



# *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

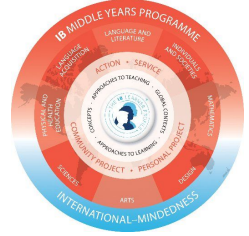


# Mission-Driven

*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.*



Diploma Program



Middle Years Program



Primary Years Program



# Student Centered Framework

## 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.

### 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.

### 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.

### 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.

### Balanced

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

### 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.

### Inquirers

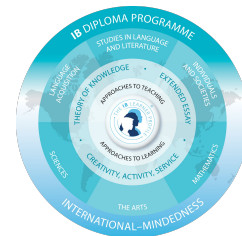
Have a natural curiosity and learn to acquire the skills necessary to conduct inquiry and research and show independence in learning.  
You actively enjoy learning and this love of learning will be sustained throughout their lives.

### Communicators

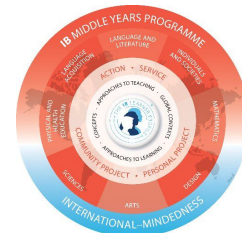
Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.  
You are willing to work in collaboration with others.

### Thinkers

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



Diploma Program



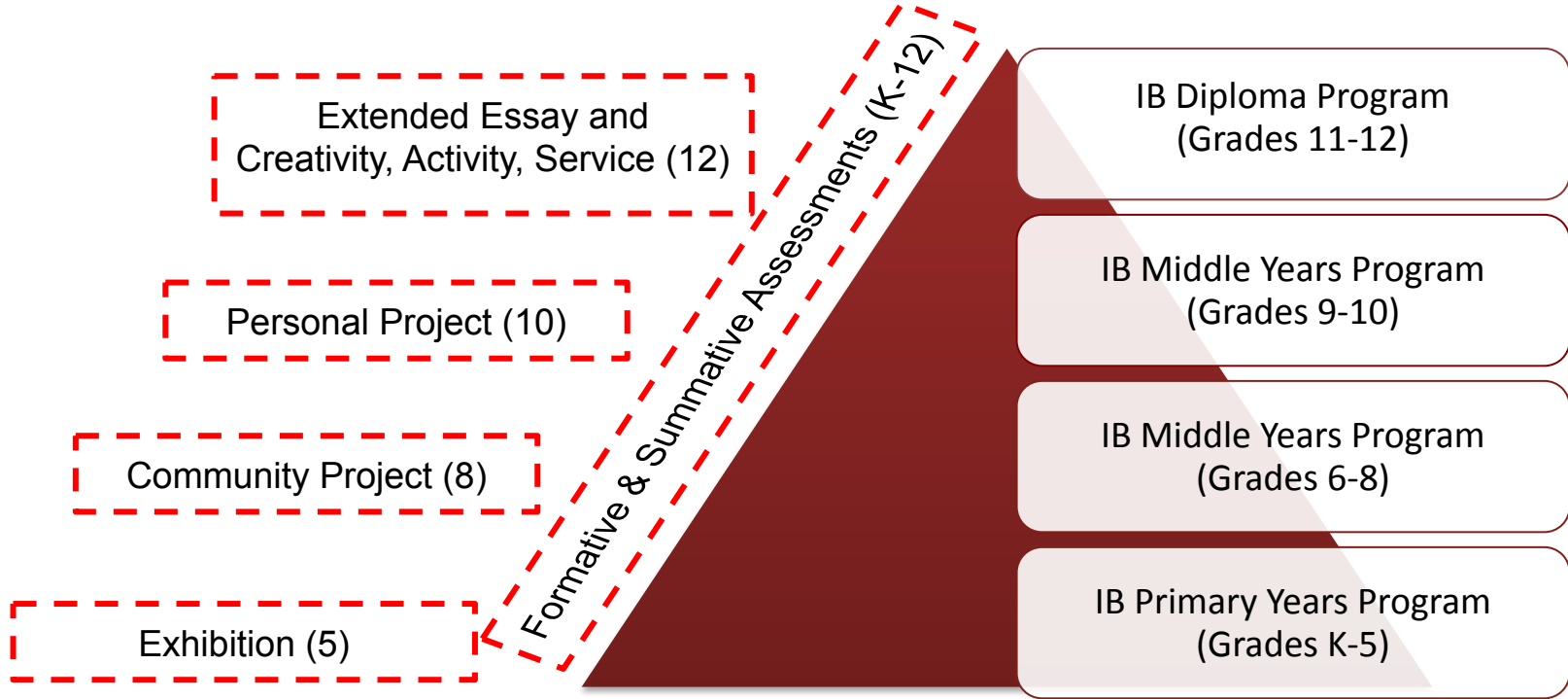
Middle Years Program



Primary Years Program



# Multiple Measure Model



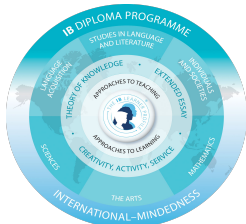


# HCSD and the IB

2009

2018

2021



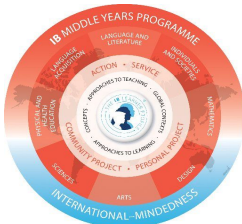
## Diploma Program

Candidate School: 2009

Authorized: 2012

First Graduating Cohort with

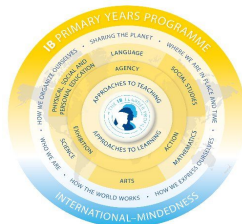
Diploma credentials: 2013



## Middle Years Program

Candidate School: 2018

Authorized: 2021

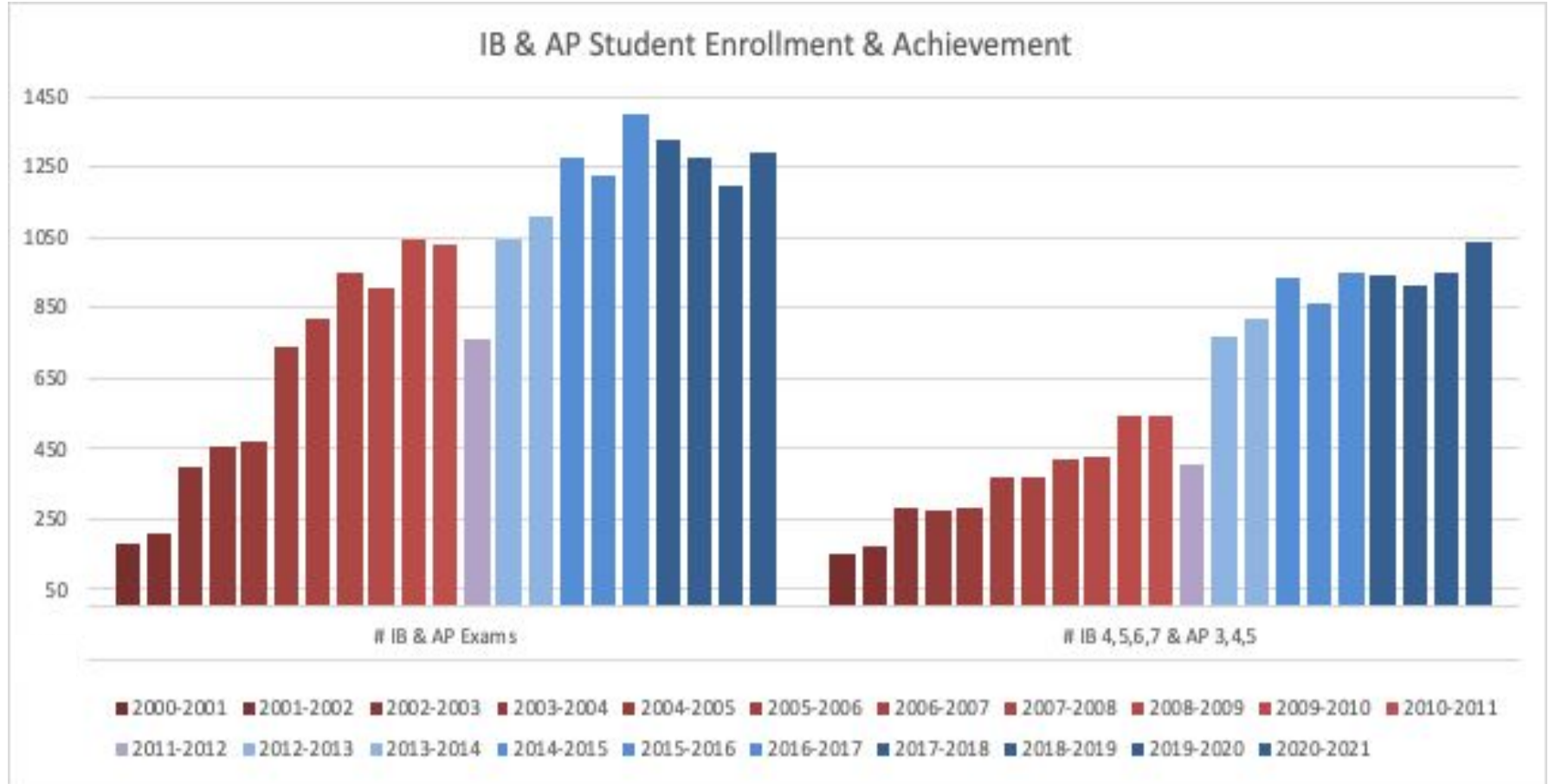


## Primary Years Program

Candidate School: 2021

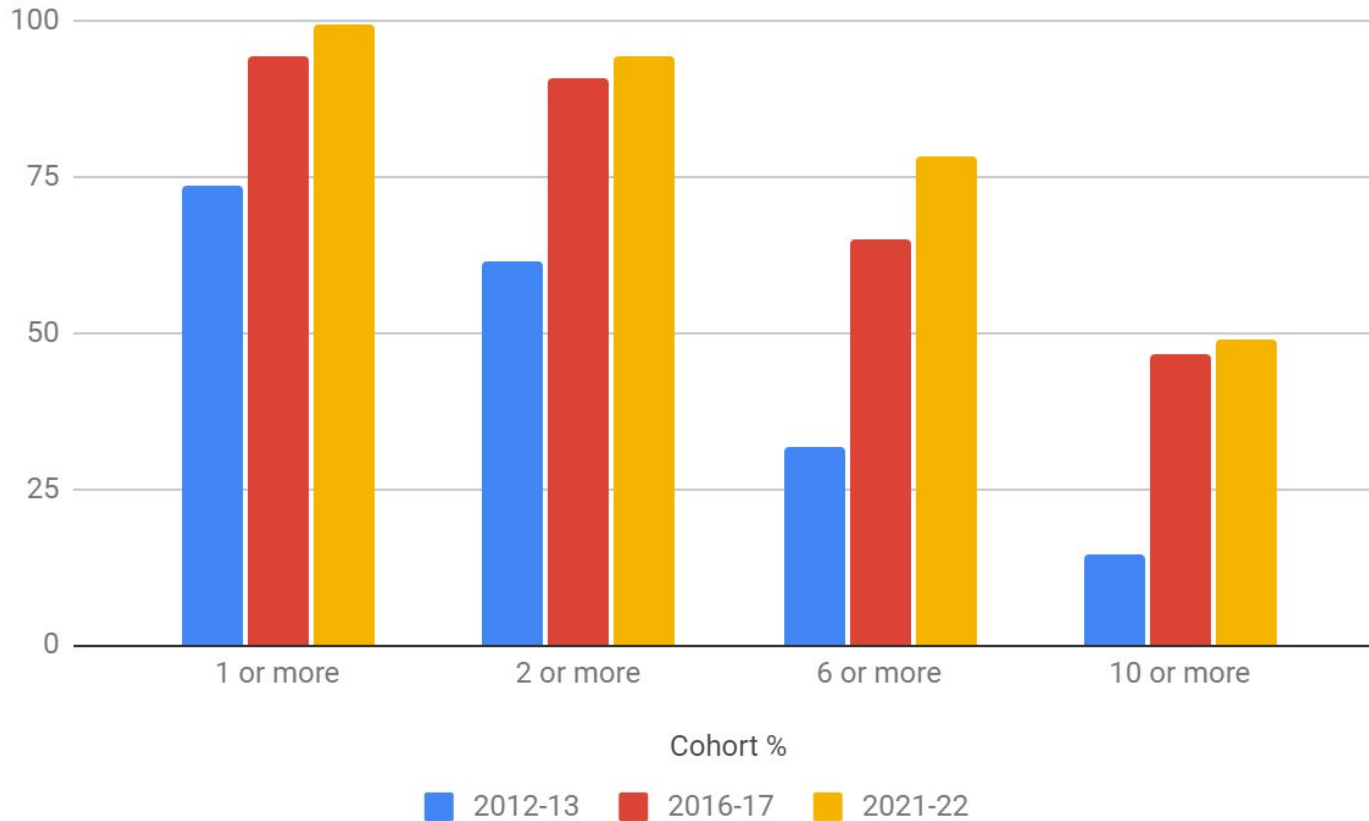


# IB and AP Results: 20 Years of Growth





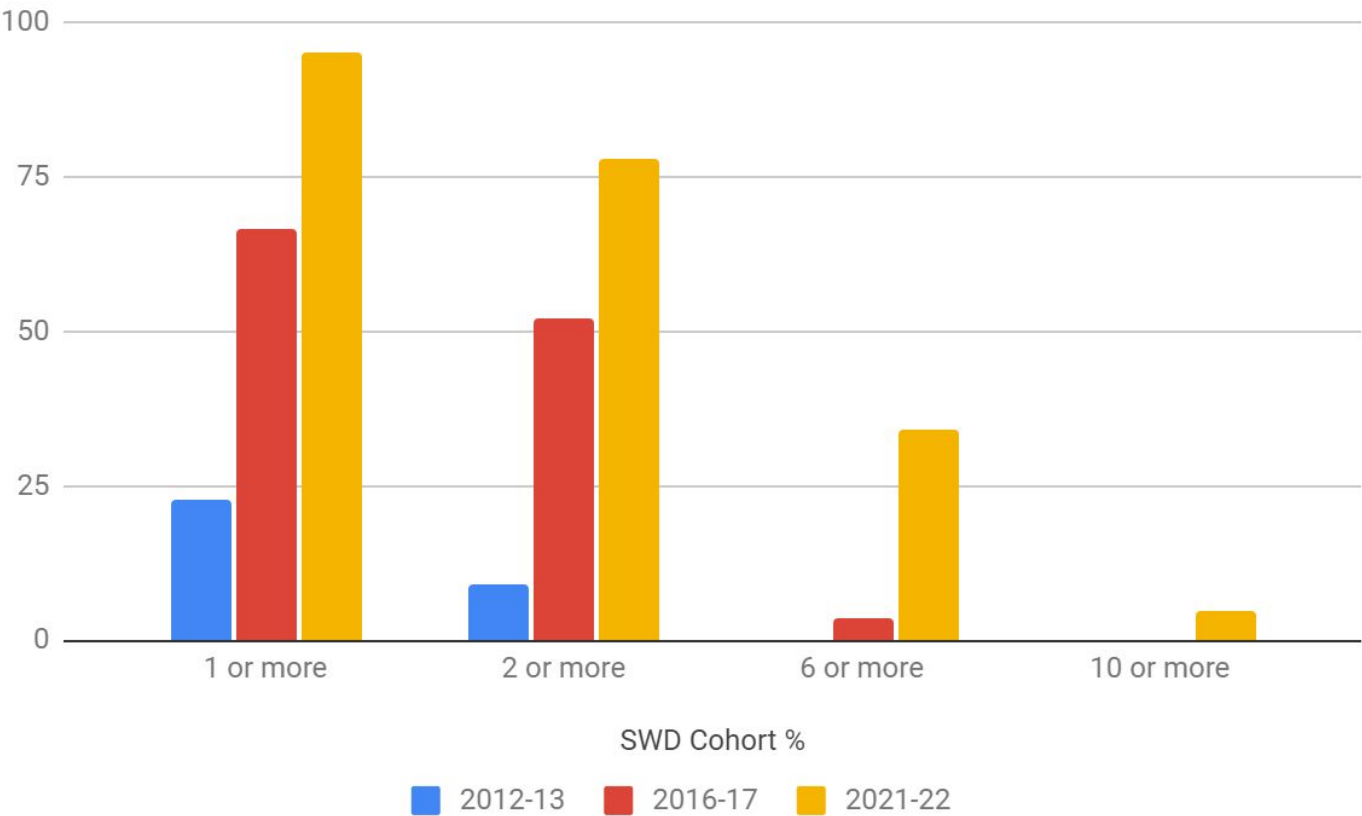
# IB/AP Participation Rate: All Students





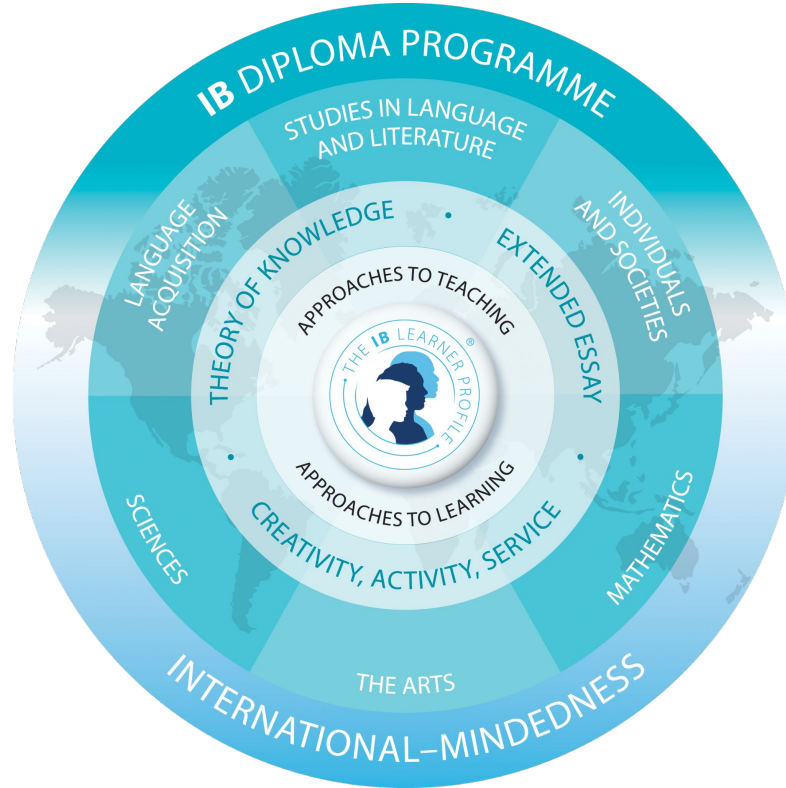


# IB/AP Participation Rates: SWD





# 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

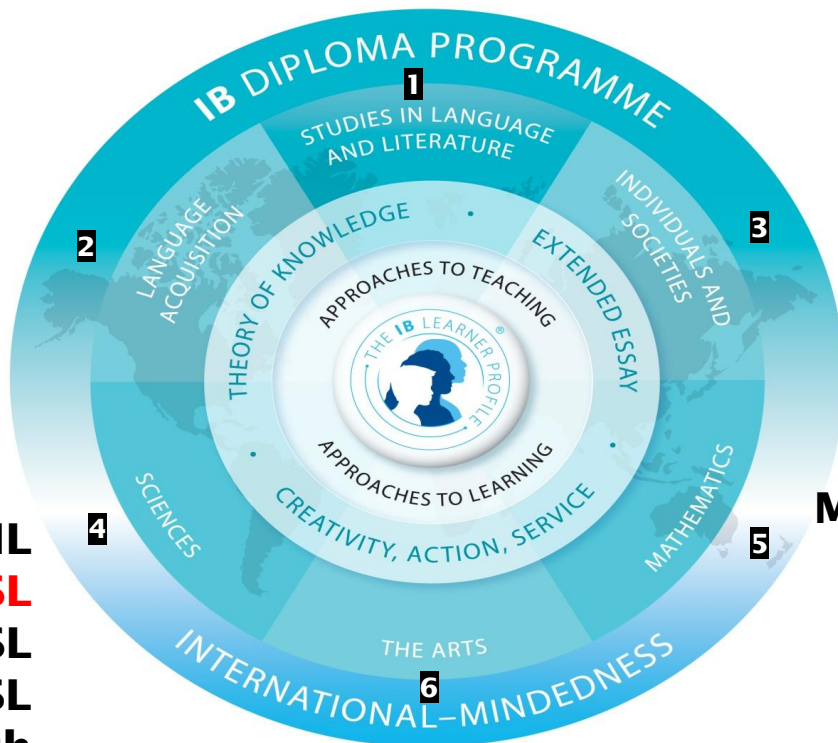
- With each path students choose to engage based upon their academic interests, goals, and identified areas of growth
- Course Pathway  
Students chose a mixture of IB and Regents, AP, or elective courses
- Diploma Pathway  
6 IB Courses + Theory of Knowledge  
Extended Essay  
Creativity, Activity, and Service Component



# English Literature HL

## English Language and Literature SL

French SL  
Italian HL & SL  
Spanish HL & SL  
Spanish *Ab Initio*



History HL & **SL**  
**Economics SL**  
Business &  
Management HL & SL  
Psychology HL  
**Psychology SL**

Biology HL  
**Biology SL**  
Physics HL & SL  
Design Tech HL & SL  
Sports, Exercise & Health  
Science SL

Math Applications SL  
└─ *AP Calc BC*  
└─ *Multivariable Calculus/SUPA*  
Math Analysis SL

Visual Arts HL/SL  
Music HL/SL  
Dance HL/SL  
Theatre HL/SL

All 2 year courses  
except those in **red**

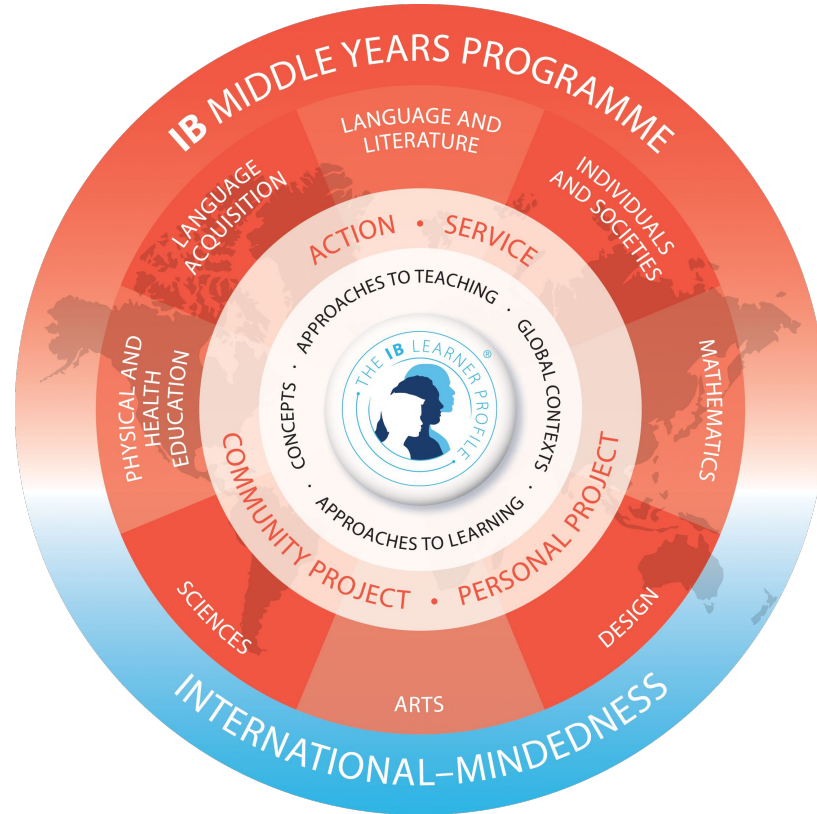


# Our DP Growth Since Inception

- 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



# IB Middle Years Program







# 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

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



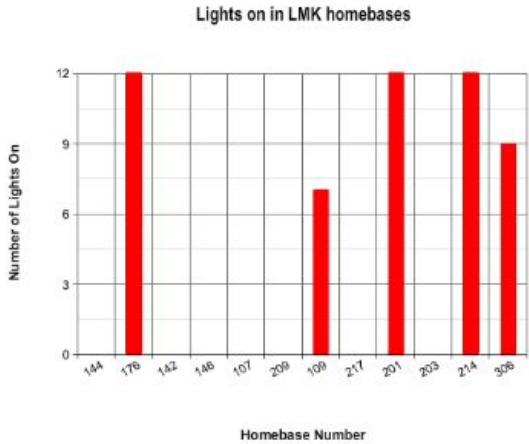
# Multiple Approaches to Assessment

| Subject Group | A                         | B                      | C             | D   |
|---------------|---------------------------|------------------------|---------------|---|
| Mathematics   | Knowing and Understanding | Investigating Patterns | Communicating | Applying Mathematics in Real-World Contexts |



# Multiple Approaches to Assessment

## Content Knowledge



## Applying Math in Real-World Contexts

## Communication

"...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."



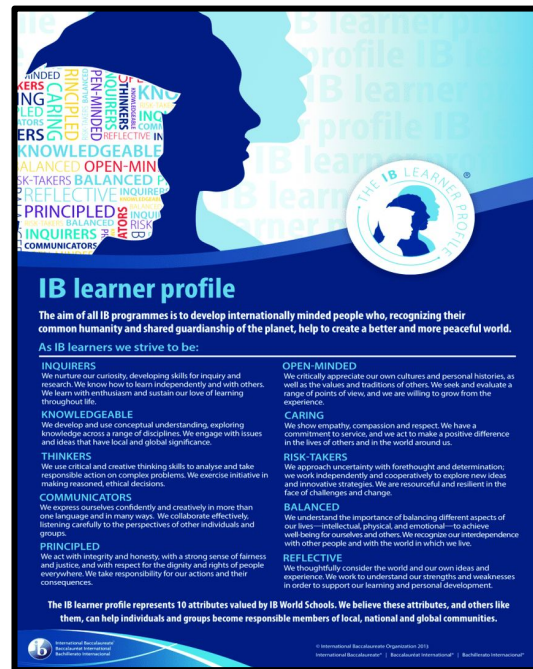
While having a small group of people limit their phone time might not seem like it would make a change, but if everyone does something, little by little we can create a bigger change in the world.



# The “Why” of the MYP Personal Project

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

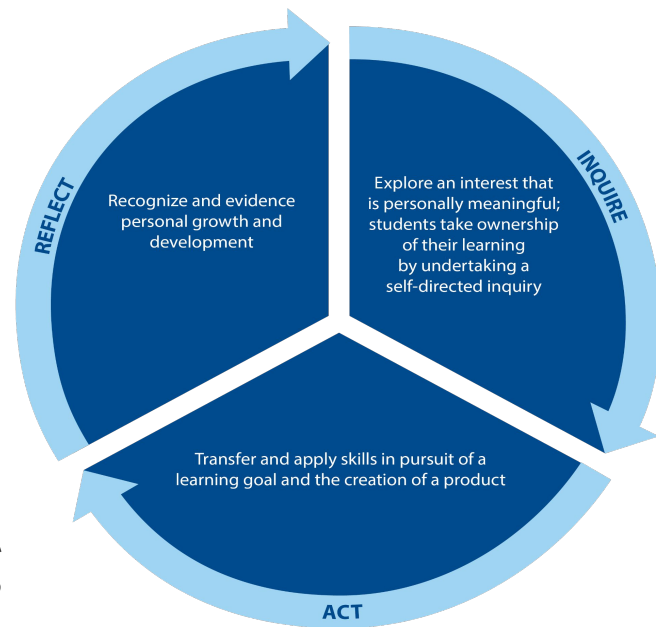
- Cultivates Motivation
- Encourages Student Agency
- Supports Lifelong Learning





# 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**

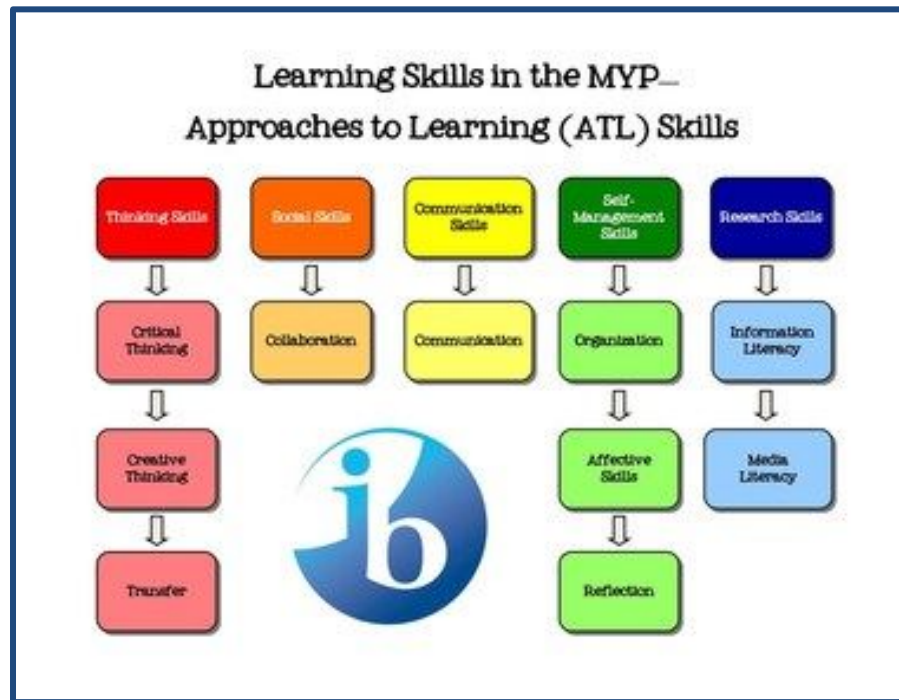




# Approaches to Learning and Student Agency

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”



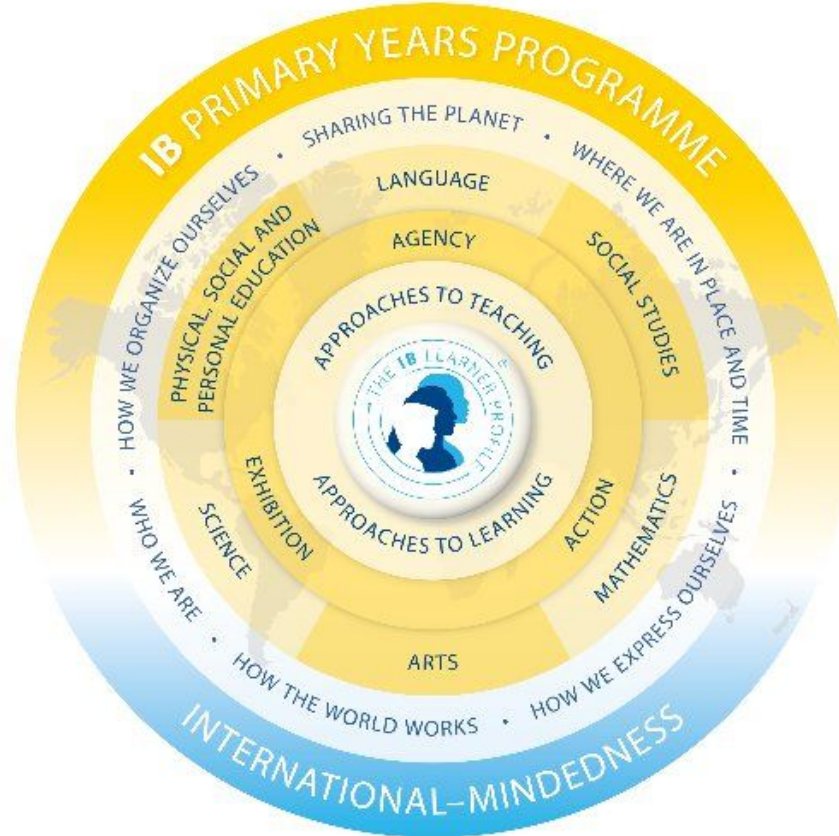
Hannah Rose

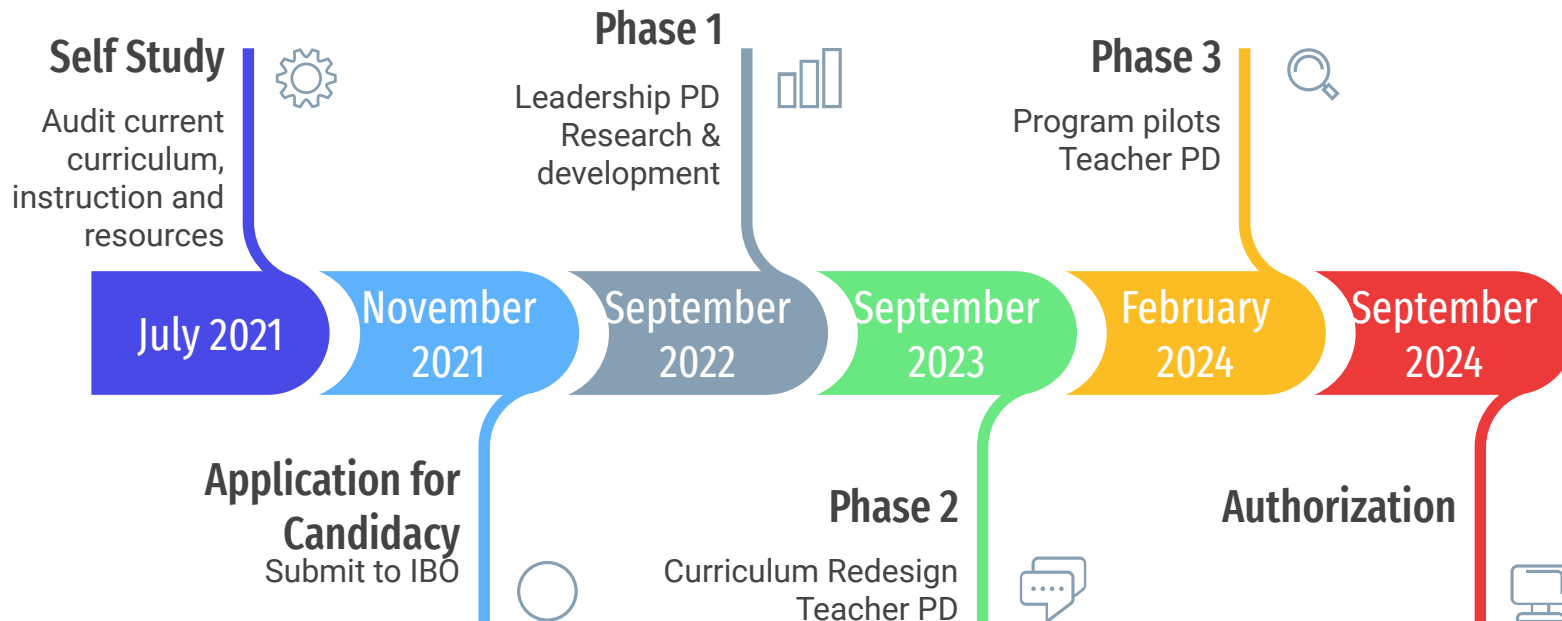
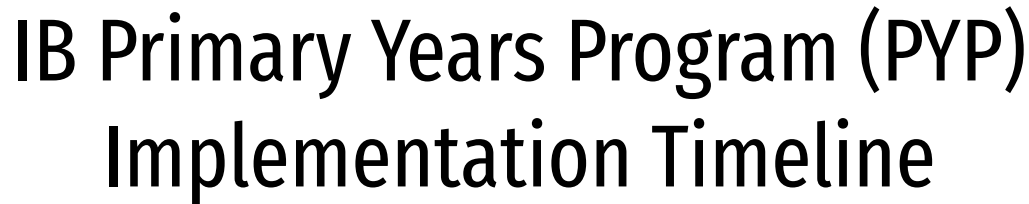
“Empowering and Educating for Change”





# IB Primary Years Programme







Q&A