

# **WHAT IS AN IB EDUCATION?**

**Why IBMYP is different – and better?**

# IB EDUCATIONAL PHILOSOPHY



❖ **Eye on NOW and the future.** Learning content and skills to be a successful student – and to be prepared to achieve in college and beyond -- students create lifelong learning habits of mind to be leaders and innovators.

❖ **Think globally, act locally.** By looking at the “big picture” and by seeing ourselves in the context of a global society, students can understand the importance of their contributions, make connections with others, and believe that they make a difference.

# EDUCATION THROUGH LIBERAL ARTS



- English 9
  - **Language** – Year 2 or 3 of Spanish, Chinese or French
- World **History** and Geography II
  - **Biology**
- **Math**: Geometry or Algebra II or AP Stats
  - **Arts** Theatre or Visual Arts
  - **Health and PE**

- English 10
  - **Language** – Year 3 or 4, French, Chinese or Spanish
    - US Gov and VA **History**
    - **Chemistry**
  - **Math**: Alg II or Extended Math
  - **Arts**: Theatre Arts or Visual Arts
    - **Health and PE**
  - *Assessments & **Personal Project** toward MYP Record of Achievement*
  - **Personal Finance and Econ**

# OUR WRITTEN CURRICULUM

Year plans are on my blog: <http://blogs.henrico.k12.va.us/henricoib/>

On this page: <http://blogs.henrico.k12.va.us/henricoib/our-curriculum-middle-years-program/>

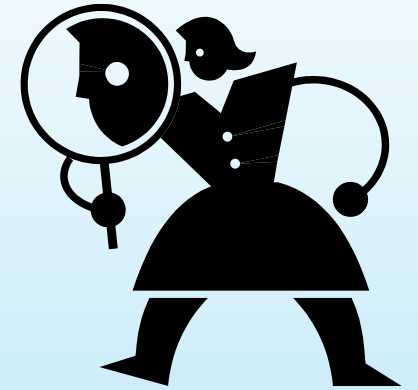
Teachers can share more upon request.



# EDUCATION THROUGH INQUIRY



- ❖ **Inquiry** model means that every unit starts with questions or a problem
- ❖ Can be frustrating to students dependent on the teacher for “creating knowledge” for them
- ❖ Ultimately more effective in creating a lifelong learner. Students are taught “habits of mind” as well as content.
- ❖ Research skills are innately part of instruction.



# EXAMPLES OF INQUIRY STATEMENTS

- ❖ Style and structure in literary texts is used by authors to reveal the growth and perspectives of a character's identity. (English 10)
- ❖ Scientific investigation connects collaborative communities worldwide, by building relationships and sharing evidence that propels scientific and technical innovations. (Biology)
- ❖ Communication, including both the content and method of expression, shapes an individual's development and interactions with others. (English 9)
- ❖ Rules create a standard by which members of communities and sub communities understand their rights and responsibilities as well as their relationships within the community. (Spanish 2)

# 5 HABITS OF MIND FOR **POWERFUL** THINKING

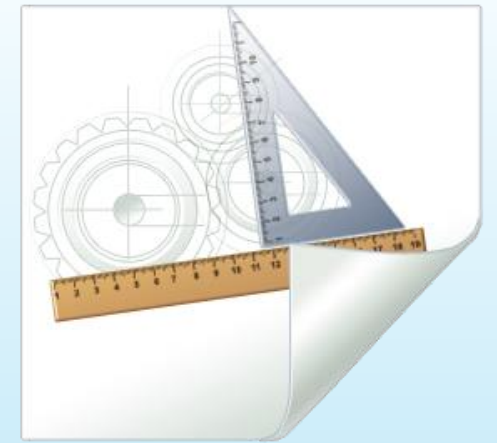
Deborah Meier, educator and blogger:

- ❖ Significance (why it is important)
- ❖ Perspective (what is the point of view)
- ❖ Evidence (how do you know)
- ❖ Connection (how does it apply)
- ❖ Supposition (what if it were different)



❖ <http://21centuryschools.wordpress.com/2011/06/28/5-habits-of-mind-debroah-meier/>

# EDUCATION THROUGH ASSESSMENT



- ❖ Assessment is a larger term than test or project.
- ❖ It speaks to the purpose – assessing student growth. Tests, quizzes, projects, presentations or essays are strategies for measuring growth.
- ❖ MYP assessment is **CRITERION BASED** . Each subject has four criteria with a maximum matrix of 8 points for achievement
- ❖ Our rule: No more than 2 due dates/tests per day.



# EXAMPLES OF CRITERIA: HISTORY

## Criterion A: Knowing and understanding (**Maximum: 8**)

At the end of year 5, students should be able to use a wide range of terminology in context and demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.

### Achievement level

### Level descriptor

- 0 The student does not reach a standard described by any of the descriptors below.
- 1–2 The student uses **limited** relevant terminology or demonstrates **basic** knowledge and understanding of content and concepts with **minimal** descriptions and/or examples.
- 3–4 The student **USES some** terminology **accurately** and **appropriately** and demonstrates **adequate** knowledge and understanding of content and concepts through **satisfactory** descriptions, explanations and examples.
- 5–6 The student uses a **range** of terminology **accurately** and **appropriately** and demonstrates **substantial** knowledge and understanding of content and concepts through **accurate** descriptions, explanations and examples.
- 7–8 The student **consistently** uses **a wide range** of terminology **effectively** and demonstrates **detailed** knowledge and understanding of content and concepts through **thorough, accurate** descriptions, explanations and examples.

# CRITERIA SCORE TO GRADE



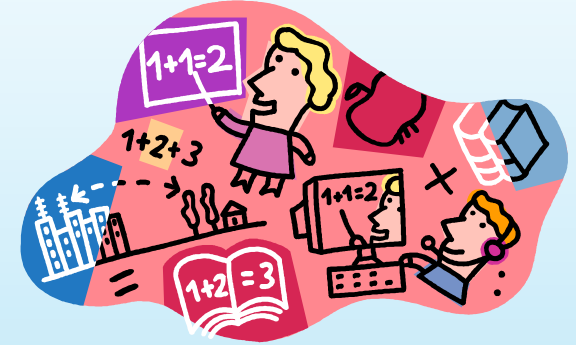
- ❖ Teachers assess student work, awarding a criterion score.
- ❖ There may be more than one criterion per assignment.
- ❖ By departments, teachers have decided on a conversion to an HCPS percentage.
- ❖ Thus, a 4/8 is NOT a 50% or F. **It is satisfactory or a C.**  
Assignment of the HCPS grade is therefore not mathematical but based on an equivalent grade.
- ❖ **Not all work is assessed with the IB rubrics.**

# LANGUAGE EDUCATION



- ❖ All teachers are language teachers!
- ❖ **From our language policy:** “Language education is more than learning to speak and write in another language. In our program, language education includes how our students must be careful “consumers” of language with an awareness of the subtleties of rhetoric and reasoning as well as how language use may differ in each academic discipline. Our students receive instruction and experience in all disciplines in the art and science of written and oral communication. Finally, our program emphasizes the social and cultural uses of language to establish identity and build relationships.”
- ❖ Communication skills that are discipline appropriate are a focus in each subject and are often one of each subject’s criteria.
- ❖ Communication is also identified as both an **Approach to Learning** that is taught in the classroom as well as a **Learner Profile** trait to be aspired to.

# EDUCATION ABOUT LEARNING



- ❖ **Approaches to learning** are an intense focus in MYP.
- ❖ Each unit offers explicit instruction in one of ten skills.
- ❖ Skills are **Organization, Collaboration, Communication, Information literacy, Reflection, Thinking and Transfer.**
- ❖ You can see our learning skill curriculum on my blog.
- ❖ Also we have a “**Learning Tool Kit**” with suggestions and strategies for each subject on my blog.
- ❖ Metacognitive skills are essential for lifelong learning!

# CHARACTER EDUCATION



- ❖ The **Learner Profile** provides a basis of behavior and a mindset to strive for.
- ❖ Instruction uses them as a focus. See my blog!
- ❖ The LP also ties into the **Approaches to Learning**.

# ACADEMIC INTEGRITY

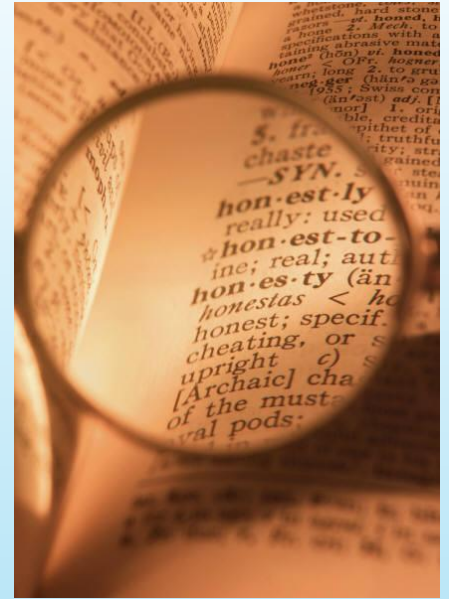
## Academic Integrity

Malpractice or infringement rather than cheating

- Result not intent
- Suspicions with strong supporting evidence are documented through office referral
- Strong suspicion without clear proof may result in a student being asked to do the assignment again.
- Most difficult for students are inappropriate materials in the test room and when to collaborate or not

Information and support

- **All About IB**
- Honesty contract
- Website: [http://teachers.henrico.k12.va.us/ib/ib\\_ethics/](http://teachers.henrico.k12.va.us/ib/ib_ethics/)



# MAINTAINING GOOD STANDING



## **In the Middle Years Program,**

Students must remain in good standing with a **C average**.

Students must be up to date in CAS (by 9/30) to be on track for the MYP Record of Achievement.

Freshmen must pass all their classes to progress to the next level in grade 10.

**Sophomores must have a C average in each class to continue on to the Diploma Program in that subject.**

**To be a Diploma Candidate, sophomores must complete a Personal Project and Action and Service requirements.**

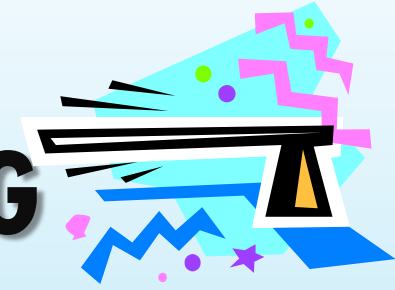
# GLOBAL EDUCATION



- ❖ Each unit is framed in a Global Context: **Identities and Relationships, Orientation in Space and Time, Personal and Cultural Expression, Scientific and Technical Innovation, Globalization and Sustainability, Fairness and Development**
- ❖ International-mindedness is more than food, flags and festivals.
- ❖ Globalism embraces the idea that we are all citizens of the planet who share a common humanity. As fellow humans, we face similar struggles and have similar aspirations, although our time and place may dictate those struggles or limit our aspirations.
- ❖ Instruction is geared to teach students to be open-minded and tolerant of differences and to seek common ground.



# ACTION AND SERVICE LEARNING



- ❖ IB wants students to see their education as a springboard toward right and meaningful action in the world.
- ❖ They have identified **Learner Outcomes** or non-cognitive skills that build successful people: increasing awareness of your own strengths and areas for growth, undertaking new challenges, planning and initiating activities, working collaboratively with others, showing perseverance and commitment in your activities, engaging with issues of global importance, considering the ethical implications of your actions, developing new skills
- ❖ Action and Service (formerly Community and Service) gives students that opportunity.
- ❖ “Action and Service Made Simple,” found on my blog, gives you specific requirements.
- ❖ Two goals a year with 4 activities in support. Documentation through ManageBac.

# CULMINATING PROJECT



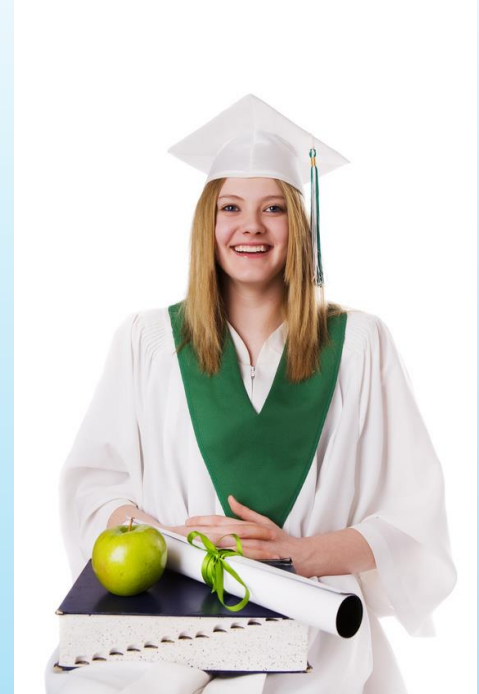
## ❖ Personal Project

- ❖ Starts in spring of grade 9
- ❖ Starts with student's personal knowledge and interests, grows through research, and is accomplished through planning, evaluating, and perseverance.
- ❖ Most projects finished over the summer and all are done by October.
- ❖ Report writing is directed through English class and through seminar.
- ❖ Support through supervisor, blog, Ms. Gay and Ms. Schools, PP Coordinators, and me
- ❖ Finishes with turn in before winter break and PP Fair in February.

# BENEFITS OF AN IB EDUCATION

## Getting into College

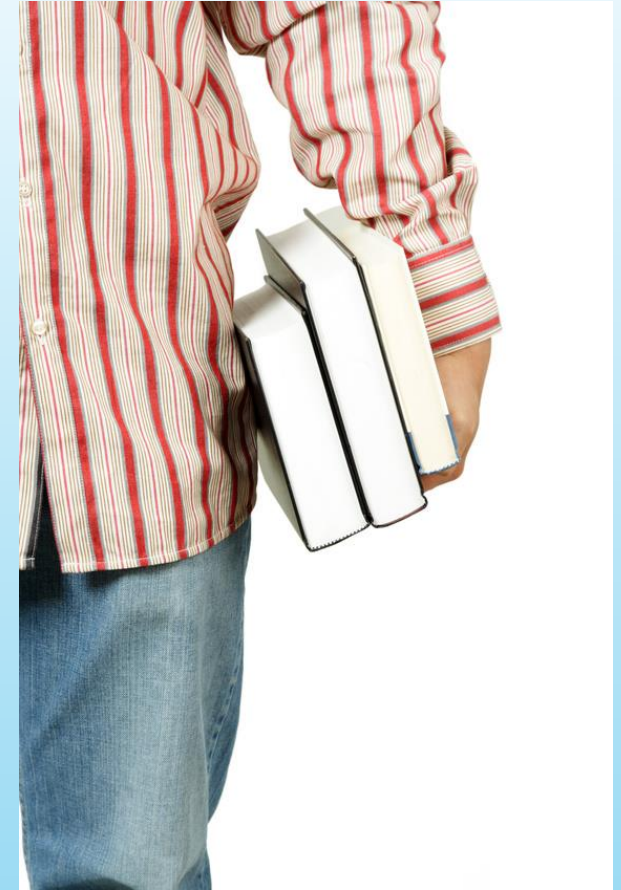
- Acceptance
- Scholarships
- <http://blogs.henrico.k12.va.us/henricoib/where-our-students-go-to-college/>



# BENEFITS OF AN IB EDUCATION

## Preparation for College

- Breadth as well as depth
  - Learning over grades
- Independent learning skills
  - Critical thinking skills
  - Time management skills
- Integration of knowledge
  - Research skills
  - Writing Skills
  - Second Language
- Pattern of involvement



# BENEFITS OF AN IB EDUCATION

## Preparation for life

- Non-cognitive skills from *experiential learning*
  - Perseverance
  - Organization
  - How to ask questions to get results
  - Confidence to try new things
  - Working with others
  - Tolerance of new people and experiences
  - Ambition for self-improvement



# SUPPORT FOR YOU AND YOUR CHILD

## Teachers

- School Space
- PowerSchool
- ManageBac
- Google Calendar
- Google Drive
  - Email
- Tutoring



## Online

### Blog

<http://blogs.henrico.k12.va.us/henricoib/>

- Posts vs. Pages
- School site
  - Sports
  - Library
- SchoolSpace
- PowerSchool
- ManageBac
- Turnitin.com

# COUNSELING

- **Counseling – Ms. Terry**
- Learning and study skill advice
- Personal issues
- Coordination of parent/teacher conferences, 504 and IEP's
- Course selection
- College advice, application preparation, scholarship search





# HOW YOU CAN HELP US

**Grade 9:** PP kickoff in March

**Grade 10:** PP Turn in “party” – December 16  
PP Fair – February 9

## **All grades**

- Sophomore event contributions
- CAS Volunteers
- Student recognition
- IB Advisory Council (two per grade level)
- School volunteers
- Join the IB Booster Club!
- Join PTSA!





# YOUR QUESTIONS

