6	25%	2	1%	23	96%
6. Open-Minded	13	54%	20	83%	5	21%	7	29%
7. Principled	21	88%	8	33%	6	25%	2	1%
8. Reflective	12	50%	3	13%	9	38%	16	67%
9. Risk-taker	19	79%	6	25%	9	38%	6	25%
10. Thinker	4	17%	4	17%	2	1%	24	100%

*Number of times classified

Bullock's (2011) classification (Table 1) shows where she classified each of the learner profile attributes. Bullock classified inquirer and principled into the personal category. The participants classified principled into this category 88% of the time. Balanced was classified in the personal category by 83% of the participants, though this is not in agreement with Bullock's classification. Only 46% of the participants classified inquirer into the personal category. Using the percentages from Table 4, inquirer was one of the four fewest attributes classified into the personal category. Instead of the participants classifying inquirer in the personal category, as Bullock does, inquirer was classified most often (67%) into the intellectual category. From the data collected through the

survey, the attributes classified the fewest amount of times into the personal category were caring and inquirer (46%), knowledgeable (21%), and thinker (7%).

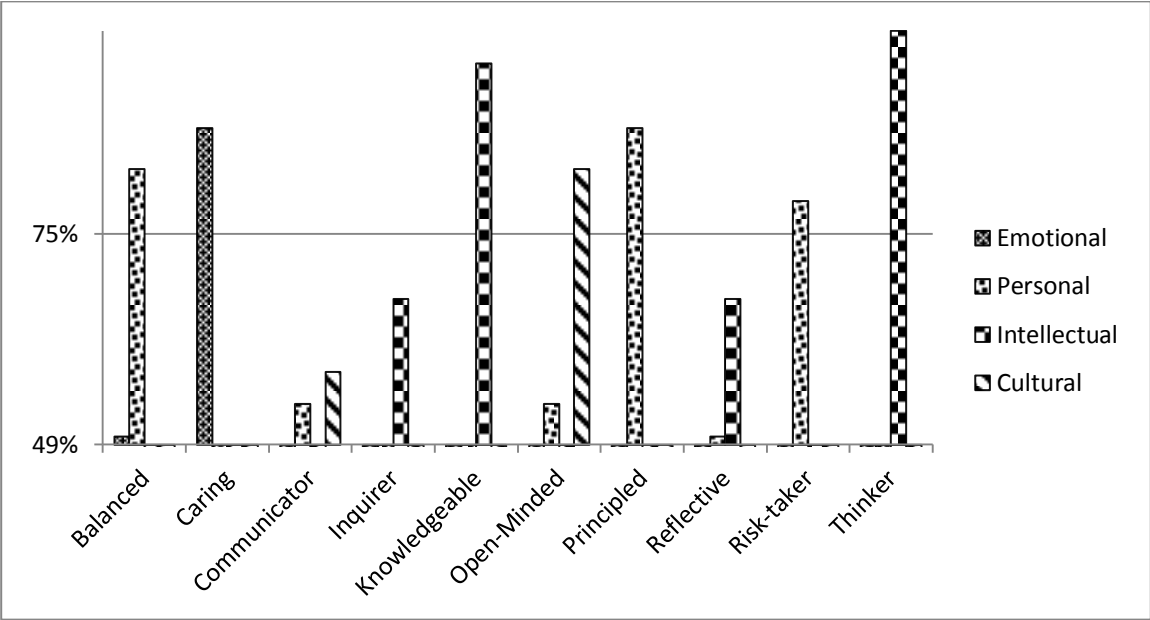


Figure 5. 50% and above learner profile attribute classification by category

In the social category, Bullock (2011) includes the attributes of communicator and open-minded. In accord with Bullock, the participants also classified these two attributes the most frequently into the social category. Communicator was classified by 58% of the participants, and open-minded was classified by 83% of the participants. Not in accord with Bullock’s classification, the next most frequently classified attribute into this category from the collected data was inquirer, which was classified by 38% of the participants into the social category. Bullock’s (2011) emotional category includes caring, risk-taker, and balanced. Using Table 4, it can be seen that the collected data is in agreement with Bullock’s classification in this category.

Collected data also classifies the attributes of balanced, caring, and reflective into the emotional category. All three of these attributes were classified by 38% - 88% of the participants. Reflective was another attribute that 38% of the participants classified into the emotional category. This attribute classification does not fit with Bullock's classification, as she classifies reflective into the intellectual category. However, 67% of the participants did place reflective into the intellectual category, so they do show agreement with Bullock in this classification, the participants seem to believe that reflective is an attribute that has a stronger connection to the intellectual category than the emotional category.

Table 1

Bullock's classification from *International Baccalaureate learner profile: Literature review* (2011)

Personal (Conative)	Social (Cultural)	Emotional (Affective)	Intellectual (Cognitive)
Inquirer Principled	Communicator Open-minded	Caring Risk-taker Balanced	Knowledgeable Thinker Reflective

Bullock's (2011) classification includes the attributes of knowledgeable, thinker, and reflective in the intellectual category. Other than also including inquirer in this category, the collected data supports this classification. 96% of the participants classified knowledgeable into this category, thinker was classified by 100% of the participants, and reflective was classified by 67% of the participants. Inquirer was also classified into this category by 67% of the participants, but this is not where Bullock classifies

inquirer. Bullock classifies inquirer into the personal category, as do 46% of the participants, but a larger percentage, 67%, of the participants' classified inquirer into the intellectual category.

To represent where the participants' classifications were in agreement with Bullock's (2011) classification, Table 4 was then used to create Table 5. Table 5 lists the ten learner profile attributes under the column heading attributes. Four columns are placed to the right of the attributes column. The columns are numbered, from left to right, 1, 2, 3, and 4. Under column 1 is the category that, according to the collected data, an attribute was most frequently classified into. Column 2 lists the categories an attribute was second most frequently classified into, and column 3 lists the categories an attribute was third most frequently classified into. Finally, column 4 lists the category an attribute was least frequently classified into as derived from the collected data. The asterisk next to certain categories within the table denotes Bullock's classification of the attributes into specific categories. Table 5 was created using the data represented in percentages from Table 4.

Table 5 is used for comparison based on frequency of classification. It allows for comparison between which categories individual attributes were classified with highest frequency and lowest frequency.

This table supports research question number four, as another way to determine teachers' perspective of the learner profile attributes. In denoting the category Bullock classified each attribute into, it can be seen where the collected data supports Bullock's classification and where there is discord into which categories learner profile attributes

should be classified. Table 5 is used to compare the attribute classification of the participants with Bullock’s theory based classifications per individual category.

Table 5

Comparison of participants’ attributes classification to Bullock’s (2011) classification

Attribute	Category an attribute was most frequently classified into based on collected data (1)	(2)	(3)	Category an attribute was least frequently classified into based on collected data (4)
1. Balanced	Personal	Emotional*	Cultural	Intellectual
2. Caring	Emotional*	Personal	Cultural	Intellectual
3. Communicator	Cultural*	Personal	Intellectual	Emotional
4. Inquirer	Intellectual	Personal*	Cultural	Emotional
5. Knowledgeable	Intellectual*	Cultural	Personal	Emotional
6. Open-minded	Cultural*	Personal	Intellectual	Emotional
7. Principled	Personal*	Cultural	Emotional	Intellectual
8. Reflective	Intellectual*	Personal	Emotional	Cultural
9. Risk-taker	Personal	Emotional*	Intellectual / Cultural	
10. Thinker	Intellectual*	Personal/ Cultural	Emotional	

* Denotes the literature review placement as compared to the placement from the collected data.

Using Table 5 it can be seen that the participants placed seven out of the 10 attributes in the same category as Bullock. Caring, communicator, knowledgeable, open-minded, principled, reflective, and thinker all had the highest classification into the same categories as Bullock’s attribute classification. Table 5 is not an attempt to show that all participants classified *only* specific attributes into a certain category. As is known from Table 4, participants classified many, sometimes all attributes into a specific category, whereas Bullock placed only two or three attributes solidly into each category, establishing a clear boundary for each of the 10 learner profile attributes. Table 5 is

simply presenting a comparison between which categories participants most frequently placed an attribute and if it is in agreement with Bullock's classification.

While participants were in agreement with seven of the 10 learner profile attributes, it is not to say that those were the only categories into which they classified an attribute.

Considering the seven attributes referred to as "in agreement" with Bullock's classification, participants felt they had a stronger connection to a certain category, but, as can be seen in Table 4, participants also classified many of the attributes into one or all of the other three categories. While Bullock provides clear boundaries for the classification of the attributes, the participants do not agree that the classification of the learner profile attributes has such defined boundaries.

From the data in Table 5, it can be seen that participants classified three attributes, balanced, inquirer, and risk-taker more frequently into a different category than Bullock. This does not mean the participants did *not* classify the attribute into the same category as Bullock; it means that it was not classified the most frequently into the specific category. For example, in using the data from Table 4, balanced was classified by 83% of the participants into the personal category, and by 50% of the participants into the emotional category. Participants did classify balanced into Bullock's category, just not as frequently as they classified it into a different category.

Inquirer was classified into the intellectual category by 67% of the participants, and into the personal category by 46% of the participants. As with balanced, participants did classify inquirer into the same category as Bullock, though not as frequently as it was classified into a different category.

Finally, 79% of the participants classified risk-taker into the personal category, followed by 38% classification into the emotional category. Bullock classifies risk-taker only into the emotional category. Participants believed that risk-taker was more suitable for the personal category than the emotional category.

There are two blanks in the fourth column of Table 5. This is because, according to the data from Table 4, teachers classified risk-taker into the intellectual and cultural categories an equal number of times. Risk-taker was classified by 25% of the participants into each category, intellectual and cultural. Twenty-five percent was the lowest classification for this attribute, which is why the categories are listed in column three together. The same explanation follows for the blank in the fourth column for the attribute of thinker. Thinker was classified by 17 % of the participants into each category, personal and cultural. These two categories did not represent the lowest classification percentage; thinker was least frequently classified into the emotional category by 1% of the participants. This is why the personal and cultural categories share the second column, and the emotional category is in the third and final column for the attribute of thinker.

Data analysis of short-answer questions and interviews

Data for research questions 2 and 3 were collected through open-ended, short-answer questions in the survey. Data gathered through semi-structured interviews provided additional data for the descriptive analysis of these two questions. Research questions 2 and 3 were, respectively: What makes the four learner profile attributes listed in the bottom four positions more difficult or unclear to assess than the other six, and what

strategies are used at BLIS for assessing the development of a student's learner profile attributes?

Responses from the short-answer questions from the survey follow a capital "R" with a number. The "R" and number combination refers to a participant and the order in which surveys were returned. For example, "R1" represents a response from the first participant to return a survey. A capital "I" followed by a number represents a response from an interview. This number refers to the interviewee's number, which was assigned to each interview in the order they were conducted. In a similar fashion to the short-answer responses, "I3" represents the third interview conducted.

Descriptive analysis was used to organize and analyze the collected data. Initially, short-answer responses were read carefully many times. After the initial reading, the data from the second question of the survey was analyzed in order to specifically answer research question number two: What makes the four learner profile attributes ranked 7th, 8th, 9th, and 10th more unclear than the other six attributes when considering assessment?

When reading responses to the second question from the survey subsequent times, notes were taken to organize words or phrases frequently used by the participants with the expectation that different categories would arise. From the categories that developed, themes were created. Not surprisingly, participants made many common statements in response to the second question from the survey, regarding the difficulty of assessing specific attributes. Different categories emerged from the responses. Individual participants used similar words and phrases to describe why specific attributes were unclear more so than the other attributes when considering assessment. Recurring words

and phrases were then grouped into nine categories. The categories that emerged around assessing the learner profile attributes ranked in the bottom four positions were: subjective; large range of behaviors; abstract concepts; reflects teacher's opinion; artificial/authentic results; happens internally; happens outside of school; cultural; and personal.

The nine categories, when considered on a deeper level, determined that some categories were promoting the same or similar ideas using different phrases or sets of words. When possible, similar categories were combined together into a theme. As a result of this analysis, the data produced five overall themes (Figure 6). The five themes were: "subjectivity due to the abstract nature of certain attributes," "artificial results," "unable to be observed," "cultural," and "personal." These themes represent the teachers' perceptions as to why assessing certain learner profile attributes is perceived to be unclear.

Subjective due to abstract nature of certain attributes

"Assessments reflect a teacher's opinion." A powerful statement even in its solidarity, this statement became a part of the "subjectivity due to the abstract nature of certain attributes" theme. Hitlin (2004) wrote that values are considered "too subjective or too difficult to measure (p. 359). This statement from a participant's short-answer is mentioned individually because it raises pertinent questions that must be addressed, though it is too large a topic for the scope of this research. The participant who wrote this believes that even though teachers are assessing student development of the learner profile attributes in some way, the assessment can be biased depending on the beliefs, values, and understanding of an attribute by an individual teacher. If teachers are

assessing students on personal beliefs, values, and understandings, are all students being assessed equally, fairly, and objectively? Many responses from the short-answer questions and interviews reflect this idea.

I4: Most of the assessing we do is through just observation. And of course that is only done in the classroom or at break time, so we can't possibly have a fair assessment of how the kids are as people from just what they exhibit in the classroom. It's hard to be fair, I think, in assessing.

R4: A teacher's own principles can also change the lens through which they assess a student's principles.

R13: I think they are more difficult to assess because they are somewhat subjective. It is also difficult to do rubrics, etc. when evidence can really be endless.

R17: Not as conducive to objective assessment. More subjective with regard to my point of view...

R24: A teacher should maintain objectivity and with the attributes, most assessments of each, at times, is a reflection of the teachers' opinion.

"Subjective" was specifically used by at least three different participants. Other participants made statements describing how something, in this case assessing the learner profile attributes, could be subjective.

One participant wrote that the attributes are hard to assess because the "evidence could be endless." This teacher questioned how a student's development of the learner profile attributes are able to be assessed when there is nothing to really assess against, and a teacher could choose to use whatever behaviors that were observed.

Along the same lines, a different participant stated that assessment of specific learner profile attributes was unclear because there was such a "large range of behaviors" that could be observed. This was used to explain the participant's perception about how each attribute has such a large range of behaviors or outcomes that it can seem to be an

impossible task to assess a student's development on an attribute. It is unclear to this participant what behaviors should be looked for when observing a student in an attempt to collect data on his/her development of a learner profile attribute.

Yet another participant provided a statement similar to the "assessment reflects a teacher's opinion" statement when they wrote that assessing the learner profile attributes is subjective because it is based on the teacher's point of view.

Teachers might unknowingly assess one student differently than another based on what instance they happen to observe a student; a teacher may not always see the whole situation and thusly may not be able to assess a student objectively on the observed attribute. Teachers might unconsciously assess a certain student differently based on what they know about a student, their family, or siblings. For example, teachers who, over the years, may have had siblings in class might be assessing a current student against an older brother or sister.

"Abstract" was a word that was used by four participants. This word became a part of the "subjective due to the abstract nature of certain attributes" theme because anything that is abstract can be viewed from different points of view, and participants in this study seem to think that certain learner profile attributes are abstract. This strongly connects to a teacher's subjective observation of a student's development of an attribute. The following are statements about the abstract nature of certain learner profile attributes.

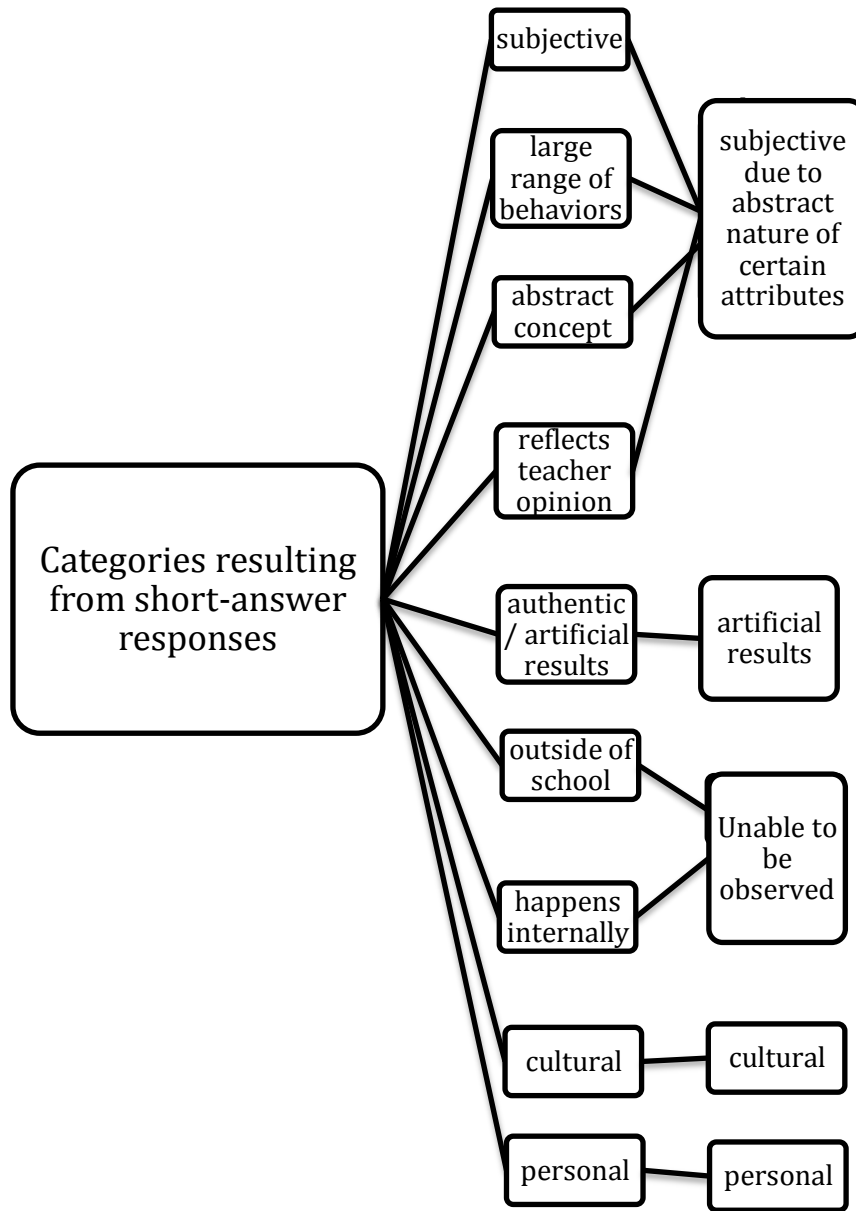


Figure 6. Representation of creation of themes

R1: These learner profiles are too abstract of concepts. To find evidence for these concepts is difficult (open-minded, communicator, caring, reflective).

R4: Difficult to measure an intangible concept such as this one...(principled).

R18: For me they are [the] more abstract ones to understand...(balanced, open-minded, reflective, principled).

R20: Because these have a big range of behaviors and these are more abstract (balanced, reflective, principled, caring).

It must be reminded that each response was not based on the same four attributes in the bottom four positions. Each participant responded to the open-ended question using the four attributes they individually ranked in the 7th, 8th, 9th, and 10th, positions.

These are, of course responses only from the perspectives of teachers who participated in this research, but overall, data collected from the surveys and interviews recognized the subjectivity of assessing a student's development due to the abstract nature of specific learner profile attributes.

Artificial results

“Artificial results” is another theme that emerged from participants’ perspectives as to why certain attributes are unclear more so than other attributes. “Artificial results” refers to the belief that what teachers are observing through a student’s actions is not authentic.

R4: **S**tudents can come off as very principled in class, but be completely opposite when away from teachers and around peers.

R7: Caring and principled are the most difficult to assess because it is difficult to obtain authentic results. You can teach someone to be more principled or caring, but the reasons behind principled and caring choices/behaviors can be simply learned behavior/mimicry/or outright artificial.

R8: Principled, they may act one way on a certain day, and the complete opposite the next.

R12: It is hard to know if this is a result of the school environment and expectations, or if this is a way of being for this child (caring, open-minded, principled, balanced).

Teachers believe that many students act in a certain way just because it is the school's expectation or because students know they are being observed/assessed. Teachers believe that assessing students on a learner profile attribute when they know they are being assessed is not useful, because the students act one way – the way they know they are supposed to act when they are being assessed – and often act completely different when they are not aware they are being assessed. In a sense, results gathered from assessments are not authentic because students are not showing who they truly are and how they truly act. Participants claim that this makes it difficult, if not impossible to attain authentic results on the development of a learner profile attribute. Results are not authentic when students are aware they are being observed/assessed.

It is difficult for a teacher to determine if a student has truly internalized an attribute or if a student is only “acting” the way they think they should be acting during an assessment or when they think they might be being observed. One of the strongest positions a teacher has is observing students at all times throughout a day, month, or even a year, to see how a student presents themselves with certain attributes when they are not aware that they are being observed. This is the only way teachers can truly receive authentic results.

Unable to be observed

Ten of the 24 participants seem to think that some attributes are not as obvious, or students are not able to show behaviors related to certain attributes in the lower elementary grades. A 1993 study by Hechter et al., claimed that there were four major problems in the study of values, the most important being that values are “unobservable” (p. 3). The following responses from kindergarten, first grade, and

second grade teachers provide support for the idea that not all learner profile attributes are observable at all grade levels.

R4: Young students think very short term and struggle with connecting past to present and future (reflective).

R8: At this age [2nd grade] they do not think clearly or logically (more emotionally and academically) so this is difficult to really understand how their minds are processing ideas. Reflective at this age lasts for 5 minutes and then the moment is dropped and they forget what was being talked about (balanced, principled, reflective teacher).

R14: Because I'm teaching first grade and it's hard (principled, risk-taker, balanced, reflective).

R15: It's difficult to determine to what extent first graders "explore concepts, ideas, and issues that have local and global significance" and do so independently (knowledgeable). Do they even need to do this independently? In first grade students generally need tremendous support in this area (thinker). Students are quick to ask for help rather than think of a way they can solve problems themselves, even simple problems like how to open a straw package (students don't think to use scissors unless guided by a teacher). At this point in development, everything is about them (open-minded).

R22: These attributes are difficult to assess in young children. They are still predominantly using learning with the right side of their brains. These attributes require the more abstract thinking skills and while some children have developed this, the majority is just not ready yet (inquirer, knowledgeable, reflective, thinker).

Another part of this theme as cited by teachers as to why specific attributes could not be clearly assessed was because so much of what might be able to be observed (per the IB definitions) is "unable to be observed." According to the responses from the participants, the development of an attribute can be "unable to be observed" because it either takes place outside of school, or the development happens internally and cannot be seen.

R2: Because much of the work happens internally (thinker, reflective, balanced, open-minded).

R4: How do we assess a student who might enjoy learning about a subject not taught in school, or one who pursues other interests outside of school (reflective, principled, inquirer, balanced)?

R6: ...harder to observe these in our daily routines. Need to know the students better and maybe see them outside of school to really observe these ones (balanced, open-minded, reflective, principled).

R8: Balanced, would be easy to assess if we observed the student 24/7. Too much of how a child is balanced relies on what they do at home and everywhere else. To solely observe them at school does not give the full picture...

R10: Difficult to assess what is going on inside someone's head (thinker). Some of this also takes place outside of school, so hard to assess (inquirer). Can assess what I ask them to reflect on, but I won't always be able to witness them reflecting on their own (reflective). More than just school, so a lot happens when not around (balanced).

R15: We don't always know everything a child does/is involved in outside of school (balanced, knowledgeable, thinker, open-minded).

R16: All of them, in some ways could be internal (inquirer, thinker, reflective, balanced). Reflective and balanced would take a much more in depth assessment that included information from outside of school.

R18:... you need to observe more (balanced, open-minded, reflective, principled).

R23: These can be happening outside of school (balanced, open-minded, principled, risk-taker).

I1: Balanced too, because a lot of that happens at home.

I2: I don't think it would be accurate just looking at a school setting, with any of these. Teachers are not usually able to see how students interact in public when they are not around their friends. Teachers do not see how students handle defeat at a sports tournament, for example. Teachers do not always see a student's dedication to practicing musical instruments, visual arts, computer skills, or even schoolwork. Teachers are at the mercy of what a student and parents "say" is occurring at home or outside of the school setting.

Balanced was the most frequently ranked unclear attribute to assess, and this theme was most often given as to why balanced was the most unclear to assess. Teachers perceive balanced as an attribute that can be observed with more validity through a student's life outside of school.

It is impossible for a teacher to understand the processing occurring in a student's mind.

Many teachers feel that if they cannot observe a behavior then a student might not have

an understanding of the attribute. According to one teacher, students must have an understanding of an attribute to be able to show it outright, and as observers of what can be seen, teachers should not be responsible for assessing the development of a student's learner profile attribute if it is something that is processed internally.

Cultural

“Cultural” was a theme that two teachers included as a reason why the four attributes they ranked in the bottom four positions were unclear when it came to assessment. A participant who has had 30 plus years of international and stateside teaching experience wrote that there is a feeling of competition in the classroom in this (the Turkish) culture. The participant wrote, “Students are more concerned with answering a question quickly over actually getting to the correct answer.” In general, teachers do not usually promote speed over quality, but to this participant, it seems to be something that is so heavily pushed by cultural norms, that it becomes a difficult event to deal with in the classroom. This participant used the attribute of risk-taker to explain the situation that students would prefer to be done first instead of taking a risk to try and find the right answer or think about the question from a different perspective. Continuing in the cultural theme, a participant wrote that it is difficult to assess students on certain learner profile attributes because a teacher does not necessarily know or understand every student's cultural beliefs. In some circumstances, students might be acting in the way that they are taught at home, and that way might not meet the ideals of the learner profile attributes. Yet another participant simply wrote, “More personal and cultural,” in reference to the attributes of principled, balanced, open-minded, risk-taker.

As included in chapter two of this research, the overall focus of George Walker's (2010) paper, *East is East and West is West* questioned whether the learner profile attributes are truly international attributes, or if there are certain attributes not necessarily reflective of all cultures. Walker (2010) takes the position that the IB might want to consider regional learner profiles variations dependent upon what region or country an IB school is located (Walker, 2010). Obviously this should be a concern for the IB, especially if teachers who are involved with the learner profile every day are also recognizing this cultural problem with the learner profile attributes. It is not a classroom teacher's responsibility or even moral obligation to tell a student or family that their actions or beliefs are wrong, especially when it contradicts what might be being taught at home.

Personal

Personal, as a theme, is closely connected with the cultural theme. Two separate participants mentioned that assessing certain learner profile attributes is so unclear because many students either already have established or, the exact opposite, have not yet established their personal beliefs on the type of person they want to be. In kindergarten to grade 5 elementary classrooms, students are discovering who they are. Much of what they know and believe in has been learned only through what they have been taught, mostly by parents and somewhat by schools. Elementary students often experience contradictory images and actions. A student might know the "right thing to do," but observes students not "doing the right thing" while still being a successful student and being surrounded by friends. Students often observe peers bullying other students, yet not experiencing negative repercussions. In this sense, life in an elementary classroom can be very confusing for an elementary student.

Assessment strategies

Observation

The second question of part two of the survey asked participants to provide explanations of what type of strategies were used for assessment. The overwhelming response, as assumed before the survey was given, was “observation.” Many different examples of strategies were written, but one strategy that participants were in complete consensus about was observation (Figure 7). Although observation is the strategy that is predominately used, there is not a standard observation form that is used in the classrooms at BLIS. During the interviews, in response to a question about assessment strategies, all interviewees supported this data that was derived from the short-answer questions on the survey. When the interviewer asked whether a grade level had a common form used for assessment, the participants answered as follows:

I1: We do it all individually. We use the second one I gave you, the second rubric the one that’s more, there’s a checklist at the top and a rubric at the bottom because we found that if we use the language that was in the PYP Making it Happen and we had that easily accessible and we kept that with us, it doesn’t always work timing wise... Um, but we found that if we have it (checklist/rubric) from the beginning of the unit, it could be, just having it on our desks and constantly, being like oh, and making little notes next to it and doing that, so that’s probably the only real standardized system. Everybody does things differently. So, like for me, I’ll jot down notes on sticky notes and stick it places. No, there’s no standardized format that we have, outside of the checklist.

I2: When [my partner teacher] and I do the reports it is basically all discussion and comparing notes. Sometimes when it’s really blatant you can remember. But if you see something really subtle, then you will write it down. Just so you don’t forget.

I3: ...when it comes to reporting, you really need like rubrics or checklists that you can look after when you are doing report cards, but if you don’t have that stuff, it is really hard to report it. So mostly we did observations, but I was taking anecdotal notes... Yea, we had a form that together (as partner teachers) we used. I think they (the grade level team) looked at it (the form) and liked it and used it for parent teacher conferences also, I don’t know about report cards.

I4: We have on our unit rubrics a checklist –for instance if it says communicator, it will define what a communicator is according to the PYP and then have just usually, sometimes, never, but nothing more than that. That’s what we have for all of the learner profiles, but nothing specific where the learner profile is broken down or there are

anecdotal records put on the report or anything like that. ... well we have developed some templates for taking notes (anecdotal records) of everything. But our templates are not specific to the learner profile. They are specific to everything going on in the unit. And their intention is to take them and make notes for each child. But it's just too much information, so we have developed these several times, but no one has used these because it is just too overwhelming...so I, just very unofficially, with every student's name, that's where I take every note about that student. But not, only about learner profile. It's just if I notice something, then I write it down. And when kids are working on a project independently or working in groups, I will just go around, or just stand somewhere look all around and make notes. Or if something happens, if a child comes up to me and does something really exceptional, then I'll make a note of that. But there is not more of a system than that.

These may seem to be logical responses, as all teachers are different, and often a common form does not necessarily work for all teachers. It seems that, according to the teachers who participated in this survey, all teachers have their own way of observing and assessing. However, if a school such as BLIS, has the expectation that teachers produce documented examples of a student's observed behaviors and actions, which are then used to complete a checklist, rubric, or reflection, then perhaps there should be a standard form or document – possibly more than one, so teachers are able to choose.

As the fourth interviewee briefly referenced, "...for instance if it says communicator, it will define what a communicator is according to the PYP..." the IB does provide definitions of the learner profile attributes (Appendix A), however, these definitions are just that, definitions about what it means to be a person who has fully developed a specific attribute, but the definitions do not provide clear examples of what a student might demonstrate when developing an aspect of a learner profile attribute, or what the development of an attribute might look like at different age levels. It must also be known, according to the IB that, "It [the IB learner profile] is not intended to be a profile of the perfect student: rather, it can be considered as a map of a lifelong journey in pursuit of international mindedness" (IBa, 2009, p. 2).

Reflection, checklists, rubrics, anecdotal records

Other assessment strategies that were mentioned by a large number of participants were reflections, checklists, rubrics, and anecdotal records. It must be noted that the “reflections” category includes, self, peer, and parent reflections as many teachers listed them separately. Any statement concerning portfolios was also included in the “reflection” category, as portfolios are completed primarily through self-reflection. For this research it was decided to group all forms of reflection under one complete “reflection” category.

Reflection seems to be a very popular strategy that teachers believe they can use to assess a student’s development of a learner profile attribute. Reflection can take many different forms, from verbal to written, self, peer, or parent reflection. Reflection was often mentioned with end of the unit (units of inquiry) assessments as well as when working on choosing pieces to be included in a student’s portfolio.

Most teachers mentioned checklists and rubrics as independent strategies, however two teachers listed checklists and rubrics as a part of observation when responding to question 2 in the second part of the survey.

R12:...rubrics – still observation...

R17: Checklists, which are observation based.

The statements of these two participants shows an understanding that even though assessment strategies may be developed, several of them, checklists and rubrics specifically, can only be completed through observation. This raises a concern regarding

why, if other assessment strategies are completed based on observation, there is not a common observation assessment form used by all teachers at BLIS.

Participants also stated that anecdotal records are used to assess students on the development of the learner profile attributes. Anecdotal records are records of observed behaviors and actions, which can be argued, are not different than observation. Again, this raises the concern about why standard documents for anecdotal records are not used. Each interviewee explained that they had their own way of documenting anecdotal notes. Interviewee 3 was the only participant who had a form prepared for taking anecdotal notes, which she and her partner teacher used in class. It was apparently shared with the grade level. When asked if it was used by the grade level, interviewee 3 responded, “I think they looked at it and liked it and used it...” It was not clear if the rest of the grade level was actually using the form.

I1: ...tools I would use would be just kind of anecdotal comments that I would keep somewhere, like in a notebook.

I2: I don't actually have an assessment tool other than just observation and anecdotal notes. [When writing reports] we check our notes to see what the student has done... The answer to all those questions is, no. No, no and no (laughs), [In response to being asked: Do you have a specific form? Do you as a team have something that is the same throughout that is used to take those notes? Is observation done for those notes, at a specific time of the unit?]

I4:... so I have just, very unofficially, with every student's name [a page or notebook], that's where I take every note about that student. But there is not more of a system than that.

Discussion

“Discussion” was a category that received five different examples from four different participants. One participant included two strategies, “think-pair-share,” and “poster

presentations,” as a way to assess a student’s development of a learner profile. As no elaboration was provided, it was assumed, for purposes of this research, that because students are talking about and presenting their ideas on a learner profile attribute, these strategies were considered a part of the “discussion” category. Participant 2 stated that class discussions during class circle meetings about a learner profile attribute provided enough data to be used for assessment. Yet another participant wrote that group discussions were a strategy used to collect data on the specific attribute of principled. And finally, participant 22 stated that, at the kindergarten level, summative assessments are done verbally, observing whether a student could answer certain questions correctly. It is assumed that the questions for these kindergarten summative assessments involved questions about learner profile attributes.

Other assessment strategies

According to Figure 4, “other” was a surprisingly large category. This category consists of all the other “strategies” that teachers listed. It is understood that some of the participants may not have thoroughly considered or understood the question and just listed types of formal assessments: such as, pre-, formative, and summative assessments that they used in class. Regardless, the “other” category included responses such as: performance evaluation, narratives as in the learner profile displays, student-led conferences, teacher/student conferences, journaling, exit slips, KWL [charts], concept maps, graphic representations, and the learner profile included on a rubric as part of an assessment.

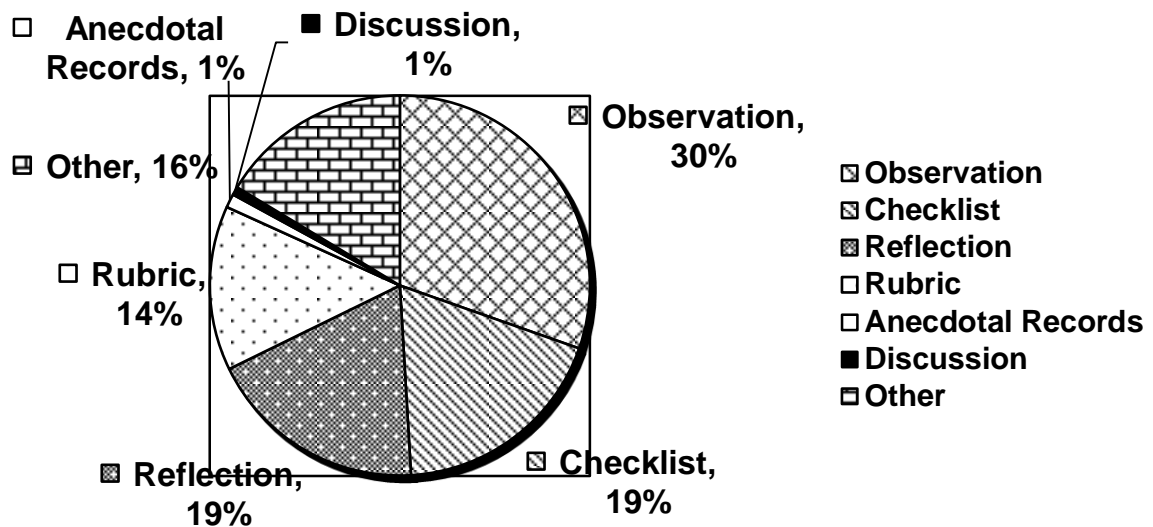


Figure 7. Assessment Strategies

Conclusion

Balanced, principled, reflective, risk-taker, inquirer, and open-minded are the attributes that are most unclear to participants when it comes to assessing. Balanced was the attribute most frequently ranked as unclear when assessing. Following balanced, in decreasing number of times ranked as most unclear were: principled and reflective (equal number of rankings as most unclear), risk-taker, and inquirer and open-minded (equal number of rankings as most unclear).

Overall, it can be seen that observation is the most frequently used strategy for assessment and that, at BLIS, there is no common way of assessing and recording data on the learner profile attributes from observations. Other strategies, such as checklists and rubrics rely on observation in order to be completed. Anecdotal records are connected very closely with observation, and all teachers have a different way of

collecting these records. Teachers at BLIS use reflection as a strategy for individuals (self), peers, and parents to assist teachers in writing reports.

CHAPTER 5: CONCLUSION

Overview of the study

The purpose of this descriptive case study was to determine teachers' perspectives on the IB learner profile attributes. The IB makes it clear that the learner profile is the most important and central part of all of the IB programmes. Teachers are expected to assess and report on a student's development of the 10 learner profile attributes. The IB programme was originally developed to provide a curriculum that was similar within any IB school in the world. Students who moved between IB schools could enter any IB school knowing how units are organized, how assessments are presented and completed, and in what attitudes, skills, concepts, themes, and character attributes they are expected to learn and show development.

Based on the PYP's constructivist foundation, a student receiving a holistic education will grow and develop knowledge in four domains: personal, social, emotional, and intellectual. After the IB had established the attributes of the learner profile in 2006, five years later, Bullock (2011) was commissioned by the IB in an attempt to prove how each of the learner profile attributes could be classified into one of the four domains of learning based on the research of currently accepted learning theories and teaching methods. Bullock's (2011) position paper became an important document for this study.

The desired outcome of using Bullock's (2011) paper was to compare the opinions of teachers who are in the classroom teaching the PYP on a daily basis, to that of Bullock. In order to exemplify possible discrepancy between theory and teacher perspective, the

survey used for this research probed participants further by asking them to rank the learner profile attributes that were perceived to be the clearest to the most unclear when considering assessment. Along with a question on the survey, semi-structured interviews were used to collect deeper explanations of the participants' perspective as to why certain attributes were clear or unclear when it came to assessing a student's development of the learner profile attributes. Through the mixed methods of a survey and semi-structured interviews, data was collected from teachers actively involved in the PYP at BLIS. Frequency analysis and descriptive statistics were used in order to determine teachers' perspectives of the learner profile attributes.

In general, PYP teachers, new and old, find there to be a lack of specific, concrete information and support provided about the learner profile. The implementation of the learner profile is unclear to teachers, possibly due to a lack of theory presented by the IB. Wells (2011) makes a point similar to the above statement when he writes that the IB should provide "rigorous theoretical justification substantiating" how the attributes of the IB learner profile were chosen (p. 177).

Discussion of the findings

Attributes perceived to be most unclear

Results of this study support that, to teachers at BLIS, there is a level of ambiguity when it comes to the 10 attributes of the IB learner profile. To the participants involved in this study, certain attributes tend to be clearer when considering assessment of a child's development of the learner profile attributes. Balanced, principled, reflective, risk-taker, inquirer, open-minded, thinker, and caring were the attributes ranked as most unclear when considering assessment.

Perceptions on why certain attributes are unclear

Data collected from this research revealed five themes as to why certain learner profile attributes were more unclear to assess. Keywords or phrases repetitively emerged in teachers' short-answer responses justifying why they perceived specific attributes to be more unclear to assess than other attributes. The five themes are:

- subjective due to abstract nature of certain attributes,
- unable to be observed,
- artificial results,
- cultural,
- personal.

According to teachers' perspectives, certain attributes are unclear in how to assess because of their subjectivity, their abstract nature, the fact that much of the attribute development happens outside of school, and/or the cultural and personal connotations.

Learner profile attributes assessment strategies

Teachers at BLIS use many different strategies to assess a student's development of the learner profile attributes. However, the primary assessment strategy is observation. All participants shared that they used observation in order to assess a student on a learner profile attribute. Other strategies were used, such as rubrics, checklists, and discussion. Even though there are other strategies being used, observation is the primary component of being able to complete the rubrics or checklists, for example.

Agreement on attributes classification

When asked to classify each of the learner profile attributes into four provided categories, it became clear that teachers have different understandings regarding where

individual attributes should be classified. This ambiguity of the learner profile attributes might stem from the fact that the IB has not provided support in the form of documentation, implementation, assessment, or stages of a student's values development to the teachers who actually put their programme into practice.

Results provided by the participants surveyed at BLIS for this research supported Bullock's (2011) classification of seven out of the 10 learner profile attributes. However, in other categories, the results showed disagreement with Bullock's classification, thus providing some evidence that there is disagreement between teachers who are currently practicing the PYP, and the IB in how to approach teaching and assessment of the attributes of the learner profile. Research question four of this study attempted to discover if teachers currently involved in the PYP were in agreement that the 10 learner profile attributes could be clearly classified into the four domains of learning and growth: personal, social, emotional, and intellectual. Results developed from this research seem to indicate that teachers do not agree that the learner profile attributes can be clearly classified into the four given categories.

While seven out of the 10 learner profile attributes were most frequently placed in the same category as Bullock's (2011) classification, this cannot be considered complete agreement because participants also placed the attributes into one or all four of the categories. It seems to be clear that there are certain attributes the participants feel have a stronger connection to a certain category, but the results yielded that they also believe that specific learner profile attributes can be classified into many or all of the categories. Participants of this study, the elementary teachers at BLIS, do not agree with the defined boundaries presented in Bullock's (2011) classification. Theoretically, if teachers

perceived the defined classification of attributes into categories to be clear, the majority of the participants would overwhelmingly classify each attribute into a single category. If the IB provided theoretical research about how these attributes were chosen, and how teachers could best assess the attributes, perhaps teachers would agree more strongly with Bullock's (2011) defined boundaries.

Using the emotional category as an example, Bullock (2011) classifies caring, balanced, and risk-taker into this category, but these attributes were only classified into the balanced category by 88%, 50%, and 38% of the participants, respectively. However, along with these three attributes, participants also classified all seven of the other attributes into the emotional category. Inquirer, knowledgeable, and thinker were each classified into the emotional category by only 1% of the participants, but this provides evidence that there are teachers at BLIS who perceive these three attributes to be connected to the emotional domain.

Of the four categories, the personal category was the category with the largest discrepancy between which attributes the participants thought should be classified into that category as opposed to Bullock's (2011) classification. Bullock (2011) classified only inquirer and principled into the personal category. Participants seemed to be in agreement with principled, as 88% of the participants classified principled into the personal category. Following principled, the attributes classified most frequently, in descending order, into the personal category by the participants were; balanced, risk-taker, communicator and open-minded, reflective, caring and inquirer, knowledgeable, and finally, thinker. Again, while there was a certain degree of agreement between which attributes should be placed in the personal category, there was not complete

agreement. It seems that it is not clear to teachers as to what domain of knowledge the learner profile attributes are connected to.

Six attributes were classified by over 80% of the participants into the same category as Bullock (2011). These six attributes were balanced, caring, knowledgeable, open-minded, principled, and thinker. This provides some evidence into teachers' perspectives as to the four attributes, communicator, inquirer, reflective, and risk-taker, which are most unclear. These four attributes were not classified into a specific category by 80% or more of the participants to show a significant connection to a category. Perhaps this should be considered an indication as to why teachers might struggle to collect data on these four attributes.

The analysis revealed that the three attributes most often classified into a category that was different than Bullock's (2011) classification were inquirer, balanced, and risk-taker. Bullock (2011) classified inquirer into the personal category while the analysis classified inquirer most frequently into the intellectual category. Balanced was classified in the emotional category by Bullock (2011), whereas the participants most frequently classified balanced into the personal category. Participants most frequently classified risk-taker into the personal category, while Bullock classified it into the emotional category.

Areas of agreement and disagreement are both prevalent between the participants' perspectives on the classification of the learner profile attributes and Bullock's (2011) classification of the attributes. Because of the lack of complete agreement with the classifications of the attributes, it is clear that there is not obvious agreement between

teachers who took part in this study, and Bullock's (2011) classification that she based on contemporary educational theory. It is possible this is due to the fact that teachers have never been provided any theory behind the selection and development of the learner profile attributes.

Implications for practice

Implications for the IB

Teacher training

Besides common rhetoric, research similar to Ledford's (2011) study about training and teacher confidence supports the fact that teachers need to be trained in specific education programs (Halstead, 2000; McMillan, et al., 2002). Character education is no different (Ledford, 2011). The IB should seriously consider the amount of training they provide, or even offer, to the teachers who are expected to support the development of generations of internationally minded students.

A search conducted most recently on April 23, 2013 of the available IB workshops resulted in no professional development courses for the learner profile (IBO, 2013c).

The IB's online professional development site offers 172 different professional development courses, most even available in three different languages (English, Spanish, and French). Each of these courses is offered between six and seven times a year, yet not a single professional development course is specific to the learner profile.

The IB believes that one of the strongest ways for students to develop the attributes of the learner profile, as well as the attitudes, is through teacher modeling (IB, 2009c). In a PYP school, the learner profile attributes are relevant to students and adults, and it is the

responsibility of the adults to model the attributes of the learner profile (IB, 2009c). There is other research that supports the idea that adults such as parents and teachers have a very powerful influence in the character of children (Herman, 2005). If this is the case; if the strongest resource for developing internationally minded students is dependent upon the adults around them, the IB must ask itself: How is the IB ensuring that teachers in all IB schools, but especially PYP schools, believe in and support the attributes of the learner profile? What are the characteristics of the “right” teacher who can deliver the IB programmes, and how is the IB ensuring the “right” teachers are, in fact delivering the IB programmes? (Wells, 2011, p. 184). Teachers from different cultural and ethnic backgrounds may not themselves exhibit the attributes of the learner profile. How does the IB know that teachers in PYP classrooms all over the world are, in fact, supporting the development of a learner who is internationally minded? Wells (2011) questions, “...can we be sure that this is what happens?” (p. 184). Coombs-Richardson and Tolson, (2005) also expresses the idea that both pre-service and in-service teachers must be trained in programs that deliver values education, because these training systems can influence the teachers’ value systems (p. 266).

Extra training in any activity or skill, regardless of natural talent, can only increase confidence and efficiency. However, the IB does not provide specific learner profile training for PYP teachers. An initial “*Waking Up to the PYP*” workshop is provided to new PYP teachers. The training consists of an overview of the entire PYP programme, how to read and complete unit and team planners, and a very basic understanding of the essential elements. There is no specific training on implementing the learner profile. A participant specifically mentioned this lack of learner profile training during an interview:

I2: In saying that, I feel like there wasn't a lot of guidance in learning this. Yes, we did, like, some of the "Making it Happen" workshops. But that's learning what the whole PYP thing is about. There's no specific, "oh, let's focus on the learner profiles" and "how do you really assess this?" "What exactly do you look for?"

Presently, is slightly narrow minded of the IB to assume that all people, all over the world, even teachers in the IB's PYP classrooms, hold the same beliefs and carry the same degree of importance on the 10 attributes of the IB learner profile. Current research reports that IB schools in cultures throughout the world do not necessarily hold all the learner profile attributes to the same degree of importance (Walker, 2010; Wells, 2011; Shea, 2003; Coombs-Richardson et al., 2005).

The IB should take into consideration that PYP teachers need to be intensively and specifically trained in how to recognize student actions that exhibit growth and development of a learner profile attribute as well as how to appropriately model the learner profile attributes. Alice Ledford's (2011) study supports the idea that, for teachers to be confident and efficient in teaching character education, they must be well trained.

Resources and materials

As well as providing teacher training and professional development, other successful character education programs used across the United States, also provide resources and materials. Of the 11 character education programs reviewed by DeRoches & Williams (1999), seven of the character education programs provided resources and materials, among other forms of support such as lesson plans, videos, and games. It must be recognized that the IB does provide teachers access to the OCC (Online Curriculum Center), which is an online site where IB teachers from around the world can share their

ideas, documents, thoughts, and reflections on all components of the IB programmes. Justifiably, a specific learner profile section of the OCC has been created. The OCC is recognized as a source that might be considered support for teachers in regards to the learner profile. A teacher can access the OCC, find the learner profile section where lesson ideas, books to read, and worksheets to share might be available, but to a teacher new to the PYP and the learner profile attributes, this is not the same caliber of support as a program that provides everything a teacher might need to successfully teach and implement a program. Documents and ideas found on the OCC are teacher made, and often school specific.

The IB must provide support, grade level appropriate resources, and materials to PYP schools in order to develop internationally minded students. Not only results from this research support this idea; Wells (2011) discusses how "...the IB does (or does not) provide guidance for teachers on how to teach or interact with students that incorporates the attributes of the IB Learner Profile (Wells, 2011, p. 178). Resources could include, but are not limited to; lesson plans, activities, dramas, scripts, games, videos, in class worksheets, and especially specific lists of books that are available on-line. Creating a specific learner profile location on the OCC where videos and access to online books are available would be a simple, yet effective solution providing teachers all over the world the ability to access resources supporting the learner profile attributes. If the IB wants the learner profile to be successful, it is their responsibility to provide support to teachers with appropriate materials, resources, lessons, and guidance in how to implement and assess the IB learner profile.

Continua

The IB should seriously consider creating continua for each of the learner profile attributes. A continuum is a diagnostic tool that assists teachers in monitoring students' development throughout, in this case, the primary years, ages 3-11 (IB, 2009c). In the PYP, language is divided into four strands, and each of the four strands has been organized into a continuum with five phases. The phases build upon and complement the previous phase (IB, 2009c, p. 77). "The continuums [sic] make explicit the conceptual understandings that need to be developed at each phase. "Evidence of these understandings is described in the behaviors or learning outcomes associated with each phase" (IB, 2009c, p. 77). The continua from the IB for language and math provide understandings that need to be developed and behaviors that should be present. Continua allow teachers to "place" a student in the phase where they belong developmentally based on their behaviors or learning outcomes. In the case of the PYP continua, there are no levels for the phases to avoid judging a student as "developing," or "proficient" (IB, 2009c, p. 77). A PYP classroom might have all students at different phases on a continuum, which allows for teachers to differentiate based on individual students' needs.

The IB should create a continuum for each of the learner profile attributes. The attribute development continua would include the same elements as the subject continua, providing specific behaviors that must be developed and observed in order for a child to move on to the next phase. These continua would then be used to report on a child's development of a learner profile attribute. For example, a child in fourth grade might be in phase five of knowledgeable and phase two of caring, making it obvious to the

student and parent that the child needs to develop his/her ability to demonstrate caring behaviors.

A continuum for language and math does exist from the IB, but these subject continua can be very difficult to implement in schools that are required to follow nationally dictated grade/age grouping as well as pass/fail scores. Learner profile attribute continuums for each of the learner profile attributes would not need to compete with national curriculums or guidelines. Teachers would determine where a child fell on a continuum of each of the learner profile attributes based on their observations of the child. The continuum would need to provide much deeper, specific details describing a student's actions than the current definitions of the learner profiles (Appendix A). In his conclusion, Wells (2011) suggests that there are two stages for values acquisition, and that "materials and methodology" must be appropriate for these ages and that it is "necessary for teachers to be aware of the stages and be trained to teach values through the curriculum in accordance with the age and stage development of the learner" (p. 185).

Implications for further research

Research for this study surveyed 39 kindergarten through grade 5 classroom teachers, and received 24 completed surveys. It is understood that the sample used for this research is a limiting factor for generalizing the findings of a larger population. Surveying a much larger population would provide invaluable data and results to support or disprove this research. Using the survey created for this research (with changes mentioned in the limitations section), or a similar survey, one could arrange to survey a much wider range of teachers in the PYP. An on-line version of the survey

could easily be created, and sent to PYP coordinators to disperse. Completed surveys could be returned directly to the individual researcher or organization online, and the responsibility of PYP coordinators would end at forwarding the survey link.

Student values development

Results of this study raise suggestions and possibilities for further research by the IB or any other individual or group who might be interested in the further development of the IB learner profile. The IB states that the attributes of the learner profile "...are appropriate to, and achievable by, all primary years students" (IB, 2009c, p. 3).

However, one might question this statement. Through the survey used for this research, it became known that kindergarten teachers at BLIS felt that ranking and grouping the attributes when thinking about kindergarten students was incredibly unclear and much too difficult (refer to section "Unable to be observed" page 24 in chapter 4). One participant wrote on the survey that she was unable to complete the survey because kindergarten students do not exhibit all of these attributes. Two other kindergarten teachers provided information that they were not going to fill out the survey because it was too difficult to approach from a kindergarten perspective. Understanding why kindergarten teachers find all the attributes of the learner profile too unclear to assess when considering kindergarten students could be, in itself, a future research question.

Research should be initiated on the stages of children's values development in order that students can understand and exhibit the learner profile attributes at their level. The IB claims that all students should be able to exhibit all attributes, but there is not clear evidence from the IB to support this claim. Wells (2011) also recognizes this limitation on the IB's development of the learner profile, "...it is of great importance to establish

when and how children pass through these stages in order for appropriate materials and teaching techniques to be devised...” (Wells, 2011, p. 183).

Wells (2011) states that there has been relatively little research into when children learn values, the conditions in which they do so, and why children’s values change (Silcock and Duncan, 2001; Hitlin and Piliavin, 2004 as cited in Wells, 2011). Other than the provided definitions of the learner profile attributes (Appendix A) there is no common understanding of what the attributes “look like” at different ages and grade levels. The IB does not provide teachers with a guide as to how students should and could be acting at certain ages.

To date there has been little reference in IB literature to how the curriculum might be delivered through, and with emphasis on, the values inherent in the Learner Profile. There is no reference to the theories of educational psychologists on how the development of values should be promoted. (Wells, 2011, p. 183)

If the IB has done research into the stages of values development of children, it has not been publicly shared. Currently, conflicting theories of values development are prominent with arguments developing between the number of stages of development, ages when values development happen, and even discord between whether males and females develop values at different times and in different ways (Wells, 2011). Even more importantly, Wells (2011) goes on to state that:

For educationalists encouraging the development of values in students, it is of great importance to establish when and how children pass through these stages in order for appropriate materials and teaching techniques to be devised that will

enable children not only to acquire values, but also develop those that are being focused on to form an active part of their character. (p. 183)

The creation of a set of attribute continua would require significant and thorough research into the cognitive development of children; what they should and should not be expected to be able to exhibit at various ages and developmental stages. Perhaps future research will provide new information that certain age groups should not be expected to or are not developmentally able to exhibit and/or understand certain attributes. It is possible that the learner profile would need to be reorganized based on research that provides evidence that certain age groups should or cannot be expected to demonstrate all 10 of the learner profile attributes.

Learner profile review

The IB obviously recognizes that there are some problems with the learner profile. After the learner profile was introduced in 2006, five years later, Bullock (2011), citing current theoretical learning research, was commissioned to write a position paper defining the domain of knowledge that each of the learner profile attributes should be classified into. Also notable; between the years 2011-2013, about as long as this research had been going on, the IB had been taking steps to review the learner profile. Beginning in 2011, a plan and process was developed for reviewing the learner profile. In 2012 regional conferences were held and school resource packs were supposedly sent to IB schools in March of 2012. An on-line survey about the learner profile attributes opened in October 2012 on the IBO's website. According to an online publication (presumably initially presented at a conference at The Hague in October 2011) by Christine Amiss, Robert Harrison, and Kate Lin, the next steps of the learner profile review will be to provide recommendations, get endorsements, and communicate the

findings to the IB community (IB, 2011b). At the time of this research, these steps were to be taking place during the years of 2013 – 2014 (Amiss et al., 2011). As the IB is currently taking the time to review the learner profile, they might also want to find out what it is that teachers truly want as support in terms of the learner profile.

Findings beyond the scope of this study

This study produced important implications that the IB should take into consideration for future practice of the learner profile. But, the research for this study also resulted in outcomes that were not based on the original research questions. An auxiliary outcome of this research found similarities between character education programs used throughout the United States of America and the IB learner profile. Focusing on several authors' definitions of character education, parallels were drawn between character education programs and the learner profile. In looking at what made some character education programs successful, this study looked at where the learner profile showed similarities to, or lack thereof, successful character education programs. The most profound area that the learner profile seems to be lacking when compared to successful character education programs is in measurable outcomes of the success of the learner profile. Another finding not directly connected to any of the original research questions was the recommendation to the IB that common documentation be created for learner profile assessment purposes.

Measurable outcomes

One characteristic of successful character education programs is that they have measurable outcomes. Perhaps it is because of the youth of the learner profile programme, it was introduced in 2006 (IB, 2010a), that there is no data supporting

whether the learner profile portion of the IB has been successful. Wells (2011) also addresses this when he writes, "...it is even less clear how the IB or schools evaluate the efficacy of their [learner profile attributes] application by students. Other character education programs have statistics and research proving whether the programs have been successful, but the IB has not yet provided this type of data. The United States Department of Education's (USDE) Institute of Education Sciences knows the importance of measuring the outcomes of character education programs. The "What Works Clearinghouse" is a publication from the U.S. Department of Education. Initially, it looked at 93 studies of 41 character education programs, and then narrowed the studies and programs down dependent upon their parameters, to determine what character education programs have measurable outcomes, and which programs produce positive results (USDE, 2007). After five years of implementation as the learner profile, and another two years as the student profile, the IB should have documentation of the outcome and success of the learner profile; has the implementation of the learner profile in IB schools in fact, produced internationally minded people? Currently, "it is unclear if there is any data or research that provides evidence for how successful schools are in their promotion of the attributes of the Learner Profile" (Wells, 2011, p. 184).

The IB must determine how their goal of developing internationally minded students is able to be measured. How does one measure international mindedness? Wells (2011) asks how schools are to "assess the extent to which students reflect the attributes of the learner profile" (p. 184). To prove that the learner profile is a successful programme, the IB must provide results. To begin with, the IB needs to determine how to measure their desired outcome of producing internationally minded students. Can it even be done? If it is determined that internationally mindedness cannot be measured, then it is imperative

that IB reconsider the purpose of the learner profile and adjust its scope to outcomes that can be measured and observed.

Common documentation

The IB programmes were developed and are in place to allow for students' seamless transition between IB schools throughout the world. Another important goal of the IB programmes, as reflected in the explanation of the learner profile, "is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world" (IB, 2009c, IB mission statement and IB learner profile page). The IB is focused on providing seamless transitions for students, but should also consider teachers of IB programmes. Many teachers, especially those who are teaching internationally, move from IB school to IB school, and for them, the movement is not a seamless transition. Every IB school has adapted the programmes of the IB slightly differently, per the freedom and flexibility that the IB allows. It can be argued that this freedom to adapt is one of the strongest characteristics of the IB programmes; allowing schools to create a programme that works in countless different circumstances. However, for teachers moving from IB school to IB school, this can also be a detriment. Every IB school has different documents for observing and recording observations (if the school has them developed at all), a different report card, and different ways to report on the units of inquiry and learner profile attributes. This study indicated that, at BLIS, data collection was completed differently amongst grade levels and even between teachers within the same grade level. By creating objective forms, the IB would be providing consistency to teachers moving between IB schools or even between grade levels in the same school.

Because observation seems to be the most common assessment strategy for the learner profile attributes (refer to “Observation” section in Chapter 4), the IB might consider creating a common observation form or document to be used for assessing and reporting on the learner profile attributes. The IB already provides common documents in the form of unit and team planners, a next step might be to create an observation form or document so that teachers who are moving from IB school to IB school can enter a new school with the confidence that they know what they are supposed to do for the specific learner profile component.

Limitations

The sample for this research was a limiting factor. Only 39 teachers initially received the survey. Of that already relatively small sample, the returned surveys only numbered 24. It is understood that this number is not necessarily ideal for generalizing the representative data. This research could be much stronger if a larger sample was used. As with surveying more teachers, conducting more interviews would also be beneficial. Due to time constraints and teachers leaving BLIS at the end of the 2011-2012 school year, not all volunteers could be interviewed.

This research was also limited by the experience of the teachers involved. Some participants had not yet had one full year of PYP experience while other participants had had up to eight years of PYP experience.

Though the survey went through a pilot test, a limitation on the survey that was not raised during the pilot test was about how to count years of PYP experience. The question on the survey about how many years of experience might be turned into a

multiple choice question including ranges for number of years of PYP experience. Answer options might include: 0-1 years, 2-3 years, 4-5 years, 6+ years. For clarification purposes an explanation of how to determine ones years of experience should be included. For example, if a teacher has been teaching for 1.5 years, they should be instructed to round it up to the number of years they will have completed at the end of the current school year. Definitions of what personal, social, emotional, and intellectual learning domains should be added to the classification section of the survey.

Another limitation to be noted is the lack of readily available documents from the IB in regards to the theories involved in the creation of the IB learner profile and the decision making process behind determining the current learner profile attributes. IB documents such as these might exist, but through extensive research and an email to IB headquarters (Appendix E), they were unable to be accessed.

Conclusion

As perceived by the teachers at BLIS, there is a level of ambiguity when it comes to the 10 attributes of the IB learner profile. As mentioned before, certain attributes tend to be clearer when considering assessment of a child's development of a learner profile attribute. The four attributes most often ranked as unclear were, balanced, principled, reflective, and risk-taker. Five themes emerged from participants' short-answer responses and interviews as to why certain attributes were more difficult to assess than others. When asked to classify each of the learner profile attributes into four provided categories, it became clear that teachers have different understandings regarding where individual attributes should be classified.

This ambiguity of the learner profile attributes might stem from the fact that the IB has not provided support in the form of documentation, implementation, training, or stages of students' values development to the teachers who actually put their program into practice. The idea of the IB not providing sufficient support is also evident to Wells (2011), as he writes that the IB does not provide clear expectations on how the learner profile attributes are to be "applied or reflected in actions, and it is even less clear how the IB or schools evaluate the efficacy of their [learner profile attributes] application by students" (p. 177).

The IB states that all students at any age can exhibit the attributes of the learner profile (IB, 2009c). Most teachers would probably agree with the statement that the attributes *can* be exhibited at any age, but based on results from this research, teachers at BLIS seem to feel that *how* the learner profile attributes are exhibited will look different at each grade level or age. This is why one of the implications from this study for the IB is to create age appropriate attribute continua. If PYP teachers all over the world were intensively trained on how to recognize the development of the learner profile attributes at different grade and age groups, theoretically, a child's report on the learner profile should be consistent wherever that child might go. Teachers, parents, and students would be able to see a pattern of a child steadily moving along a continuum as a child continues to grow and develop into the internationally minded person the IB programmes hope to produce.

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Appendix A: Current learner profile definitions

The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-taker	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Appendix B: English and Turkish survey and interview questions

Perceptions of the Learner Profile Attributes

Please provide the following information that is requested below. No part of this survey will be used in connection with individual names. No part of this survey will be shared with the school, its administration, or other staff members. All information collected through this research will be kept confidential. No names will be used in the research.

Name: _____

Gender (please circle): male female

Current Grade Level: _____

Total years of PYP experience: _____

Please rank the learner profiles from easiest to hardest when thinking about assessment with 1 (one) being the easiest to assess and 10 (ten) being the most difficult.

Balanced	Caring	Communicator	Inquirer	Knowledgeable
Open-minded	Principled	Reflective	Risk-taker	Thinker

1. (easiest) _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. (most difficult) _____

Considering the profiles you ranked 7, 8, 9, and 10, why do you think they are the most difficult to assess? (If you need more space, please use the back of this page).

What type of assessment tool do you use to collect data about the bottom four learner profiles (7, 8, 9, 10)? (rubric, checklist, observation, etc.)? Explain as many as apply or attach examples. (If you need more space, please use the back of this page).

Please continue on back of this page.

New literature from the IB has claimed that the learner profile attributes fall into 4 categories: emotional, intellectual, personal, and cultural. Please classify the 10 attributes into the categories you feel they fit best. You can use an attribute in more than one category. Put the number of the attribute from the table below into the category(ies) you feel it fits best.

1. Balanced	2. Caring	3. Communicator	4. Inquirer	5. Knowledgeable
6. Open-minded	7. Principled	8. Reflective	9. Risk-taker	10. Thinker

Emotional	
Personal	
Intellectual	
Cultural	

Would you be willing to volunteer to participate in a short interview about your perceptions of assessment of the learner profiles? The interview will be a one-time event and will take about 20 minutes.

___ YES, I am volunteering to participate in an interview.

___ NO, thank you. I am not volunteering to participate in an interview.

Öğrenen Profillerini Anlama

Lütfen aşağıdaki formu eksiksiz olarak doldurunuz. Formada verdiğiniz bilgiler, okul yönetimi ya da öğretmenler ile paylaşılmayacaktır. Bilgiler sadece anket sahibi içindir. İsminiz hiçbir şekilde, hiçbir yerde kullanılmayacaktır.

Ad: _____

Cinsiyet (Daire içine alınız): Bay Bayan

Şu an çalıştığınız sınıf seviyesi: _____

PYP programında kaç yıllık deneyiminiz var?: _____

Öğrenen profillerini, değerlendirilmesi en kolay olana 1 verecek şekilde 1'den 10'a kadar sıralayınız.

Dengeli	Duyarlı	İletişim kuran	Sorgulayan	Bilgili
Açık Fikirli	İlkeli	Dönüşümlü Düşünen	Risk alan	Düşünen

1. (En kolay değerlendirilen) _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. (değerlendirmesi en zor olan) _____

7,8,9,10 řeklinde sıraladıđımız ğrenen profillerinin deęerlendirilmesinin neden zor olduđunu birkaç cümle ile açıklayınız. Yeriniz kalmadıđı takdirde yorumlarınızı kađıdın arka yüzüne yazabilirsiniz.

7,8,9,10 numaralı ğrenen profillerini deęerlendirmek için nasıl bir deęerlendirme ölçeđi (rubrik, dereceli puanlama ölçeđi, gözlem, v.b) kullanıyorsunuz? Verebildiđiniz kadar örnekler vererek, nasıl deęerlendirdiđinizi açıklayınız.

Please continue on back of page.

Yakın zamanda, öğrenen profilleri IB tarafından; duygusal, zihinsel, kişisel ve kültürel olarak 4 gruba ayrılmıştır. Size göre öğrenen profillerinden hangileri bu grupların hangisinin altına konmalıdır? Aynı öğrenen profilini birden fazla kategorinin altına koyabilirsiniz. Aşağıdaki tablodan öğrenen profilinin numarasını bularak uygun bulduğunuz kategoriye/kategorilere yerleştiriniz.

1. Dengeli	2. Duyarlı	3. İletişim kuran	4. Sorgulayan	5. Bilgili
6. Açık Fikirli	7. İlkeli	8. Dönüşümlü Düşünen	9. Risk Alan	10. Düşünen

Emotional- Duygusal	
Personal- Kişisel	
Intellectual Zihinsel	
Cultural- Kültürel	

Sizinle öğrenen profillerini değerlendirme ile ilgili kısa bir söyleşi yapılmasına gönüllü olur musunuz?

Söyleşi yalnızca bir defaya özgü olup 20 dakika kadar sürecektir.

___EVET, söyleşi yapılmasına razıyım.

___HAYIR, söyleşi yapılmasına razı değilim.

Interview Questions

Theme: Justification

Based on the survey you filled out earlier, you grouped the following attributes under specific categories. Please explain your thinking behind why you put certain attributes where.

Theme: Confidence/validity and reliability

How confident do you feel assessing students on the learner profile attributes? How confident do you feel reporting on a student's learner profile attributes? Why?

Which LP attribute do you feel is the hardest to report on? Why? What tool do you use to collect data for it?

Which LP attribute do you feel is the easiest to report on? Why? What tool do you use to collect data for it?

Theme: Tools

Do you have specific assessment tools for each of the learner profile attributes? If so, will you please describe/explain these assessment tools.

If you do not have a specific assessment tool, how do you report on the attributes? How do you record this information?

Observation: if this response comes up, focus on this. What type of observation? How is your observation data recorded? When is observation done? How is observation data collected?

Appendix C: Transcribed interviews

Interview 1. 19 June 2012.

Kristin: So, this is _____ on 19 June?

Il: Yes, I had to double-check that, yes.

Kristin: Ok, um based on the survey that you filled out earlier, you grouped the following attributes under those specific categories. Can you explain your thinking behind why you put certain attributes in those categories?

Il: Yea, I thought mostly, like if I look at emotional, the emotional category then I thought, you know, uh, caring is something that deals primarily with your emotions and connected to someone else's emotions. That was the easiest one to place. Balanced, I know that balanced has to do with other things but it connects to me deeply with being emotionally well. Because if you are emotionally well, you will seek balance in your life and you will end up having a balanced life. The personal things I picked, principled, risk taker, balanced, communicator, um because they pertain more to your own personal self. I think, like I would look at them from my own personal self. Intellectual stuff because it deals more with academia and then the cultural things because we best learn being open-minded particularly through other cultures, and exploring other cultures. And principled, um, I put it there because, you, I feel like you need to be principled in order to be tolerant with another culture. You have to be principled of your own self, so. I did it more kind of how I would connect to those things. Honestly, like not even as a teacher, like personally as a human being how I would fit those things.

Kristin: Ok, uh, so I am just going to show you this document here now. This column right here is what the literature review, the one that was mentioned in that paragraph. This is the grouping that that author puts, um, all the attributes under for those categories. You are response 13, here. So I have just gone through and shown um, that you are similar with most of them, um there are some that are completely different...

Il: Yea

Kristin: ...and if you have any, you know, reflections or thought on what she has, what this author has for the lit review or what connections or any reflections you see with yours.

Il: Hmm... Interesting. I mean communicator, now if I look at hers, I can see how communicator can be a cultural thing because communication is cultural. How we use our hand gestures, our body language, our eye contact even, like some cultures that's rude to look at somebody. Um, so, that's really interesting. I wouldn't have really thought about it, I don't think, before.

I'm trying to see...risk taker as emotional. Yea, I can see that. I can see that for sure. Inquirer, I can see being um, I can see that being personal. But I think that also fits with intellectual because you need to be an inquirer to connect intellectually to things. If you're not questioning, then you are not developing your intellectual self.

Kristin: Yea, that was one of the, um, inquirer is the one that almost everybody that took the survey in the school, that I got the information back, had inquirer also under intellectual cause they are just such, knowledge based things.

I1: Yea, well, I mean, I guess, even as teachers, we spend so much time encouraging children to be inquiring minds, to want to know things, then that's how you exercise your brain, so it just seems like the best possible fit. It is interesting though, that she put it in personal. I can see it, but I wouldn't necessarily um, make that connection myself. Interesting.

Kristin: Uh, so now I am going to move on to a little bit of a different theme, but it was based on some of the questions in there. Um, how confident do you feel assessing students on the learner profile attributes? Um, and then based on the assessment, how confident do you feel reporting on a student's learner profile attributes? And why?

I1: Hm. I think assessing, I don't feel confident at all because when, as a teacher, having been trained a bajillion years ago, um, I feel like, you know, assessment to us is more of like a hard line. You know, when you are assessing somebody, you are giving them a task, you're asking them to complete it, and you're asking for certain standards to be met. And I feel that with the learner profile, those are really subjective things, they are developmental things, they are things that kids mature into. And, to make it a hard and fast rule, which is what I feel is what assessments kind of do, I feel like that's not...I don't feel prepared to do that. I don't feel well trained to do that.

Um, reporting on them, I don't have nearly as much problem. I can feel more confident because I can observe children and I can talk about how they are developing into a caring person, or that they are showing some of the parts of being principled. But I feel when I am assessing them; I am judging them.

Kristin: Yea.

I1: And I find that very different.

Kristin: And that is actually something that's a very, uh, from what I have read and understood, it's a big misconception from what people know about Unit of...or, PYP, is that we should not be assessing learner profile. You know, it should not be assessed or scored...

I1: Yea.

Kristin: ...it should just be something that is reported on. Which of course, leads into some of the other questions too. Um, so which, you can look at your thing if you forget or need to remember, um, what learner profile attribute do you feel is the hardest to

report on? Not to assess, to report on, and why? And is there a tool that you use to collect data for that?

I1: For, I think, first of all, I think they are all difficult to report on, in a sense. I think possibly the most difficult one to just report on, not assess, would be somewhere between principled and a thinker. Because, I can't get inside their brain always. Sure I can see them doing something; especially with little kids it is harder because they don't verbalize as much, so I have to really, you know, like be eagle eyed in watching them. Um, but I would think, those are difficult for me because I can't get inside their head, and same with reflective, I can't get inside their head. And, you know, they are second language learners, so that expression is even more difficult for me to get to. Like, my partner teacher [from 2010-2012. She is a native Turkish speaker] might have an easier time pulling information out of them, but for me, those are difficult to report on.

Um, but I think [music in the background from a cell phone], haha...phone. Um, tools I would use would be just kind of anecdotal comments that I would keep somewhere, like in a notebook. Um, I think that's the best way for me if I'm going to report on it. Especially at this age.

Kristin: Yea.

I1: Checklists, we can use, we do use things like that, um I think I gave you one; a rubric or whatever, and it has part of that in there.

Kristin: Yes, you added one in there, yes.

I1: Um, and checklists, yea. And it's just sort of like, but it's observation based too. It's like, you know, when I am doing the checklist I look and I think yea, they *usually* display some of those attributes, so I can go ahead and check that, but it feels, um, artificial.

Kristin: Do you guys have any way, um, I mean maybe you or as a grade level, do you guys have something set up to take those anecdotal records that you would use for writing a report card?

I1: We do it all individually. We use the second one I gave you, the second rubric the one that's more, there's a checklist at the top and a rubric at the bottom because we found that if we use the language that was in the PYP Making it Happen and we had that easily accessible and we kept that with us, it doesn't always work timing wise. Especially since we created all of these for every unit this year. Um, but we found that if we have it from the beginning of the unit, it could be, just having it on our desks and constantly, being like oh, and making little notes next to it and doing that, so that's probably the only real standardized system. Everybody does things differently. So, like for me, I'll jot down notes on sticky notes and stick it places.

Kristin: Uh hu.

I1: Which is probably not the best organized way, but...

Kristin: It's records, haha.

I1: ... it seems to work for me. Um, but a lot of times I'll use the rubric, will be my guiding kinda tool that I'll use, and I'll make notes around it, so.

Kristin: Um, on that same note there, you just talked about the hardest one that you found to report on, what attribute do you feel is the easiest to report on?

I1: Yea

Kristin: And why? And is there a specific tool you use to collect that data?

I1: I think, um with the little kids, and I know it's just different depending on the age you are dealing with, but for us, I think the easiest one is caring because it's something that kids do verbalize at this age. They are really interested in showing about how much they love their friends, and how much they care for their friends, and when they see someone hurt, they talk about it, and they talk about how it made them feel and how they are connecting to that, and empathy and all that stuff, so, that's the easiest one because I can get the most information, the most data from my students.

Risk taker is up there too because you can watch them. You know, little kids are learning to do new things all the time and so it's really interesting to see them kind of explore and be tentative and who's willing to step out and do something and who is not. And I use the same tools that I use for the other one. Um, cause I don't really know what other tools I would use, you know? Like I have a hard time, a lot of what we do assessment wise at this age is strictly observation and note taking and it's exhausting.

Kristin: Yes, yes. Um, ok, so talking about tools a little bit, we've sort of already addressed that we don't, for grade 1 anyways, there are not specific assessment tools for like each of the learner profiles...

I1: Right.

Kristin: ... there's not a rubric that assesses principled and a checklist that assesses balanced or something like that, um and that you, mostly use observation.

I1: Yea.

Kristin: Which is exactly what I expected to come up in most of these interviews. And uh, you already mentioned that you use, usually just some like anecdotal records and everybody has their own...

I1: Yea, their own method. Uh hu.

Kristin: ...their own style. Um, there's no way that the observation data is recorded, like grade wide or anything.

I1: No, there's no standardized format that we have, outside of the checklist. Outside of that kind of, little, you know: "usually, sometimes, and never", outside of that we don't really have anything. I would love to see someone develop a continuum for it, because it would be really interesting to see when a child is emerging as a principled thinker, what that would look like, what are the exact characteristics and then as they're developing

through it, to becoming, I don't know, secure in that area, what that would look like. You know, I think that would be really cool, and helpful.

Kristin: And um, so then, observation is not necessarily done at a specific time during a unit or during a lesson?

I1: No.

Kristin: It's just general?

I1: It's just overall. Um, and a lot of times like when we are filling out the rubrics and stuff, um, because there's two of us, it's nice because I can ask my partner teacher 'Did you see so and so do this?' Or you, know, 'I'm not sure what to give, you know, little Billy Bob about caring because when I'm with him, you know, I don't see that,' or when he's out on break I don't see that, and she might say that, 'well but in Turkish time, or when we do math together he really exhibits this and that.' And so, it's nice to have that because it's like double the data. So.

Kristin: Yea. Good. Is there anything else that you would like to add about the survey that you had done...

I1: No...

Kristin: ...or anything else about learner profile?

I1: ...it was hard.

Kristin: (laughs)

I1: It was, no it was really hard, because I never thought about ranking them as which was easiest. It was really difficult. Like caring of course that was, (snaps fingers) like right away, but after that I was like, oh. You see, I scribbled it out, I had to change it because I was like, no wait...

Kristin: Yea. Overall, I don't have the exact data from the first question where we had to rank it, but overall from the people that returned the surveys, um, caring and knowledgeable were the two top...

I1: Yea.

Kristin: ...that were the easiest to uh, report on. Probably, just, I mean, I don't know everyone's reasons behind it, that's why I'm doing some of these interviews. And, um, I was surprised with the bottom, because, the hardest ones, because some, depending on grade levels, they did change quite a bit too. Um, like, you know, for younger grades, caring is probably one of the easiest to see. But when you hit upper grades, caring is not truly, they know what it means to be caring...

I1: It's not as overt, though.

Kristin: ...but they don't have it, like internalized, that they do it all the time, no matter what. They do it when they know someone is watching or something, you know, and it's hard to see that.

I1: Yea, that's why I think a continuum, that kind of sort of listed the kind of behaviors that you might observe...

Kristin: Uh hu, yea.

I1: ...you know cause we have continuums for reading, for writing, for listening, for speaking, that are amazing. And I have used them in other areas and I think, God I would love to have that for the learner profile cause then the reporting on it, you could just use that continuum all year long.

Kristin: Yep.

I1: And just kind of be like, 'oh, look at them they are developing and I can see changes in them, or I can't see any changes in them.'

Kristin: Yea.

I1: And, it would be so nice.

Kristin: But, in the bottom two generally, um, I think for most, pretty much throughout the grade levels were um, uh, reflective and balanced. And I think principled is in there. Principled is one of mine personally, because that's another one too where the kids know what they should be doing, but they don't always do it.

I1: They don't always do it.

Kristin: You know, it's not so internalized that they are going to always do the right thing. You know they are going to try to get away with it.

I1: Well, you know, they are kids; trying to test the boundaries, right?

Kristin: Yea.

I1: Balanced too, because a lot of that happens at home.

Kristin: So much of balanced is outside of the school. And it's a really hard...

I1: Yea.

Kristin: ...thing to report on in the school, I think.

I1: It's hard to connect to that. Yea. It was really interesting to do it because it made me think about it in a way that I hadn't before, so. Yea...

Kristin: Well, thank you for your time.

I1: No problem.

Kristin: I'm going to stop this now.

Interview 2. 20 June 2012

Kristin: alright, this is _____ on 20 June 2012. Based on the survey you filled out earlier you grouped the following attributes under specific categories. Can you please explain your thinking behind why you put certain attributes where.

I2: Ok, I'll start with the first one, balanced. You have the four categories, emotional, personal, intellectual and cultural, and I feel like to be balanced, you have to be balanced in each one. So, it was that simple. Uh, with caring, it's an emotional thing, it's personal of how you, I guess, distribute that and cultural, it depends on how you grow up. I didn't put it under intellectual. It's not to say that you can't be taught that, but I don't think it comes naturally from that. Uh, communicator, looking at this I didn't put it under emotional, but it could be if you were that type of person who just needed to communicate a lot. But when I did this, I don't think I was thinking about that, I was thinking more of a child. So, I put it under personal, being like, up, instead of emotional, that's what type of person you are. Intellectual, um, maybe because you like to share your thoughts, and cultural depending on what kind of home you grow up in. Let's see, inquirer... same thing, I put it under all four of them. Uh, emotional, you may need to feed your brain as an emotional substitute. Same thing with personal, intellectual, to gain more knowledge, which will also go to knowledgeable soon, and cultural. Whenever I do cultural, I think about your culture, and how you grew up and your parents and anyone around you who may influence you. And if you grow up lets just say in a PYP school, that's part of your culture. That's going to teach you how to do that. And then I did knowledgeable under all of them again. Emotionally, personally, they are all around the same thing. Intellectual if you want to learn more and cultural, exact same reasoning. So those are all based on the exact same reasoning. Number 6, open-minded was under every single one of them for all those same reasons. 7, Principled, under all of them again. 8, I only put it, which is reflective, I only put under emotional and personal. Reflective is a tough one, um, culturally, I supposed you could grow up in a culture where you can be very reflective, but I didn't put that down there, because when I think about me growing up or anyone else, I don't think it is a natural thing. I think it is something that you have to be taught. And that's why I didn't put it under intellectual, but for personal and emotional, emotionally you may need to reflect on your emotions, or if you were hurt, why that happened. And then personally, just for your own satisfaction. I guess it could have been either under cultural and intellectual as well, but for a child, I don't think they are at that level yet. Risk-taker: emotional and personal. Um, I put it under all of them except for intellectual. Culturally, because that's what you grow up as, as a risk taker. Your parent might be like, "Do it! Do it!" so that means you are influenced by it. Intellectually a risk-taker... I didn't put it under there, but it could easily apply, but I think it applied more to the other ones, emotionally and personally.

The last one: thinker. All of them but emotional. This is all personal stuff. Intellectually if you're an intellect, if you like to – that probably goes a lot with inquirer. And cultural,

whether, you know, you are raised to think like that. I didn't put it under emotional because I find thinking – and this might be strange – thinking is separate than emotions.

Kristin: I can see that. I think it is.

I2: I think it is very separate from emotions, so, I think a lot of people think about their emotions, but its not for them to...when you make a decision, you are not supposed to put your emotions involved. Otherwise it could get really complicated. And I think when I did this, I was back and forth with children and adults, because you know, we start out young and then we go to adulthood, but basically we kinda think along the same route. You know, just a little more advanced when you are older.

Kristin: Yea. Ok, so now I'm going to ask you a little bit about assessing and reporting on some of the learner profiles. So, how confident, there's no scale or anything, how confident do you feel assessing students on the learner profile attributes and then how confident do you feel reporting on a student's learner profile attributes and why?

I2: I don't feel confident on any of those. (Laughs) Because I don't think it would be accurate just looking at a school setting, with any of these. I mean, yes, you can see...certain parts will shine during certain units if it's something that is - that they are very good at. And then they might be really bad at something, I mean, you get a taste of everything, but I don't think it shows who their true character is. And the same thing goes with reporting too, because I report what I observe and what I can see, and that's the best I can do. However, does it give an accurate description of what the child is like? I think it gives a somewhat accurate description, but I do not think it gives the full realm of what the child is.

Kristin: So, you can look at the front page of yours where you ranked those, also now, if you need to refresh your memory. Which learner profile attribute do you feel is the hardest or most difficult to report on, and why? And is there a tool that you use to collect data for that one specifically.

I2: Ok, yea, the two hardest ones that I put down here was balanced, was the hardest one, and then I put reflective as the second hardest one. Balanced, this one very much relates to my previous answer. It is really hard to see if a child is balanced in all areas. I think is almost, I think nearly impossible. We don't stare at them eating lunch. They can say what they want and you can really put your belief system into what they say, but I mean, you know if the child is active, but you really don't ask every kid, "Well, what did you do after school?" every single day to see what they did, or how long they did it. Cause if I jumped rope for 2 minutes, does that mean I am active? And eating properly, I mean the only thing I ever see them eat is what's in the lunchroom, and do they ever really eat it? So that one is really hard to report on and even assess.

And reflective, this one I actually found to be the hardest for me, because after every lesson and after every unit you can have a reflection sheet, but the thing is, at the level that I teach at, maybe when they are older it is not as difficult, but you have to do a mind map again. You have to brainstorm as to everything that we did, and we have to talk about it. And they'll remember, but do they really remember what they learned? And I mean you can...we do a sheet, we do have an assessment tool for the reflective unit, um,

it's just, it's almost like a questionnaire, really, and then they just say what they want and then we get the parent's input as well. But, I mean, I don't even know if it is that accurate either! So, I mean, they could... I have one student who doesn't remember anything after, like, a day. So, even if I put everything down, I'm sure for him, he's struggling to just like, he just looks like what's on the board – and maybe a lot of kids are like this or they think, “Oh what's my favorite?” but then after every single unit, some kids will be like, “What does challenging mean?” every single time! This just proves that you are not very reflective because we have done this how many times, and you still don't know what this word means! So, I don't know, I think this is very difficult to assess these.

I did a self-reflection for the kids for the learner profiles, and I had them do their own, and to discuss like, if they are caring, or if they are principled, or if they are reflective and tell me why. I think only one student was able to say he was reflective, and it wasn't even correct, what he put down. So, that was a bit of a failure. However, it did allow me to see what, you know, what needs improvement. Just how to do the improvement is a little bit difficult.

Kristin: I think a lot of the learner profile stuff is difficult. In the same idea there, which learner profile attribute do you feel is the easiest to report on and why and do you have a tool that is specifically used to collect data for that one?

I2: I put down caring as my absolute easiest, and risk-taker. Uh, the reason that this is the easiest is because it is the absolute easiest to observe. You can see it anywhere and everywhere and the other kids can see it as well, too. I don't actually have an assessment tool other than just observation and anecdotal notes, other than the self-reflection that they did as well. But this is something that, my partner, we discuss it as well. Like when we do the report cards, we discuss what we've seen, what we know, and we go back and forth. We check our notes to see what the student has done. And we also talk to the other kids too, because sometimes they see things that we don't.

And risk-taker is, yea, it is very quick right after the caring. Caring is so easy to see, whether they are or they are not. It's just black and white, really. And then risk-taker, kind of... it's not as simple, but you can see if they are able to do it or not. And it's not something they say they have done at home. It is something you can see, that they have done at school. Whether it goes and follows into at home, I don't know. I hope it does.

Kristin: Uh, so now, talking a little bit about the tools. Do you have specific assessment tools for each of the learner profile attributes?

I2: Not that I can think of. Other than, like actual tools, no. The only thing, when [my partner teacher] and I do the reports it is basically all discussion and comparing notes. We don't actually have a rubric... oh actually, that's a lie. I remember now. Every time we do a rubric or checklist at the end of the unit, we do include the learner profiles. That is included. But I was thinking about a specific one, that's why. I didn't mean to say I lied, but. It does include it...

Kristin: ...as well as the other skills from the unit and everything? Or specific to the learner profile?

I2: It's mostly about, yea, I mean, it won't say specific what the skill was, but it will say, you know, "following the teacher questions," Or inquiry lines. It will go towards what we want to them to learn. It won't say, so and so, one of the skills. It will not be that specific. It may be incorporated into one of the inquiry lines, but we will actually have one specifically – I don't know if it is for every unit – but I do remember seeing it, for the learner profiles. If they were reflected during this.

Kristin: Ok, so you've mentioned before that you and your partner compare notes and take anecdotal records.

I2: Yes.

Kristin: Uh, so that's an observational type of assessment, or way to collect data. Do you have a specific form? Do you as a team have something that is the same throughout that is used to take those notes? Is observation done for those notes, at a specific time of the unit? And then how do you end up using all of that information?

I2: The answer to all those questions is, no. No, no and no. (laughs) What was the very last part of it?

Kristin: Uh, do you use it to help write report cards?

I2: Um, no. We don't like, there's no specific form and there's no specific time that we do it. Other than whatever we may see when it arises, or at the summative assessment, when it is on the actual tool. And then we just use our common knowledge of what we see of the student based on the learner profiles.

Kristin: So, when you are taking your anecdotal notes or records, there's no, you're just, it's sometimes just in your head, and not even written down. And just what you remember.

I2: Yea. It can be either, or. Sometimes when it's really blatant you can remember. But if you see something really subtle, then you will write it down. Just so you don't forget. And any little thing, you know that you feel necessary that might be important to include.

Kristin: Ok, I think that's all that I have for you.

I2: Well this is cool, cause it will be good for you to see, like, uh, we need like a sheet or a tool that everyone uses.

Kristin: Well, the purpose of this is not necessarily to develop something. But, I think it's going to be a common theme that I'm seeing with all interviews, that there's nothing that is consistent throughout. And we may not ever be able to find it because there may not be something that works for every teacher in every grade level.

I2: That is true.

Kristin: The point of this research is mostly just to understand the different perceptions that teachers have of the different profiles and why that can cause there to be such ambiguity in how to assess and how to record information about the attributes for the students.

I2: In saying that, I feel like there wasn't a lot of guidance in learning this. Yes, we did, like, some of the "Making it Happen" workshops. But that's learning what the whole PYP thing is about. There's no specific, "oh, let's focus on the learner profiles" and "how do you really assess this?" "What exactly do you look for?"

Kristin: And that's unfortunate because I think that's probably just an oversight of our school because it is such a complex school anyways, but that is the core of the IB, of PYP. That's one thing that we do have to include on reports and stuff.

I2: Oh yea, absolutely. This is what makes it up.

Kristin: Yea, and we're not giving enough guidance.

I2: We're not putting enough time to learning what this is all about. We're learning about just the map of it.

Interview 3. 19 June 2012

Kristin: Ok, this is _____ on 19 June 2012. _____ I'm sorry!
(Laughs) _____! Ok, based on the survey that you filled out earlier. You grouped the following attributes under specific categories. Can you please explain your thinking behind why you put certain attributes in those categories?

I3: Ok, so I'll start with the personal ones. Uh, so I think, being communicator, balanced, and principled is about what kind of person you are. Not so much cultural because you learn how to...uh, I'll give an example from my life – I did not grow up as a risk-taker or open-minded person because that's what they teach you, in your family or your country. But you can learn those things, like personal stuff, yourself. You don't get them from your culture. And when it comes to emotional ones, being caring is that you show your emotions to other people. And intellectual ones, the ones where you actually learn stuff at school, mostly like being inquirer, knowledgeable and reflective. I guess I would put thinker under personal, if I could do it again.

Kristin: That's fine - you can say what changes you would make.

I3: Yea, thinker would go to personal.

Kristin: More so than being in intellectual?

I3: Yea, I think. Because it's about what kind of person you are. But the others, you learn at school, I believe. Ok?

Kristin: OK, sure. So, um, now I'm going to ask you a couple questions about assessing and reporting on the learner profile attributes. How confident do you feel assessing students on the learner profile attributes? And how confident do you feel reporting on a student's learner profile attributes and why?

I3: Well, it's different for each one. I feel confident with some of them, observing kids. But some of them it's really hard to observe. And when it comes to reporting, you really need like rubrics or checklists that you can look after when you are doing report cards, but if you don't have that stuff, it is really hard to report it. Again, some of them were really hard for us, but I can observe most of them in class. And some outside in break times. SO mostly we did observations, but I was taking anecdotal notes, but reporting was much harder than observing them.

Kristin: OK, uh, you can look at the front page of this if you want to remember how you ranked those. Which learner profile attribute do you feel is the hardest or most difficult to report on and why? And do you have a tool that you use to collect data for that attribute?

I3: It's principled. But I didn't have any rubric or checklist to assess that, again, just observation. That's why it's so hard...because you can't always see if kids are principled or not. Or, lets say the others are easier to observe. Like in the beginning of the year, it's hard to know that stuff because you don't really know the kids. But towards the end of the year you start to understand like if they are principled or not, you observe more, and you collect data during the year. So, I can tell more about the student at the end of the year. But at the first report card, I can't really say anything much.

Kristin: So, going along with the same thing then, which of the learner profile attributes do you feel is the easiest to report on and why? And again, is there a tool that you have to collect data for that?

I3: Yea, caring is the easiest one because most of the PSE classes you talk about that. Like school rules, if you are following them, and are you being nice to your friends, and outside on break time you can always see if kids are being caring to each other. That's the easiest one for me to teach and assess because we have Turkish Ministry objectives are also covering this stuff a lot, like in the beginning of the year. So we have a Unit of Inquiry checklist with ministry objectives, most of them were about being caring, so we tick them if we see that stuff. In second grade they have so many objectives for being caring.

Kristin: Ok, so I am going to ask a little bit about some of the tools that you use, or ways that you gather some of your data. Do you, yourself, or as a grade level, have you developed a specific assessment tool for each of the learner profiles? Like, for example, do you guys have a rubric that you use to assess the students on being principled, or a checklist that you use...

I3: Yea, we have checklists, but we didn't do them all together. Every unit has like one or two learner profiles that we work on. And at the end of that unit we have a checklist with a couple of objectives that we write about each...what ever we taught. And tick them if they showed it or not.

Kristin: Ok, so you've mentioned checklists and you've also mentioned many times that you learn through observation. And through observation you said that you use anecdotal notes. For that type of observation how do you record your data? Is there a standard way that the grade level does? Is there a form that you use?

I3: Yea, we had a form that together we used. We had that sheet ready every class, and I would go and write down what happened at that moment and discuss with the parents in the parent teacher conferences.

Kristin: Ok, and was it done at a specific time, like in a specific time during a lesson or during a day, or...

I3: If something happened during the class, then after the class, I would just go and write it down.

Kristin: Ok. And um, then that information on that sheet is what you use to write reports?

I3: Yes, we would use it to write reports and during parent, teacher conferences.

Kristin: And you said it is a standard form that you and your partner use? Is it standard through the whole grade level?

I3: I think they looked at it and liked it and used it for parent teacher conferences also, I don't know about report cards. But it didn't just have the learner profile - it had other skills, too.

Kristin: Ok, cool. I think that's about all the questions that I have. I'm just going to share with you really quick...you are respondent 6...this here is a little chart that I put together so you could see, this is what the woman who wrote the literature review, who put those 4 categories in, this is where she grouped the attributes. You are number 6, so this is your information over here.

I3: The highlighted ones are the same ones?

Kristin: The highlighted ones are the ones that are matching what she wrote. And the non-highlighted ones are the ones that you have in that category that she does not have in that category. So, I just wanted to let you look at that and see if there is anything that stood out for you, or that surprised you, maybe about yours or about hers, or if it seems somewhat reasonable to you. Any thoughts or reflections about that?

I3: Well, I think that it's normal that people think in different ways. But, it's interesting that emotional part has only one and the personal one has so many learner profiles together.

Kristin: Right, so this is what other people said too, so many people thought, you know, that personal was many of the attributes.

I3: Yea, so most of the people think that most of the learner profiles are personal ones. Interesting. But other than that, I, you, know...I think its ok that people have different ideas. Is that the correct way to group them? Or...

Kristin: Do you think, then that if, how can I say this... uh, that if it was given to teachers that these are the right attributes that go under these categories, do you think that would be easier for teachers maybe to report, assess, and collect data on, if they are thinking about principled in a personal...

I3: I don't think that would effect how you assess and report it. No, I think teachers have to decide themselves.

Kristin: Ok, good.

I3: Because I don't agree with some of these. I mean, to me it shouldn't be there.
Kristin: Ok, thank you. Do you have any questions or comments about the survey or anything that you did?

I3: No.

Kristin: Ok, wonderful, thank you very much.

Interveiw 4. 19 June 2012

Kristin: Alright, this is _____, on 19 June 2012. Ok, so based on this survey that you filled out earlier, you grouped the following learner profile attributes under specific categories. Can you please explain your thinking behind why you put certain attributes where, in those categories?

I4: Yes, I think I put caring under the category emotional and I when I think of someone who is caring or the importance of being caring, it's being sympathetic, being empathetic to other peoples' feelings and recognizing them. So that, I associate with being emotional. For personal I wrote, balanced, risk-taker, communicator, principled and reflective. For someone to be balanced, I think that's something that happens within them - they are doing different things in their lives. They are managing their time with different activities, but that is something I think that pertains mostly to the individual. And being a risk-taker that's something that is difficult for someone to do within themselves: if they are trying something new or challenging themselves in some way. And communicator, uh, I don't know, I guess it could fit under, I guess maybe personal fit that one the most, but I think communicator is someone who, I guess you have to think first within yourself and then communicate it outwardly, communicate whatever outwardly to other people with writing, or speaking or however else, but it has to first, you have to think about it yourself.

Being principled...I don't know, I think in some aspects principled is personal, like if you are doing the right thing without someone noticing or someone watching you, just doing the right thing, because that is the right thing to do and having integrity. It affects

other people sometimes, but it doesn't...its something that someone does within themselves and for themselves. Well, not for themselves, but it doesn't fit the other categories.

And then reflective...metacognition...thinking about your own thinking, thinking about your own learning, I think that happens within the individual.

For intellectual, I wrote, inquirer, knowledgeable, thinker, and reflective again...

Kristin: That's ok, it can be used more than once, that's fine.

I4: I wrote it three times, it looks like!

Kristin: That's ok.

I4: For inquirer I wrote intellectual because an inquirer is...I don't know... always wondering, trying to find answers, being curious, asking things, and that's in a sense, the way I view it, to gain more knowledge or more understanding which then fits with knowledgeable and just intellectual, learning more. And being a thinker I just think it fits with being an inquirer. Inquirers are thinkers. And so learning more, that's the goal. And then being reflective...reflective is part of learning, part of being a thinker, and inquiring to gain more knowledge. I think those are just, they fit together, you can't really be one without the other. And for cultural, I wrote open-minded and reflective. I wrote open-minded for cultural because to understand another culture or appreciate another culture you need to be open to the differences and really wanting to understand I guess that could be intellectual too, then, but it fits mostly with cultural, I think. And then being reflective, I think that's, in a sense, if you are thinking about your own culture and you are thinking culture and how it is similar or different with other cultures and wondering why they are the way they are, or consequences of certain things, that goes with being reflective too.

Kristin: So now I am going to ask you a couple questions about assessing and reporting.

I4: Ok.

Kristin: So, how confident do you feel assessing students on the learner profile attributes and then the other part of that is how confident do you feel reporting on a student's learner profile attributes and why?

I4: Is there a scale from like 0-10?

Kristin: No, no, I don't have a scale, I think, just basically, you could make a scale if you want to explain where you think would fall or you can just use a "very confident," "somewhat confident."

I4: I think I would say somewhat confident uh, or sometimes confident, I guess, because sometimes the kids are very...

Kristin: I'm sorry, is this for assessing or reporting?

I4: I'm sorry, assessing.

Kristin: Ok

I4: Most of the assessing we do is through just observation, we don't have a rubric or a checklist or anything. It's always, I mean, observing the kids and then writing anecdotal records about what we observe. And of course, that's only done in the classroom or at break time, if you are on duty, so we can't possibly have a fair assessment of how the kids are as people just what they exhibit in the classroom. And... it is easy sometimes for some kids who are for instance, caring, they are always caring in everything they do to everyone. But someone else might do something from time to time but it goes unnoticed, so it's hard to be fair, I think, in assessing. And because it is not always fair and accurate when I am assessing, I don't feel confident with reporting. I don't feel, I just feel like for the report cards, I write very general phrases about how this child is, usually, sometimes, or rarely, but never, "This is how your child is..." because I can't do it fairly.

Kristin: Uh, you can look at the front page of your survey if you need to remember. But my next question is which learner profile attribute do you feel is the hardest to report on and why, and what tool, if you have one, do you use to collect data for it?

I4: The most difficult I wrote open-minded. Uh I think that is the most difficult especially in first grade, because they are not exposed to a lot of opportunities for them to demonstrate that they are open-minded or fair thinking about someone else's opinion. We don't really have discussions that are very deep, to where someone needs to be open-minded. It's mostly about understanding perspectives, but that's still so difficult for first grade. It's a really difficult thing for them to grasp, being open-minded, what does that mean? They get it confused actually a lot, in first grade, with being open-minded with being a risk-taker. So that's hard for them to differentiate to and it's hard for me to give them a clear idea or understanding of what open-minded means and having opportunities for them to practice or demonstrate that. We do not use a tool.

Kristin: Ok, then the same question, just the opposite now, which learner profile attribute do you feel is the easiest to report on and why, and is there a tool that you use to collect data for this attribute?

I4: I wrote communicator is the easiest to assess and report on, I guess, because it involves speaking in multiple languages, writing, and how they communicate with their friends, with their teacher, in front of a small group, it's just something that is observed so much throughout the day so it is very clear. There are lots of opportunities for them to demonstrate whether or not they are a communicator and how they do. We do have a continuum that we use for speaking, but we have not tied it directly to the learner profile, we only use it for English speaking. And I know that speaking is not the only way to be a communicator, too. Speaking and listening is what the continuum is, but we have not used it for this, so...

Kristin: Ok, just a few more questions about tools, or whatever you use. Are there or do you have, either personally or as a grade level, specific assessment tools for each of the learner profile attributes. Like, for example, do you have a rubric that you, or your grade level use to assess and then report on a student being balanced? Is there a checklist that you have that you use to report on a student being reflective?

I4: We have on our unit rubrics a checklist – not a checklist for different qualities of the learner profile, for instance if it says communicator, it will define what a communicator is according to the PYP and then have just usually, sometimes, never, but nothing more than that. That’s what we have for all of the learner profiles, but nothing specific where the learner profile is broken down or there are anecdotal records put on the report or anything like that.

Kristin: So, you have talked about anecdotal records a couple of times and that would fall under observation. Is there a specific form that you have or that your grade level has to record these anecdotal records? Is there a specific time that observations are done? Is there a way that you collect your observations or records for reporting? Do you use your observations for reporting?

I4: I usually...well we have developed some templates for taking notes of everything. But our templates are not specific to the learner profile. They are specific to everything going on in the unit. And their intention is to take them and make notes for each child. But it’s just too much information, so we have developed these several times, but no one has used these because it is just too overwhelming because there’s just too much information, you have to flip through for each student, so I have just, very unofficially, with every student’s name, that’s where I take every note about that student. But not, only about learner profile. It’s just if I notice something, then I write it down. And when kids are working on a project independently or working in groups, I will just go around, or just stand somewhere look all around and make notes. Or if something happens, if a child comes up to me and does something really exceptional, then I’ll make a note of that. But there is not more of a system than that.

Kristin: This is just a little chart that I made with some of the responses. This is what the lady who wrote this literature review who grouped the attributes into those categories. This is where she grouped everything. Uh, you are respondent number 15, so these are what you put and I highlighted the ones that were the same as what she had in there. Just give you a second to look at that and if you have any comments, or reflections, or thoughts about either what she has in the categories or...

I4: Yes, I was just thinking for emotional being caring, initially I think about other peoples’ emotions. And I see here she wrote risk-taker and balanced, and those I think would be your personal well being, and I understand that’s part of ones own emotions, but I don’t really understand the difference between your personal emotions and personal. Because it would make sense to me that they would be here, and it makes sense to me that they would be here too, if they are thinking about just someone’s well being, then what is personal? I’m not sure. Communicator...she said inquirer was personal...hmm. It’s interesting...did I say principled was a personal...oh yes, I did. I’m sorry, can you repeat the question?

Kristin: Oh, no, there was no question, I was just letting you look at it and see if there was anything that came up or anything. But as you can see most people, or of the 5 that I have up here, in intellectual, they have all of them that she has plus some, usually. Many, many people included inquirer in intellectual, they put the 4 of them together. But then there are some that very few people actually had, like for cultural, she has communicator under there and there are only a few people out of everyone who returned

the survey who put communicator as cultural. So, there's been a lot of data that I have collected from all of this stuff. This is just one that I wanted to share with you since we were talking about that fourth question.

I4: I think I would just be interested to see if she elaborates at all about what she means by personal and what she means by emotional. Because that could be helpful...personal well being, or development...

Kristin: A lot of it has to do with, well, there is a whole lit review out on it, but I don't remember all of the specifics, but she does mostly follows a lot of Piaget's developmental stages and how at some point questioning the world and questioning stuff around you, is one of those where a child starts to understand himself, and stuff like that, so that might be a part of it. But that's all. Do you have any other comments or anything about the survey or anything that was on it?

I4: No, thank you, Kristin.

Kristin: Ok, thank you.

Appendix D: Table of responses used during interviews

	Intellectual	Personal	Emotional	Cultural
Lit Review	Knowledgeable Thinker Reflective	Inquirer Principled	Caring Risk-taker Balanced	Communicator Open-minded
R2	Balanced Communicator Inquirer Knowledgeable Risk-taker Thinker	Balanced Caring Communicator Open-minded Principled Reflective Risk-taker	Balanced Caring Open-minded Reflective	Balanced Caring Inquirer Knowledgeable Open-minded
R3	Knowledgeable Reflective Thinker	Inquirer Principled	Balanced Caring Risk-taker	Communicator Open-minded
R4	Communicator Knowledgeable Thinker Inquirer	Communicator Caring Principled Open-minded Risk-taker	Caring Balanced Communicator Reflective	Caring Balanced Communicator Inquirer Knowledgeable Open-minded Principled Reflective Risk-taker Thinker
R9	Caring Communicator Inquirer Knowledgeable Open-minded Reflective Risk-taker Thinker	Caring Communicator Knowledgeable Open-minded Principled Risk-taker Thinker	Balanced Caring Communicator Knowledgeable Open-minded Principled Reflective Risk-taker	Balanced Caring Communicator Inquirer Knowledgeable Open-minded Principled Thinker
R12	Knowledgeable Communicator Thinker Inquirer	Reflective Balanced Caring Risk-taker Inquirer	Balanced Reflective Caring	Open-minded Principled
R3	Knowledgeable Thinker Inquirer Reflective Communicator	Principled Risk-taker Balanced Communicator	Caring Balanced	Open-minded Principled
R15	Knowledgeable Thinker Reflective Inquirer	Principled Balanced Risk-taker Communicator	Caring	Reflective Open-minded

*P = participant

Appendix E: E-mail request to IBO headquarters for specific information

2 February 2013

To Whom it May Concern,

My name is Kristin Weiss and I am currently writing a thesis on teacher perspectives of the IB Learner Profile. I think I have most of the IB published and available documents, but I was wondering if someone at IBHQ might be able to help me with some information that I cannot seem to find.

1. Can I be provided with documentation or a list of the original IB student profile? I have searched and searched the internet, but can only find updated documents.
2. Is there any documentation or information that can be shared about **who** was involved in creating the learner profile specifically (not necessarily the IB as a whole) as well as **how** the attributes were decided upon, the research or theories that were used to choose the attributes, and how these 10 became the profile that we use today. I have the general public information: grass-roots, started in Geneva, international educators, educational continuum, etc. but am very interested in acquiring some more specific information.
3. I know there have been invite only workshops (one in Spain) on the topic of possibly adding more attributes to or adjusting the IB learner profile. Is there any documentation or information that can be provided about this?

If there is not documentation available for some of my requests, I am hoping that this can be forwarded on to someone who can write back to me with the answers to my questions above. To who ever might respond, I would also like permission to use your responses in my thesis as a personal communication source. Looking forward to hearing back from either the person who receives this, or someone who can help with answers. Thank you very much. I appreciate your help in advance.

Kristin Weiss

Appendix F: PYP Student Profile

INQUIRERS	Their natural curiosity has been nurtured. They have acquired the skills necessary to conduct purposeful, constructive research. They actively enjoy learning and this love of learning will be sustained throughout their lives.
THINKERS	They exercise initiative in applying thinking skills critically and creatively to make sound decisions and to solve complex problems.
COMMUNICATORS	They receive and express ideas and information confidently in more than one language, including the language of mathematical symbols.
RISK-TAKERS	They approach unfamiliar situation without anxiety and have the confidence and independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate and defending those things in which they believe.
KNOWLEDGEABLE	They have spent time in our school exploring themes which have global relevance and importance. In so doing, they have acquired a critical mass of significant knowledge.
PRINCIPLED	They have a sound grasp of the principles of moral reasoning. They have integrity, honesty, and a sense of fairness and justice.
CARING	They show sensitivity towards the needs and feeling of others. They have a sense of personal commitment to actions and service.
OPEN-MINDED	They respect the views, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view.
WELL -BALANCED	They understand the importance of physical and mental balance and personal well-being.
REFLECTIVE	They give thoughtful consideration to their own learning and analyze their personal strengths and weaknesses in a constructive manner.

Source: <http://www.amersol.edu.pe/es/kinder/PYPStudentProfile.htm>