Harrison’s International Baccalaureate (IB) Programs

Our Journey Toward the Lighthouse

Board of Education
February 9, 2022
Welcome & Introductions

Presenters

- Michael Greenfield, Assistant Superintendent
- Chris Tyler, IB Diploma Program Coordinator
- Joanna Venditto, IB MYP Coordinator (LMK)
- Shari Heyen, IB MYP Coordinator (HHS)
- Lisa Mulhall, Assistant Superintendent for Curriculum and Instruction
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.
IB LEARNER PROFILE

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

Reflective
Give thoughtful consideration to your own learning and experience. You are able to assess and understand your strengths and limitations in order to support your learning and personal development.

Balanced
Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for yourself and others.

Knowledgeable
Explore concepts, ideas and issues that have local and global significance. In so doing, you acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Open-minded
Understand and appreciate your own culture and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. You seek and evaluate a range of points of view, and you are willing to grow from the experience.

Inquirers
Have a natural curiosity and learn to acquire the skills necessary to conduct inquiry and research and show independence in learning. You actively enjoy learning and this love of learning will be sustained throughout their lives.

Risk-takers
Approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. You are brave and articulate in defending your beliefs.

Communicators
Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. You are willing to work in collaboration with others.

Principled
Act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. You take responsibility for your own actions and the consequences that accompany them.

Thinkers
Exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

Caring
Show empathy, compassion and respect towards the needs and feelings of others. You have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Multiple Measure Model

- IB Diploma Program (Grades 11-12)
- IB Middle Years Program (Grades 9-10)
- IB Middle Years Program (Grades 6-8)
- IB Primary Years Program (Grades K-5)

Formative & Summative Assessments (K-12)

- Exhibition (5)
- Community Project (8)
- Personal Project (10)
- Extended Essay and Creativity, Activity, Service (12)
HCSD and the IB

Diploma Program
Candidate School: 2009
Authorized: 2012
First Graduating Cohort with Diploma credentials: 2013

Middle Years Program
Candidate School: 2018
Authorized: 2021

Primary Years Program
Candidate School: 2021
IB and AP Results: 20 Years of Growth

IB & AP Student Enrollment & Achievement

- # IB & AP Exams
- # IB 4, 5, 6, 7 & AP 3, 4, 5

Legend:
- 2000-2001
- 2001-2002
- 2002-2003
- 2003-2004
- 2004-2005
- 2005-2006
- 2006-2007
- 2007-2008
- 2008-2009
- 2009-2010
- 2010-2011
- 2011-2012
- 2012-2013
- 2013-2014
- 2014-2015
- 2015-2016
- 2016-2017
- 2017-2018
- 2018-2019
- 2019-2020
- 2020-2021
IB/AP Participation Rate: All Students
IB/AP Participation Rates: SWD

![Bar chart showing IB/AP participation rates for SWD in 2012-13, 2016-17, and 2021-22. The chart indicates a general increase in participation rates, with a significant rise in 2021-22 compared to previous years.](image-url)
IB Diploma Program
Why do we value the Diploma Program?

- Aligned with District’s Core Values
  
  *Equity, Access, Adaptability, Rigor*

- Prepares students for life-long learning and making sense of novel information

- Provides for reflection on our practice - 5 Year Reviews

- Allows for personalization - two pathways for students
What is the Diploma Program?

- Junior & Senior Year courses sharing a common goal - strengthen student academic skills with a focus on the Student Learner Profile

- Provides appropriately rigorous, externally validated academic experience for our students
Diploma Program Pathways

- With each path students choose to engage based upon their academic interests, goals, and identified areas of growth

- Course Pathway
  Students chose a mixture of IB and Regents, AP, or elective courses

- Diploma Pathway
  6 IB Courses + Theory of Knowledge
  Extended Essay
  Creativity, Activity, and Service Component
Our DP Growth Since Inception

- Expansion of Curricular Opportunities: 10 IB courses added
- Commitment to the Arts
- Enrollment: Top 3% internationally in enrollment
- Augmentation of student support:
  - Summer opportunities
  - Faculty involvement & professional development
  - Expansion of access by District paying for all exam fees
What is IB MYP?

- Framework of learning that encourages students in grades 6 through 10 to become creative, critical and reflective thinkers.
- Emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world.
- Fosters the development of communication skills, intercultural understanding and global engagement—qualities that are essential for life in the 21st century.
MYP Curriculum Framework

- The MYP organizes teaching and learning through eight subject groups:
  - Arts (Fine Arts and Music Classes)
  - Design (Technology and Digital Design)
  - Individuals and Societies
  - Language Acquisition
  - Language and Literature
  - Mathematics
  - Physical and Health Education
  - Sciences

- The Middle Years Program (MYP) helps students develop both subject-specific and interdisciplinary understanding

Curriculum Framework:

- **Key and Related Concepts**
  - Exploration of big ideas

- **Global Contexts**
  - Relevance and importance of their study

- **Approaches to Learning (ATL)**
  - Research
  - Thinking (critical and creative)
  - Communication
  - Collaboration
  - Self-management
Multiple Approaches to Assessment

In the MYP, student performance is assessed based on criteria established by the International Baccalaureate Program:

- Provides in-depth information about your child’s development in multiple areas
- Identifies understanding of concepts or skills
- Highlight areas of student growth and achievement
## Multiple Approaches to Assessment

<table>
<thead>
<tr>
<th>Subject Group</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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<tbody>
<tr>
<td>Language and Literature</td>
<td>Analyzing</td>
<td>Organizing</td>
<td>Producing Text</td>
<td>Using Language</td>
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<tr>
<td>Language Acquisition</td>
<td>Listening</td>
<td>Reading</td>
<td>Speaking</td>
<td>Writing</td>
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<td>Individuals and Societies</td>
<td>Knowing and Understanding</td>
<td>Investigating</td>
<td>Communicating</td>
<td>Thinking Critically</td>
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<tr>
<td>Sciences</td>
<td>Knowing and Understanding</td>
<td>Inquiring and Designing</td>
<td>Processing and Evaluating</td>
<td>Reflecting on the Impacts of Science</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Knowing and Understanding</td>
<td>Investigating Patterns</td>
<td>Communicating</td>
<td>Applying Mathematics in Real-World Contexts</td>
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<td>Arts</td>
<td>Knowing and Understanding</td>
<td>Developing Skills</td>
<td>Thinking Creatively</td>
<td>Responding</td>
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<tr>
<td>Physical and Health Education</td>
<td>Knowing and Understanding</td>
<td>Planning for Performance</td>
<td>Applying and Performing</td>
<td>Reflecting and Improving Performance</td>
</tr>
<tr>
<td>Design</td>
<td>Inquiring and analyzing</td>
<td>Developing Ideas</td>
<td>Creating the Solution</td>
<td>Evaluating</td>
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Multiple Approaches to Assessment

Content Knowledge

If the estimated 156 lights were turned off for another hour everyday after school, $195.00 would be saved that could go towards other sustainability efforts or other programs.

Communication

Applying Math in Real-World Contexts

While having a small group of people limit their phone time might not seem like it would make a change, but if everyone does something, little by little we can create a bigger change in the world.
The “Why” of the MYP Personal Project

The MYP Personal Project allows students to demonstrate their competence for engaged, independent, sustained learning

- Cultivates Motivation
- Encourages Student Agency
- Supports Lifelong Learning
The “How” of the MYP Personal Project

- All MYP Year 5 (10th grade) students
- Students choose an area of personal interest
- Students create a learning goal and a product
- Students develop success criteria and an action plan
- Students reflect on their process and learning
- Students are assigned a supervisor, work independently

Cycle of inquiry, action, reflection
Approaches to Learning and Student Agency

Students reflect on and identify their Approaches to Learning

- Thinking Skills
- Social Skills
- Communication Skills
- Self-Management Skills
- Research Skills
Supporting All Students

● “Your interests matter. You matter.”

● Students connect to and create relationships with adults in the school building

● Students learn how they learn best

● School counselors and teachers learn about student interests and strengths
Our Amazing Students

Fjord Deda
“Trumpet Tutorials”

Hannah Rose
“Empowering and Educating for Change”
IB Primary Years Program
IB Primary Years Program (PYP) Implementation Timeline

**Self Study**
Audit current curriculum, instruction and resources

**Phase 1**
Leadership PD
Research & development

**Phase 2**
Curriculum Redesign
Teacher PD

**Phase 3**
Program pilots
Teacher PD

**Application for Candidacy**
Submit to IBO

**Authorization**

- July 2021
- November 2021
- September 2022
- September 2023
- February 2024
- September 2024