

International Baccalaureate Mt. Rainier High School

January 9th, 2019



International Baccalaureate

- A rigorous skill-based university preparatory education recognized across the US and in over 130 countries which started in 1968
- A program of choice reflecting student interest and ability
- A purposefully designed curriculum which is inquiry based and interdisciplinary
- A program promoting international awareness and community involvement
- Programs in 4783 school world wide

IB Core Philosophy

- International Mindedness
- Service
- Learner Profile
- Approaches to Learning (ATLs)
- Inquiry Based Learning
- Standards Based Learning
- Reflection

International Mindedness

Intercultural Understanding

Multilingualism

Global Engagement

IB Learner Profile

Inquirers

Knowledgeable

Thinkers

Communicators

Principled

Open-minded

Caring

Risk-takers

Balanced

Reflective

Reflection

Affective

attitudes, feelings, values, principles, motivation, emotions and self-development

Critical

metacognition, evaluation, justification, arguments, claims and counterclaims, underlying assumptions and different perspectives

Process

conceptual understandings, decision-making, engagement with data, the research process, time management, methodology, successes and challenges, and appropriate sources

Approaches To Learning

- **Thinking skills**
- **Communications skills**
- **Social skills**
- **Self-management skills**
- **Research skills**

Service

Middle Years

- Personal Project
- Individuals and Societies

Diploma Program

- Core
 - Creativity, Activity, Service

Standards Based Learning

- District requirement*
- Descriptive rubric aligned with the CCSS
- Reassessment - based on the standards a student still needs to show proficiency

Mt. Rainier High School

- A full service comprehensive high school
- Current enrollment is 1600+ students, grades 9-12
- We are a 4A school for athletics
- We are 52% Free and Reduced lunch
- ~95% of eligible students take 1 or more IB class.
- Wide range of course electives
- World language opportunities: Arabic, Spanish and French
- IB school since 1989

Our Mission: Mount Rainier High School promotes the growth of every student and seeks to create principled, **knowledgeable**, and **inquisitive** graduates empowered to lead productive and **caring** lives in a **global** society.

IB Mission: "The International Baccalaureate aims to develop **inquiring, knowledgeable** and **caring** young people who help to create a better and more **peaceful** world through **intercultural** understanding and respect."

A Look at Both Programs

Middle Years Program

ALL 9th and 10th graders

Content is more flexible – focus is on skill cluster and concepts

Students can assess for a MYP Certificate but not the focus

Students will be receiving instruction in the 8 areas

MYP is more interdisciplinary

Students complete a Personal Project in 10th grade

Diploma Program

Open to 11th and 12th graders

Content is more prescriptive

High stakes tests come at the end of courses

Students have choice on how many DP courses (all must take IB English)

Theory of Knowledge (ToK) bridges all disciplines

In District Transfer

- Window for transfer paperwork is January 1 - January 31
 - ◆ Can be completed online or at Central Office
- 15 students from each service area will be granted transfer
- If more than 15 apply, a lottery will be done
- Bus service is available
-

Breakout sessions

MYP

Room 1701

6.35 - 7.05 Session #1

7.10 - 7.45 Session #2

DP

Room 1703

6.35 - 7.05 Session #1

7.10 - 7.45 Session #2

Resources:

lbo.org

MYP: kari.mansfield@highlineschools.org 206.631.7142

DP: veronica.fairchild@highlineschools.org 206.631.7068

The background features a teal gradient with white, stylized floral and abstract patterns. These include circular motifs with radiating lines, resembling sunbursts or flowers, and thin, wavy lines that connect to circular nodes, creating a network-like or organic feel. The patterns are scattered across the teal area, with a white curved shape at the bottom edge.

Middle Years Program Mt. Rainier High School

We are officially an authorized Middle Years Programme school!



Middle Years Program (MYP)

- The Middle Years Program is a set of skills and concepts for grades 6 – 10 (years 1 – 5). MRHS will be implementing years 4 and 5 for all students in grades 9 and 10.
- MYP is a framework that encourages creativity, critical thinking and making connections within content areas and with the real world.
- There are 8 areas of study: Language and Literature, Individual and Societies, Math, Design, Arts, Sciences, PE/Health, Language Acquisition.
- Requires students to study 2 languages (one of which will be English).
- Students will participate in a Personal Project in Year 5.

Diploma Program (DP) - 11th and 12th grade

Students can take 1 - 6 DP classes. All English class are IB.

To earn an IB Diploma

All core subject plus:

- **World Language**
- **Art/Music or Business Management**
- **CAS (creativity, activity, service)**
- **EE (extended essay)**
- **ToK (Theory of Knowledge)**

What Are The Benefits of the M.Y.P.?

- Focuses on a progression of skills for students to access content
- Provides integration of **concepts** between content areas so students better see connections through these concepts and transferable skills
- Provides a smoother transition from 10 grade to 11th grade.
- Supports a rigorous curriculum for core subjects AND electives (arts, PE, foreign language, and technology).
- Students will develop skills necessary to do well in the D.P. program
- Helps students meet the State standards they are being assessed on
- Strategic Plan is that 95% of our students will graduate – M.Y.P. being a skills/concepts based framework aligns with students meeting this goal.

How does the MYP make our school more equitable?

- Participate in a researched program with high standards
- Learn and practice common skills that allow them to access rigorous secondary programs (DP)
- Study a world language earlier in their education
- Participate in the Personal Project
- Learn the same concepts/skill clusters
- Develop the components of the IB Learner Profile
- All teachers will be getting the same training that will help equalize what is happening in the classroom

Global Contexts

Students will link their learning in the different content areas through six different global contexts.

- Personal and Cultural Expression
- Identity and Relationships
- Globalization and Sustainability
- Orientation in Space and Time
- Fairness and Development
- Scientific and Technological Innovation

Assessment in the MYP

Objectives - each content area has 4 objectives. Students are assessed on each of the sub - strands of the 4 objectives throughout the year.

Example - Language Arts: Analyzing, Organizing, Producing Text and Using Language.

Analyzing -

- Analyse the effects of creator's choices on audience
- Justify opinions and ideas using examples, explanations and terminology
- Evaluate similarities and differences by connecting features across and within genres and texts.

Grading Scale

MYP uses an 8 point Grading Scale and is Standards Based:

- 7- 8 Excellent
- 5-6 Substantial
- 3-4 Adequate
- 1-2 Limited

This is the grading scale all MYP teachers use.

Reassessment is a regular part of the learning cycle and MRHS.

The Middle Years Programme (MYP) helps students develop both subject-specific and interdisciplinary understanding. The MYP curriculum framework includes:

Global contexts, helping students understand the relevance and importance of their study for understanding their common humanity and shared guardianship of the planet.

Approaches to learning (ATL), helping students learn how to learn by developing skills for research, critical and creative thinking, communication, collaboration, and self-management.

Key and related concepts, helping students explore big ideas that matter.

The MYP culminates in an independent learning project. Students complete a significant piece of work over an extended period of time, encouraging them to consolidate their learning and reflect on the outcomes of the MYP.

The background features a teal-to-white gradient. It is decorated with white, stylized, wavy lines that resemble stems or paths. At the end of these lines are various circular motifs: some are simple concentric circles, while others are sunburst or starburst patterns. The overall aesthetic is clean, modern, and organic.

Personal Projects

What Would You Do?

If you had the time to learn something new, start a project, volunteer or teach someone something what would it be?

The Personal Project is **an independent project** that allows students to explore an area that is of interest to them. Maybe they have always wanted to learn a foreign language or learn to cook. Perhaps they want to research a global issue or create an original piece of art or music.

The Personal Project is an opportunity for students to develop, design and implement a project of their choice. Students will start their projects in the spring of their 9th grade year and showcase their Projects in the spring of their 10th grade year.

The Personal Project has three components: the project, the written statement, and the process journal.

The Product: This is the product you intend to create. It can take a variety of forms depending on what Global Context you choose. If you can create a product, you should take photos through the process and put together some sort of presentation (PowerPoint, create board). **This should show your learning and how you shared your learning with others.**

The Process Journal: Throughout each of the 4 phases you will be responsible for keeping a process journal. There will be prompts along the way that will help you with your report. You will be submitting your process journal as part of your project.

The Report: You will write a 1500 – 3500 word report detailing evidence that you have met all of the assessment criteria.

Each Project Must:

- Have a clear and achievable goal
- Be entirely your own work
- Be personal – this is about what interests you
- Be focused on 1 Global Context

Follow the 4 phases

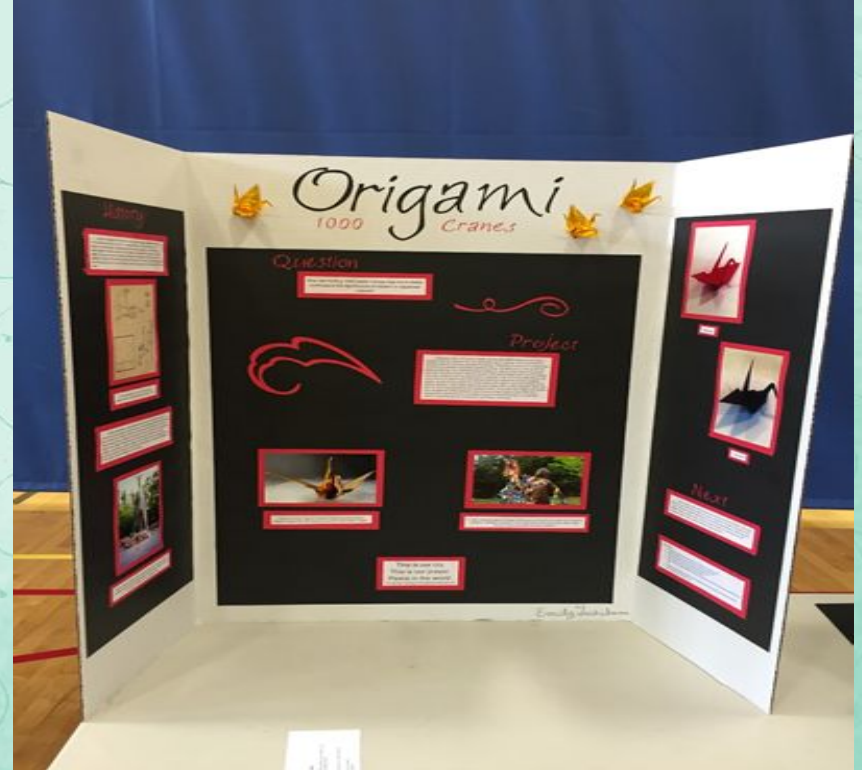
Phase 1: Topic Selection and Goal Setting

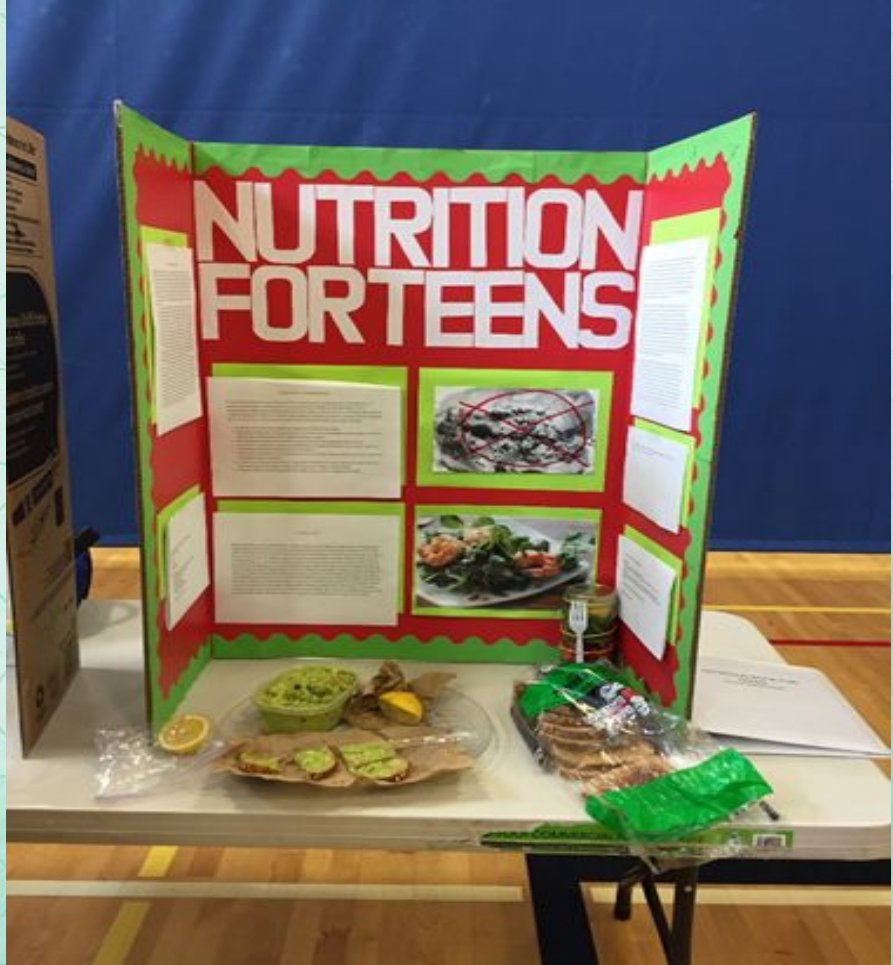
Phase 2: Research

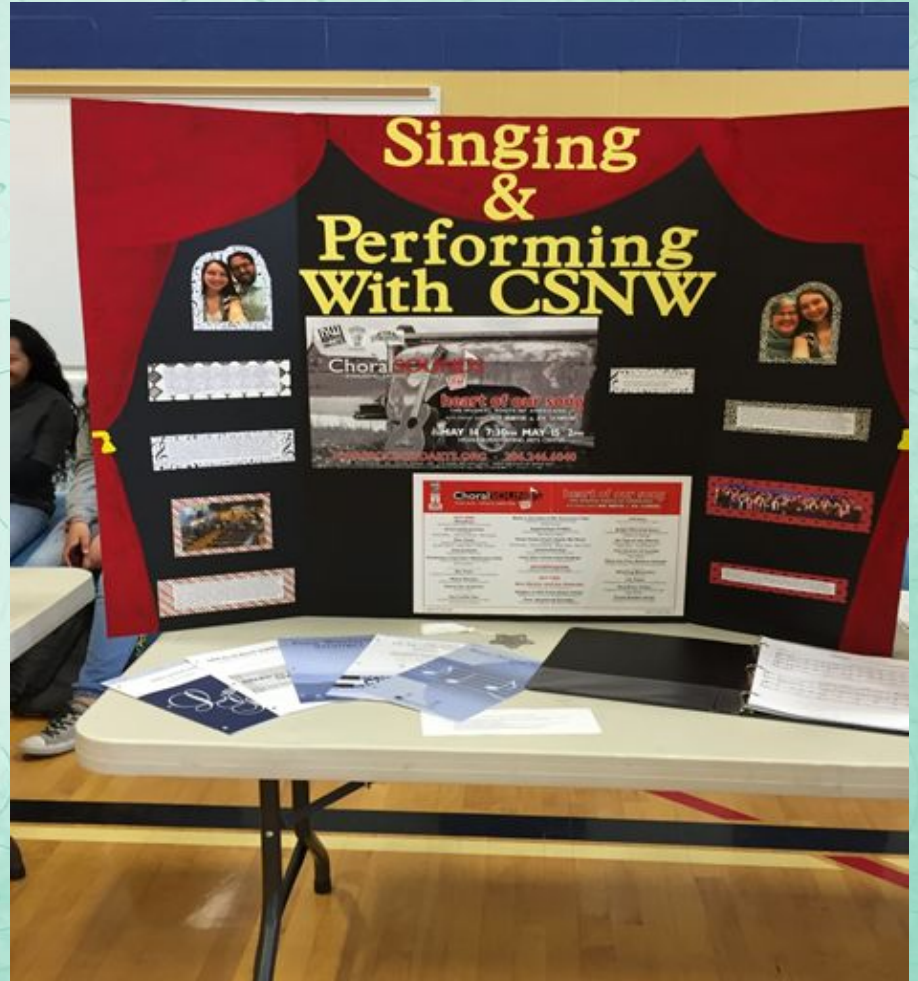
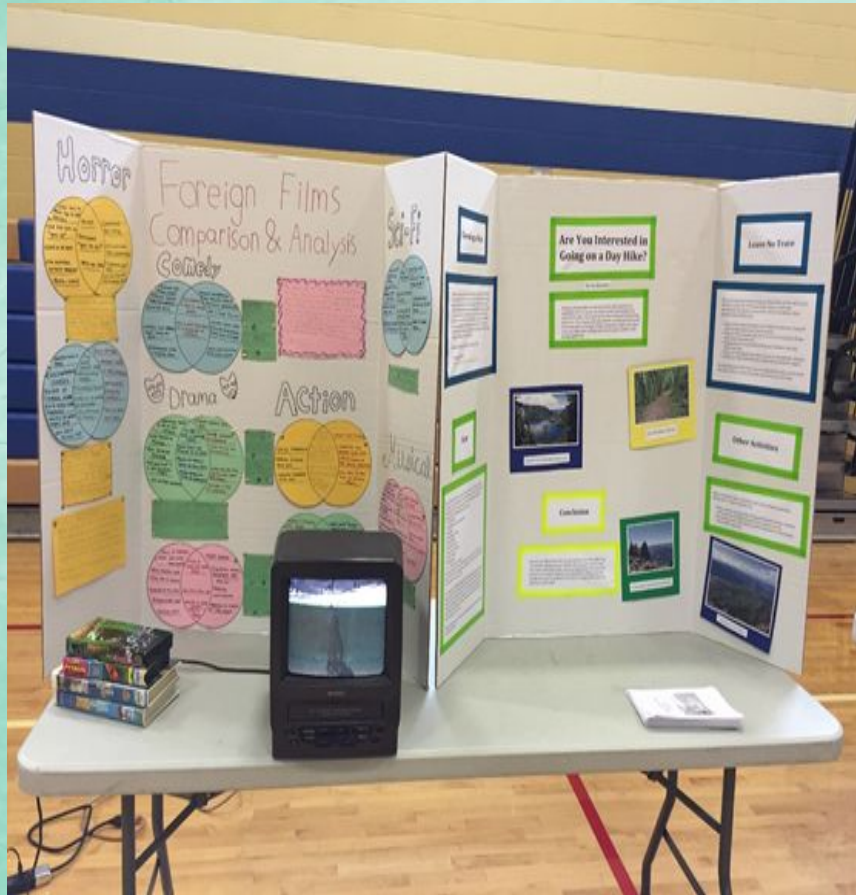
Phase 3: Reflection and Product Development

Phase 4: Presentation and Evaluation

Examples of Personal Projects







Hello Ms. _____,

I hope everything is going great with you and your classes as the new year of 2018 is kicking in! As you already might know, I live in California now. I got accepted to a Sikh Institute in California that leads you through a transfer track to UC Berkeley, and eventually postgraduate studies. So for the most of the year I reside in Berkeley and San Francisco area. I came to Seattle for the holidays, and thought of getting back my personal project for a annual event being held in the local Sikh temple here. So I was just wondering if I can get the personal project back from MRHS this week, so I can present it there. Thanks in advance for the help!

Transfer Process: 15 students from each service area are allowed in on the IB Transfer. This is for students living in the HSD area only! If you live outside of HSD please contact them.

January 1 - 31st Application Window Open

March 1st - Lottery if needed

March 2nd - Families are notified

Resources/Contact:

IBO.Org

Kari.Mansfield@highlineschools.org

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Diploma Program Mt. Rainier High School



What is the Diploma Program (DP)?

11th and 12th grade

All core subject plus:

- World Language
- Art/Music or Business Management
- CAS (creativity, activity, service)
- EE (extended essay)
- ToK (Theory of Knowledge)

Benefits of the DP

- Skills and content
- Study habits and time management skills
- Challenging, stimulating and motivating curriculum
- Well-rounded student
- Internationally recognized
- Attractive to universities
- Scholarship opportunities
- Potential for college credit

Creativity, Action Service (CAS)

- Independent experience**
- Required from November of Junior year to April of Senior year**
- Student chooses the experiences**
- Goal setting, planning and personal growth are the focus**
- Affective Reflection**

Theory of Knowledge (TOK)

Interdisciplinary course

Presentation and essay

Ways of Knowing: language, sense perception, emotion, reason, imagination, faith, intuition, and memory

Areas of Knowledge: mathematics, the natural sciences, the human sciences, the arts, history, ethics, religious knowledge systems, and indigenous knowledge systems

Critical Reflection

Extended Essay (EE)

- Independent research, analysis and writing
- 4,000 words
- Student created research question
- Process Reflection and Critical Reflection

IB Course Testing Vs IB Diploma

Course: 1-5 IB classes per year, no CAS, no ToK, and no Extended Essay.

Diploma: 6 IB classes per year, plus CAS, ToK, and an Extended Essay.

Testing is required to receive a Certificate, the Diploma, and/or earn college credit.

College Credit Earning Opportunities:

Course Testers: Students can test in specific subjects to earn credit.

Full IB Diploma: Test in 6 subjects, plus must complete CAS, ToK, and an Extended Essay.

University of Washington*:

English: Score of 5/6/7 = 5 credits

Full Diploma = up to 45 credits (30 for subject tests + 15 elective credits)

Must score 5/6/7 on all subject tests.

Western Wash University*:

English 4 or higher = 15 credits

Full Diploma = up to 45 credits (30 for subject tests + 15 elective credits)

Must score 5/6/7 on all subject tests.

Alternate Pathway to Graduation

Full Diploma - exempt from Health, PE, and CTE credits

"D. Alternatively, from the graduating class of 2012 forward, a student will receive a certificate of academic achievement if the student earns the appropriate number of credits required by the district, completes a high school and beyond plan; and meets the reading, writing, and math standards on the state assessment, and if the student fulfills requirements as per Substitute House Bill 1524 regarding IB Diploma which includes completing and passing all required International Baccalaureate Diploma Programme courses as scored at the local level; passing all internal assessments as scored at the local level; successful completion of all required projects and products as scored at the local level; and completion of the final examinations administered by the International Baccalaureate Organization in each of the required subjects under the Diploma Programme."*

If students DO NOT meet the requirements stated above they will be required to fulfill the 23 credits as outlined by subject category in the 2410 Board Policy.

*<http://www.hsd401.org/ourdistrict/board/policies/2000/2410.pdf>

Contact me and Resources

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www.ibo.org