




IB and GATE: **What's the difference?**

Running Springs Parent Education Night
March 2, 2023



Introductions

- Brandi Gower: IB PYP Coordinator, Running Springs
- Christi Yokoyama: Principal, Running Springs
- Joe Erven: Executive Director, Innovation and Excellence
- Raeanne Little: Administrator, Specialized Programs

WHAT IS IB?

- A **philosophy** of teaching and learning that emphasizes a student-centered approach to education through inquiry and student agency
- Includes a **framework** for organizing the learning into universal themes/concepts
- A way to educate the whole child (academically, socially, emotionally, etc.)
- Includes a set of practices that IB schools are responsible for upholding

WHAT IS **GATE**?

- GATE is an acronym for Gifted and Talented Education
- A group of practices and strategies for educating students who have been identified as gifted and talented
- Students with GATE designation have demonstrated abilities in verbal, nonverbal and quantitative reasoning that are in the top 10-20% of their grade-level peers within OUSD
- GATE designation does not indicate whether a student has mastered grade-level content

How do they compare?

Both GATE and IB will challenge students by deepening and extending their learning--

The IB programme adds additional “layers” to create a purposeful, holistic approach to education.

A CLOSER LOOK



CURRICULUM



DIFFERENTIATION



STUDENTS



TEACHER TRAINING



CULMINATION



FUTURE
PATHWAYS

STANDARDS & CURRICULUM

- What we teach= CA State Standards
- Curriculum= Resources we use to teach the standards
 - Both IB and GATE programs teach the California State Standards using district-adopted curriculum and other district resources
 - IB's philosophies and GATE's instructional strategies both emphasize exploring the content more in-depth to deepen student understanding and to provide academic rigor

IB: HOW CURRICULUM IS TAUGHT

- Curriculum framework:
 - Concepts are organized into units of inquiry
 - Each unit of inquiry incorporates various subject areas (transdisciplinary)
 - Teachers at Running Springs have purposefully and intentionally organized the district-adopted curriculum to create connections across subjects instead of following the pacing guide where concepts are scattered

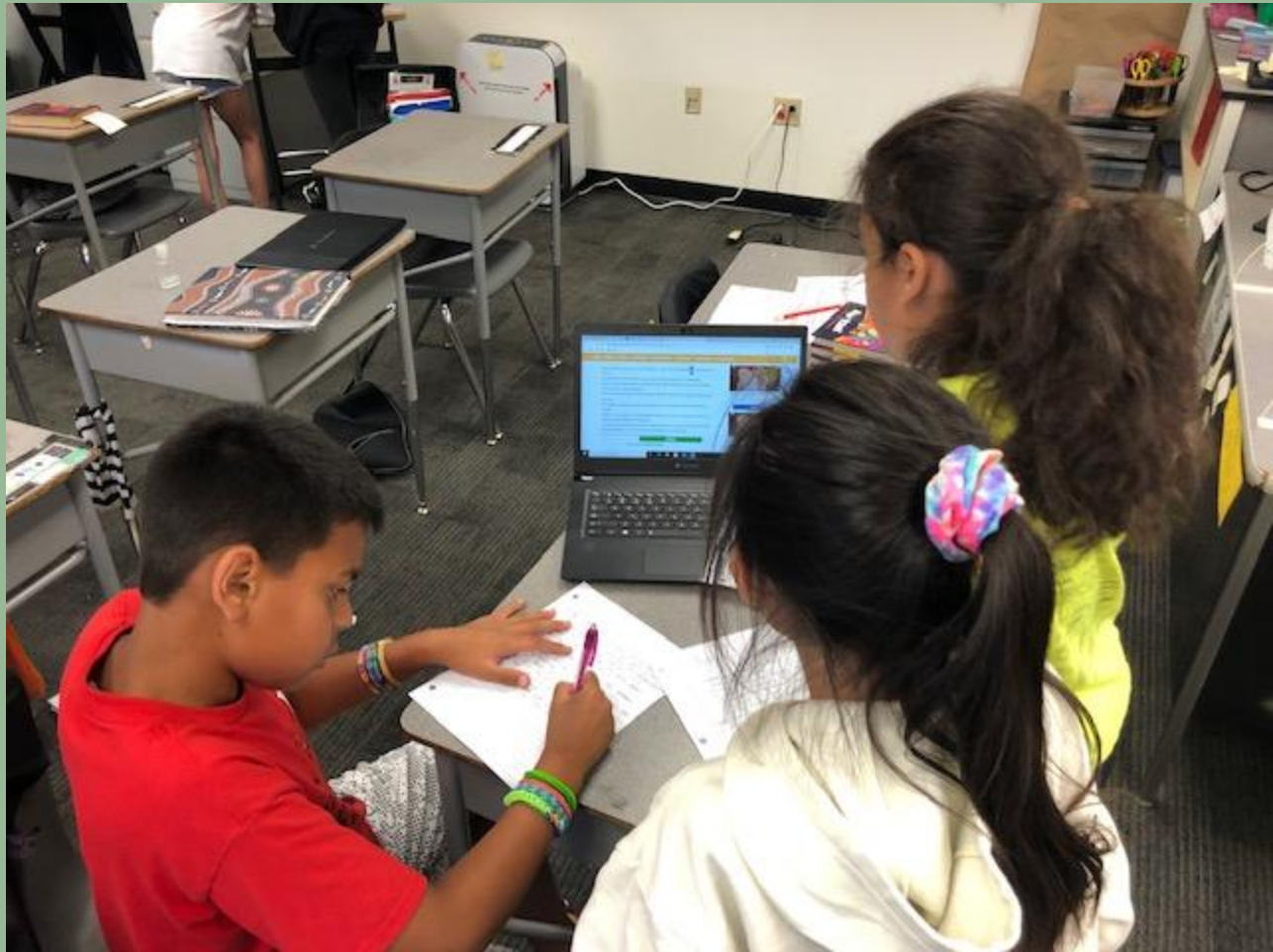
CURRICULUM EXAMPLES

- 4th grade: How the world works (Innovations, technology and energy impact society)
 - Science: Energy conversions
 - Social studies: California industries and innovations
 - Reading: Wonders stories such as *Energy Island*, *How Ben Franklin Stole Lightning*, *New Kind of Corn*
 - Writing: Research project about different types of energy sources

Essential Question: How does technology affect your life?

Handwritten notes on sticky paper:

- It makes the world smaller and easier to reach.
- It helps us communicate with each other.
- It makes it easier to find information.
- It makes it easier to travel.
- It makes it easier to work.
- It makes it easier to learn.
- It makes it easier to play.
- It makes it easier to live.
- It makes it easier to love.
- It makes it easier to be a good person.
- It makes it easier to be a bad person.
- It makes it easier to be a person.
- It makes it easier to be a human.
- It makes it easier to be a citizen.
- It makes it easier to be a member of a community.
- It makes it easier to be a part of the world.
- It makes it easier to be a part of the future.
- It makes it easier to be a part of the present.
- It makes it easier to be a part of the past.
- It makes it easier to be a part of the now.
- It makes it easier to be a part of the always.
- It makes it easier to be a part of the never.
- It makes it easier to be a part of the everything.
- It makes it easier to be a part of the nothing.
- It makes it easier to be a part of the something.
- It makes it easier to be a part of the anything.
- It makes it easier to be a part of the everything and nothing.
- It makes it easier to be a part of the something and nothing.
- It makes it easier to be a part of the anything and nothing.
- It makes it easier to be a part of the everything, nothing, something, and anything.





CURRICULUM EXAMPLES

- 2nd grade: How we organize ourselves (Environments can be changed by both nature and people)
 - Science: Erosion
 - Social studies: Natural resources, consumerism
 - Math: Money
 - Reading: Wonders stories such as *Money Madness*
 - Summative assessment: Develop a plan that helps to prevent erosion on our school campus with a budget for materials and labor



Weds. 04/13/22



4
income + expenses
+ -
Budget needs

income \$5,000 /month

expenses \$4,700
phone \$ 300
food/groceries \$1,000
utilities \$ 400
car \$1,000
house \$2,000

left = savings
wants

save \$100

\$300

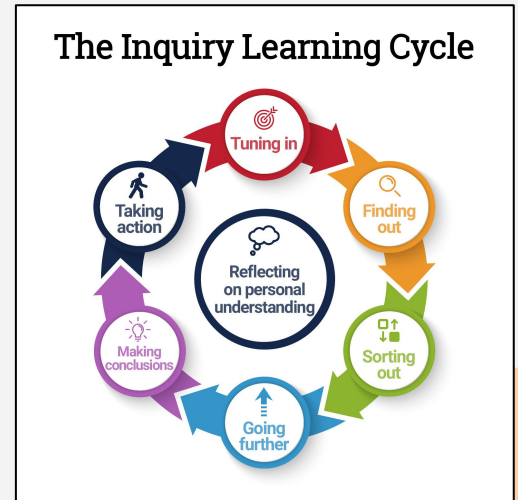
wants \$200

600



IB: HOW CURRICULUM IS TAUGHT

- Inquiry-based learning:
 - Philosophy and mindset of learning and teaching that puts the students in a more active role in their learning
 - One of the most important components of the IB programme
 - Inquiry cycle



A CLOSER LOOK



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- Differentiation= Adjusting the content, the process of learning or the product being produced to ensure all students are able to succeed
- Both programs emphasize differentiation strategies as a way to meet the needs of all learners
 - OUSD's GATE program encourages the use of:
 - Depth and Complexity icons
 - Curriculum compacting
 - Acceleration
 - Inquiry
 - These strategies can be used at any school and in any classroom if teachers are familiar with them.

DIFFERENTIATION

- Inquiry in IB: Asking questions, investigation, building new understandings
 - Passion Projects
- Student agency in IB= voice, choice, ownership in the learning
- Any strategies for differentiation can be used within an IB classroom

A CLOSER LOOK



CURRICULUM



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PATHWAYS

STUDENTS

- All Running Springs students participate in the Primary Years Programme (PYP)
- GATE: Only students who are GATE-identified will have the GATE designation; however...
 - GATE strategies are beneficial for all students
 - GATE designation is not the only way that teachers will determine students' needs

STUDENT ATTRIBUTES

- IB has 10 attributes (learner profile) that are cultivated in students from elementary through high school
- IB also has 5 skills (approaches to learning) that students practice
- GATE students are encouraged to develop the attributes of a scholar

IB Learner Profile


Excellence

Principled



We are honest and fair. We take responsibility for our own actions and accept the consequences that follow.

Inquirer

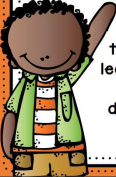


We wonder and are curious about our world. We enjoy asking questions and designing ways to find things out.

Academic humility
Curiosity

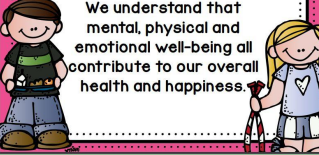
Ponder ideas

Thinker



We use different thinking strategies to learn. We solve complex problems and make decisions effectively and fairly.

Balanced




We understand that mental, physical and emotional well-being all contribute to our overall health and happiness.

Communicator




We strive to express ourselves clearly so others understand. We share our ideas in many ways and use different languages. We listen thoughtfully to others.

Caring




We are sensitive to others. We care how others feel. We act to make a positive difference in the lives of others and the world around us.

Risk Taker




We have the courage to explore and are willing to make mistakes. We approach unfamiliar situations with a positive attitude.

Open Minded



We respect and value those that are different from ourselves. We listen to others' ideas and understand that there is more than one way to look at things.

Reflective



We think about our own learning and experiences. We know what we do well and where we can improve. We look back in order to grow forward.

Knowledgeable



We explore knowledge across many subjects. We make connections between important ideas, concepts, and issues that have local and global significance.

Intellectual
risk-taking

Multiple Perspectives

Goal setting

Use varied resources

IB Approaches to Learning

THINKING

Acquisition of knowledge, comprehension, application, analysis, synthesis, evaluation, dialectical thought, metacognition.



SOCIAL

Accepting responsibility, respecting others, cooperating, resolving conflict, group decision-making, adopting a variety of group roles.



SELF MANAGEMENT

Gross motor skills, fine motor skills, spatial awareness, organization, time management, safety, healthy lifestyle, codes of behavior, informed choices.



RESEARCH

Formulating questions, observing, planning, collecting data, recording data, organizing data, interpreting data, presenting research findings.



COMMUNICATION

Listening, speaking, reading, writing, viewing, presenting, non-verbal communication.



**Preparation
Organization**

A CLOSER LOOK



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TEACHER TRAINING

- GATE: Teachers can attend additional classes/training to become a GATE-certified teacher
 - Running Springs has several teachers in 2nd-6th grade who are GATE-certified
 - Most teachers have attended GATE training
- IB: All teachers and staff who work with students *must* attend introductory IB workshop
 - Additional workshops are highly encouraged/recommended during each evaluation cycle
 - Running Springs will be evaluated every 5 years by IB educators to gain feedback on what we're doing well and how we can continue to grow and improve

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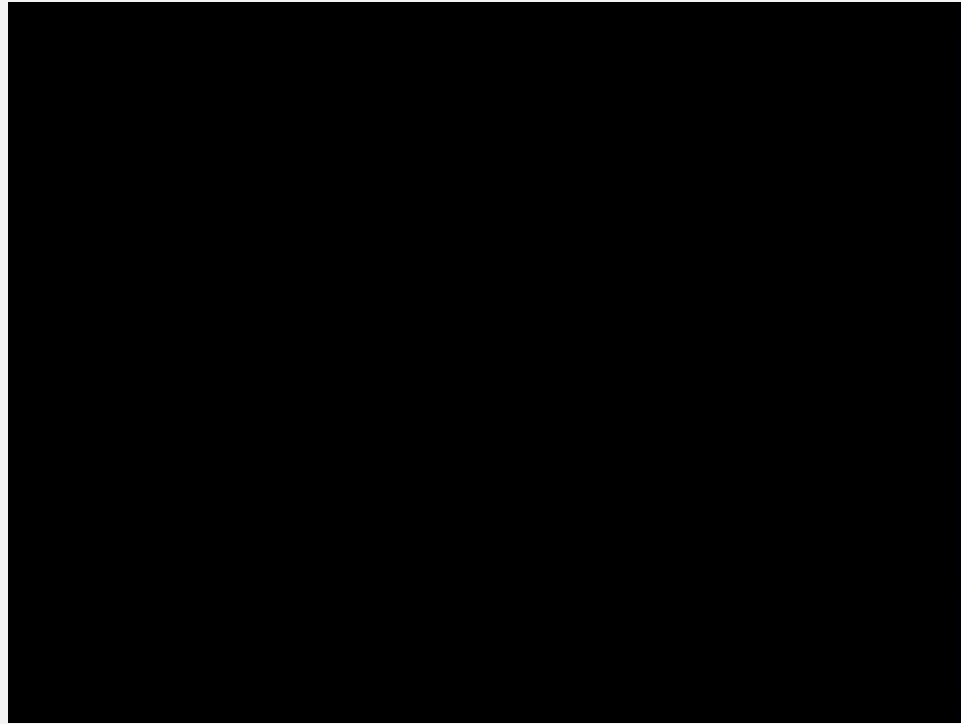


FUTURE
PATHWAYS

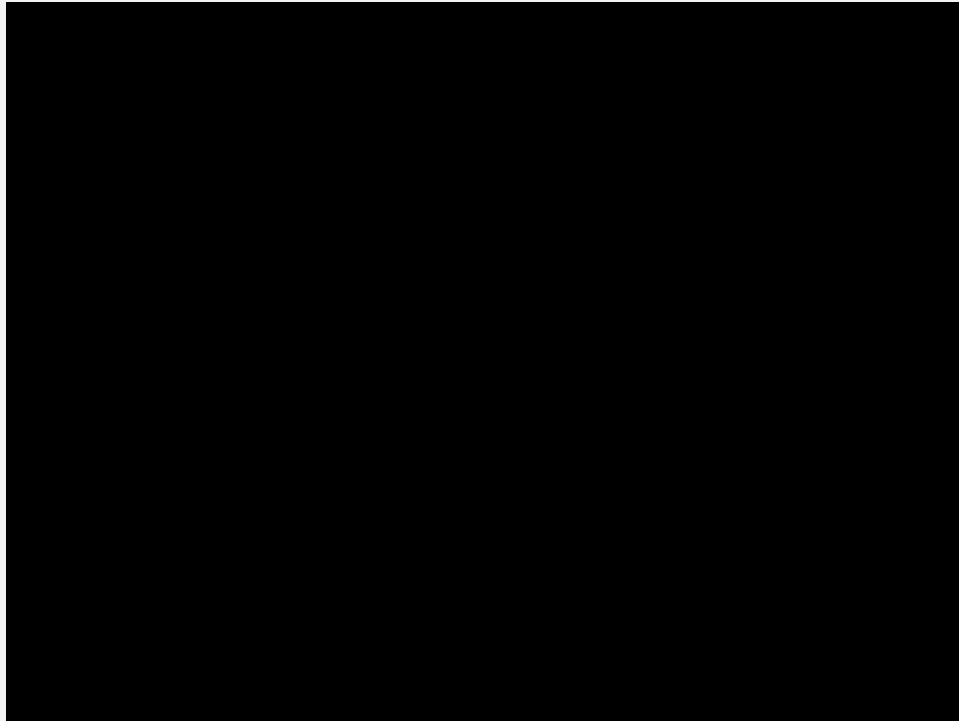
CULMINATION

- GATE: No official culminating project or assessment
- IB: All PYP students participate in the PYP exhibition
 - Collaborative research project where students investigate a global issue of their choosing
 - Opportunity for students to demonstrate the skills and attributes they've acquired over the course of their elementary career
- MYP and DP also have culminating projects
 - Personal/community project in MYP
 - Extended essay in DP

No Poverty



Sustainable Cities and Communities



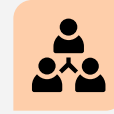
A CLOSER LOOK



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CULMINATION



FUTURE
PATHWAYS


FUTURE PATHWAYS

- GATE: Designation remains with students through high school regardless of which school they attend in OUSD
- GATE designation is NOT a requirement for honors or AP classes in middle or high school

- OUSD currently has the IB programme at Running Springs (PYP) and Canyon High School (DP)
- Starting next school year (23/24), Running Springs is adding cohorts of middle school students who will eventually become part of the IB Middle Years Programme (upon Running Springs' acceptance of candidacy from IB)
- Students can earn IB certificate or diploma in high school

In addition...

- IB Diploma is internationally-recognized and can aid in the process of attending a university outside of the U.S.
- IB students tend to have higher acceptance rates to colleges and universities
 - Up to 18% higher at Ivy League schools
 - Up to 22% higher on average at non Ivy League schools
- IB students tend to have higher SAT scores than non-IB students-- average SAT score is 290 to 450 points higher than non-IB students



“Send us prepared students a la IB... It is the ‘best’ high school prep curriculum an American school can offer.”

-Marilee Jones, director of undergraduate admission, MIT

“IB is well-known... for excellent preparations. Success in an IB programme correlates well with success at Harvard. We are always pleased to see the credentials of the IB Diploma Programme on the transcript.”

-Marilyn McGrath, director undergraduate admission, Harvard University

“One of the advantages of an IB curriculum is its structure and quality. It is a coordinated programme, well established, well known and well respected. We know the quality of IB courses... we think the IB curriculum is terrific.”

-Christoph Guttentag, director of undergraduate admission, Duke University

RUNNING SPRINGS

- Students who are GATE-identified can stay at Running Springs and will still receive GATE instruction in conjunction with the IB programme
 - GATE clusters in 4th-6th grade
- Running Springs is the only elementary school in OUSD that offers the IB programme

How do they compare?

GATE is a set of instructional strategies that can help challenge students who are quick learners and creative thinkers.

IB is a set of philosophies about teaching and learning that encourages students to be active, lifelong learners and responsible citizens in a global community.

Thank you!

Questions?

bgower@orangeusd.org

Feedback survey:

<https://bit.ly/march-2-feedback>