

Pelham Middle School

International Baccalaureate Middle Years Programme

IB MYP

January 12, 2015

Tonight's Essential Questions

- To what extent is it feasible to implement the International Baccalaureate-Middle Years Programme at Pelham Middle School?
- Does the Board of Education authorize the administration to submit an Application for Candidacy to meet the April 1, 2015 deadline?

Dedication to Continual Improvement

“Without continual growth and progress, such words as improvement, achievement, and success have no meaning.”

- Benjamin Franklin

“Learning and innovation go hand in hand. The arrogance of success is to think that what you did yesterday will be sufficient for tomorrow.”

- William Pollard

IB learner profile

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

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



The International Baccalaureate (IB) is a non-profit foundation, motivated by its mission to create a better world through education.

Matthew J. Gonzales, PhD (background)

- MYP Arts teacher (band and choir)
- DP Music teacher
- MYP & DP Workshop leader
- MYP & DP Workshop creator
- MYP & DP Consultant
- DP Examiner
- DP Curriculum Review
- Approaches to Teaching and Learning in the DP pilot

Doctor of Philosophy in
Education - Educational
Leadership

Topic - leadership in Diploma
Programme and non-Diploma
Programme schools

Masters in Music Education

Bachelors in Instrumental Music
K-12

What is the IB Middle Years Programme?

Middle Years Programme

- coherent and comprehensive curriculum framework
- provides academic challenge
- develops the life skills of students from the ages of 11 to 16
- designed for all learners

The IB believes that all students can benefit from the programme.

MYP background (brief)

- the MYP began as an initiative formulated by groups of practising teachers and administrators in international education
- the curriculum would share much of the same philosophy as the IB Diploma Programme and would prepare students for success in that programme
- emphasis was placed on
 - developing the skills and attitudes,
 - the understanding of concepts and
 - the knowledge needed to participate in an increasingly global society

MYP curricular framework

- Approaches to learning (ATL)
- Global contexts
- Key Concepts
- Eight required subject areas
- Community Project

Approaches to Learning

-
- Communication
 - Social
 - Collaboration
 - Self-management
 - Organization
 - Affective
 - Reflection
-
- Research
 - Information literacy
 - Media literacy
 - Thinking
 - Critical thinking
 - Creative thinking
 - Transfer

Global Contexts

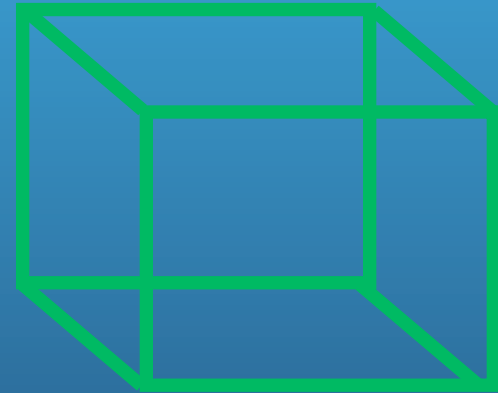
- In the MYP, learning contexts should be (or should model) authentic world settings, events and circumstances.
- Contexts for learning in the MYP are chosen from global contexts to encourage international- mindedness and global engagement within the programme.

Identities and relationships, Orientation in space and time, Personal and cultural expression, Scientific and technical innovation, Globalization and sustainability, Fairness and development

**Traditional 2D curriculum
provides
Knowledge and Skills**



**21st century 3D curriculum
provides
Knowledge and Skills
and
Conceptual Understanding**



Concepts & conceptual understanding

A *concept* is a big idea—a principle or conception that is enduring, the significance of which goes beyond aspects such as particular origins, subject matter or place in time (Wiggins and McTighe 1998).

The exploration and re-exploration of concepts lead students towards:

- deeper understanding of the subject group
- appreciation of ideas that transcend disciplinary boundaries
- engagement with complex ideas, including the ability to transfer and apply ideas and skills to new situations (Erickson 2008).

MYP Key Concepts

- Aesthetics
- Change
- Communication
- Communities
- Connections
- Creativity
- Culture
- Development
- Form
- Global interactions
- Identity
- Logic
- Perspective
- Relationships
- Time, place and space
- Systems

MYP Subject areas

- Language & Literature (English)
- Language Acquisition (World Language)
- Individuals and Societies (Social Studies)
- Sciences (Earth Science, etc.)
- Mathematics (Algebra)
- Arts (Band, Choir, Visual Art)
- Design (Technology)
- Physical & Health Education (PE)

MYP Community Project

- The *community project* focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community.
- As a consolidation of learning, the community project engages students in a sustained, in-depth inquiry leading to service as action in the community.

Benefits of the MYP

Research shows that students participating in the MYP:

- build confidence in managing their own learning
- learn by doing, connecting the classroom to the larger world
- outperform non-IB students in critical academic skills
- consistently have greater success in IB Diploma Programme examinations
- thrive in positive school cultures where they are engaged and motivated to excel
- develop an understanding of global challenges and a commitment to act as responsible citizens.

Pelham Middle School - MYP journey

- Feasibility Study
- Application for Candidacy
- Application for Authorization
- Programme Evaluation and Self-Study

IB Standards and Practices

A: Philosophy

B: Organization

C: Curriculum

Standard A: Philosophy

PELHAM P.R.I.D.E.

- *Prepared*
- *Respectful*
- *Involved*
- *Determined*
- *Excellent*

Inquirers, Open-Minded,
Knowledgeable, Caring,
Thinkers, Risk-takers,
Communicators, Balanced,
Principled, Reflective

Communication,
Collaboration,
Self-Management, Research,
Thinking

Next steps - Standard A

- Develop a strategic plan for continued community and stakeholder education regarding the MYP and Pelham Middle School
- Align and articulate the community service requirements at Pelham Middle School with the MYP Community Project
- Begin to develop MYP-specific policies

Standard B: organization

IB MYP

Leadership and administrative structures

Pelham Middle School

- Pedagogical leadership
- MYP Coordinator

IB MYP

Resources and support structures

Pelham Middle School

- MYP Professional Development
- Master Schedule
- Teacher planning

Current Pelham MYP budget

- Application for Candidacy \$9,500.00
- IB MYP Coordinator Training \$600.00
- Dept. Lead Training 8 Coordinators/Supervisors @ \$600
\$4,800.00
- Candidate Workshop Fee (required) \$3,000.00

TOTAL \$17,900.00

Estimated Long-term projected MYP costs

- MYP Coordinator \$45,000 (0.5 FTE)
- MYP Annual fee \$9,055
- MYP resources/supplies \$3,000
- Ongoing teacher training (approximately 2 teachers per year) \$1200-6000

ESTIMATED TOTAL \$58,255 - \$63,055

Next steps - Standard B

- Identify and train IB MYP Coordinator for PMS
- Design and develop a long-term budget
- Align current schedule/course structures to meet MYP course requirements

Standard C: Curriculum

IB MYP

- Collaborative planning
- Written curriculum
- Teaching and learning
- Assessment

Pelham Middle School

- Units of instruction are increasingly inquiry based
- Collaborative planning occurs consistently
- Some summative assessment tasks align with IB assessment philosophies (Performance-based assessment work)

Next steps: Standard C

- Train teachers in the IB MYP philosophy
- Begin developing in-school teacher IB MYP professional development

(2015-2016)

- Begin developing MYP units of instruction
- Begin using MYP assessment criteria
- Reflect on grade reporting practices

Pelham Four Pillars

Systemically integrate the principles and content of 21st Century learning into academic and co-curricular programs to prepare all students to meet current and future challenges.

Provide well- articulated coordinated networks of support as well as targeted instruction for every K-12 learner.

Foster the social-emotional development of all students to promote wellness of the “whole child” and to support every learner’s growth and success.

Build a professional culture of learning, effective feedback and growth for every employee, inspiring a standard of excellence for all.

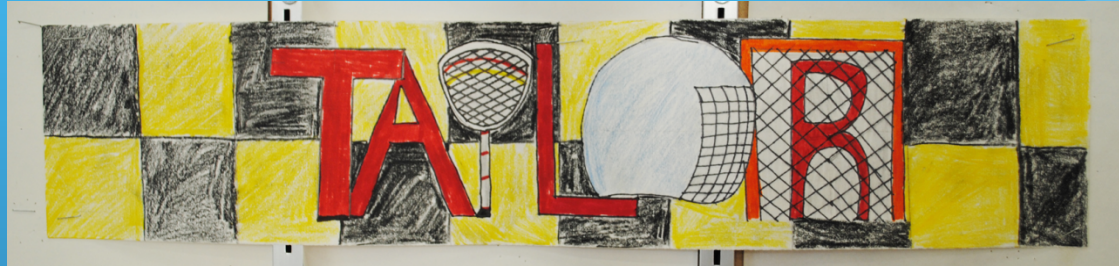
Feasibility Determination:

Pelham Middle School is ready to begin the next stage of the MYP authorization process - submitting the application for candidacy.

Incorporating I.B. Principles Into Typography Unit

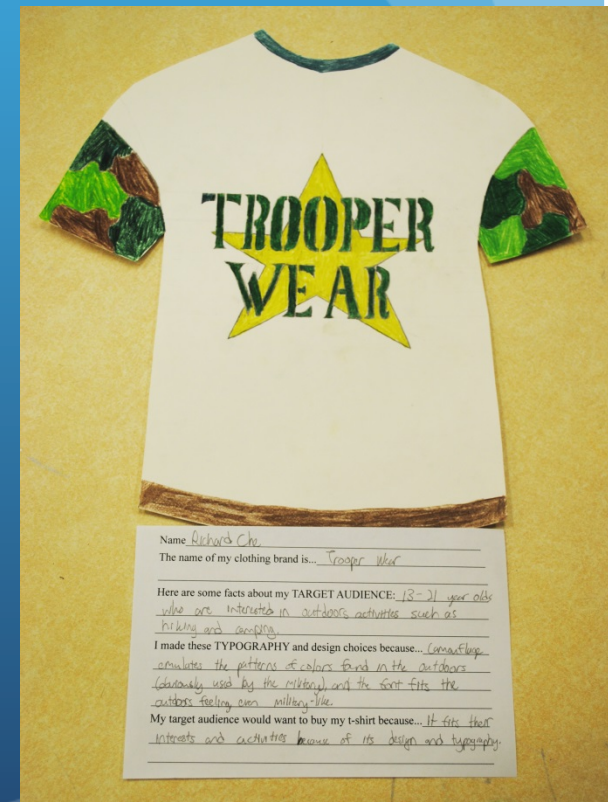
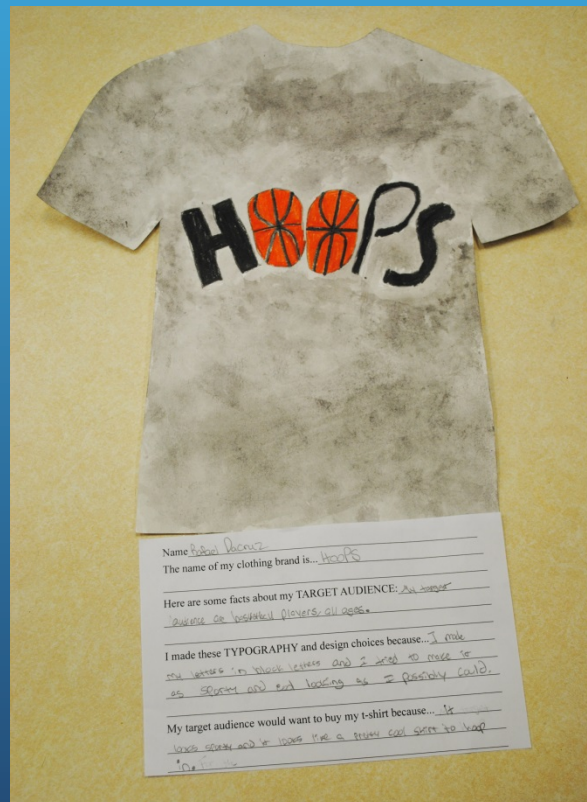
8th Grade Art
Rebecca Schwarz

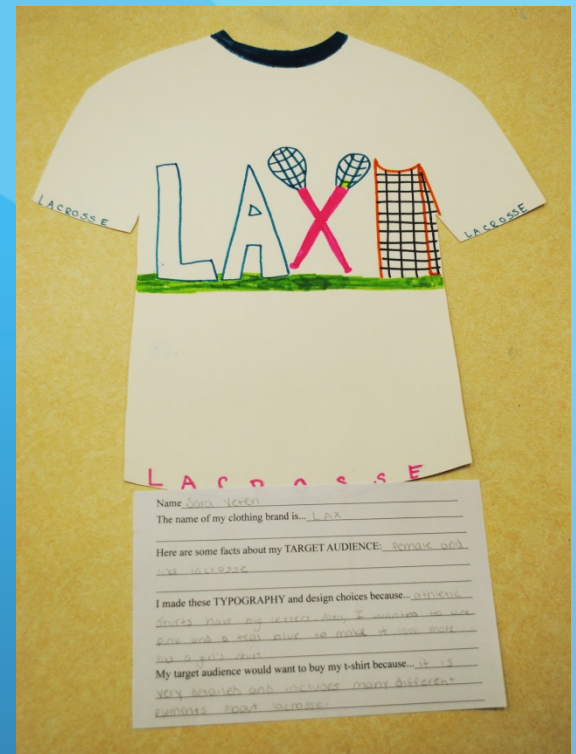
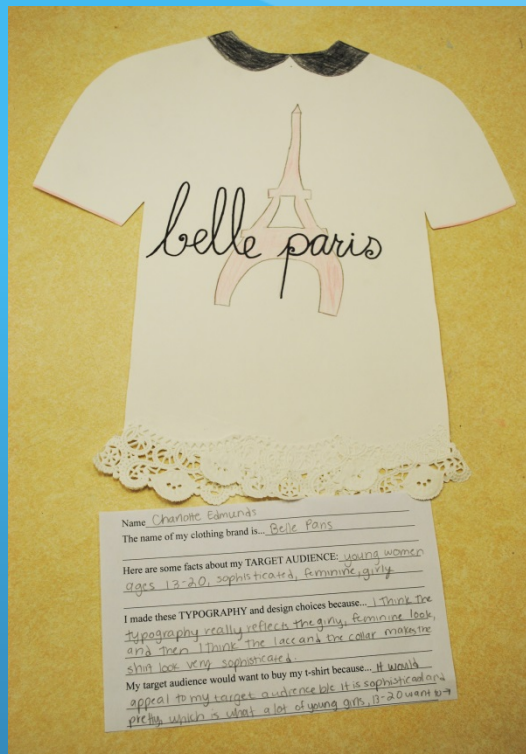
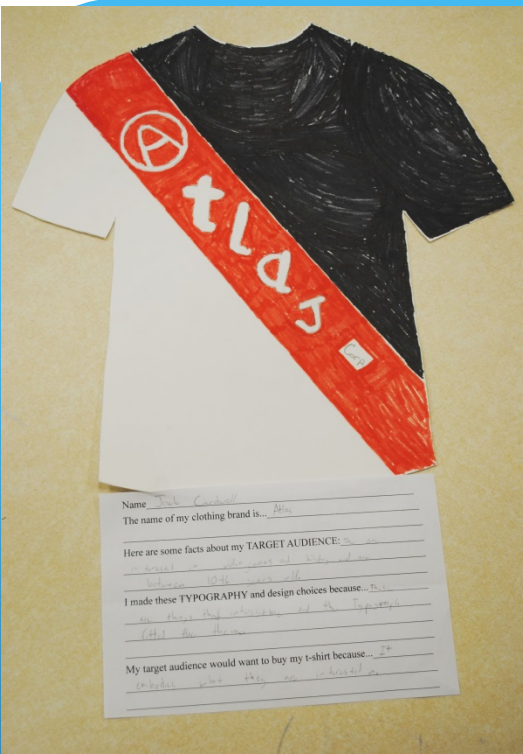
**Typography project before I.B.—
Use TYPOGRAPHY to design your name in a way that expresses you.**

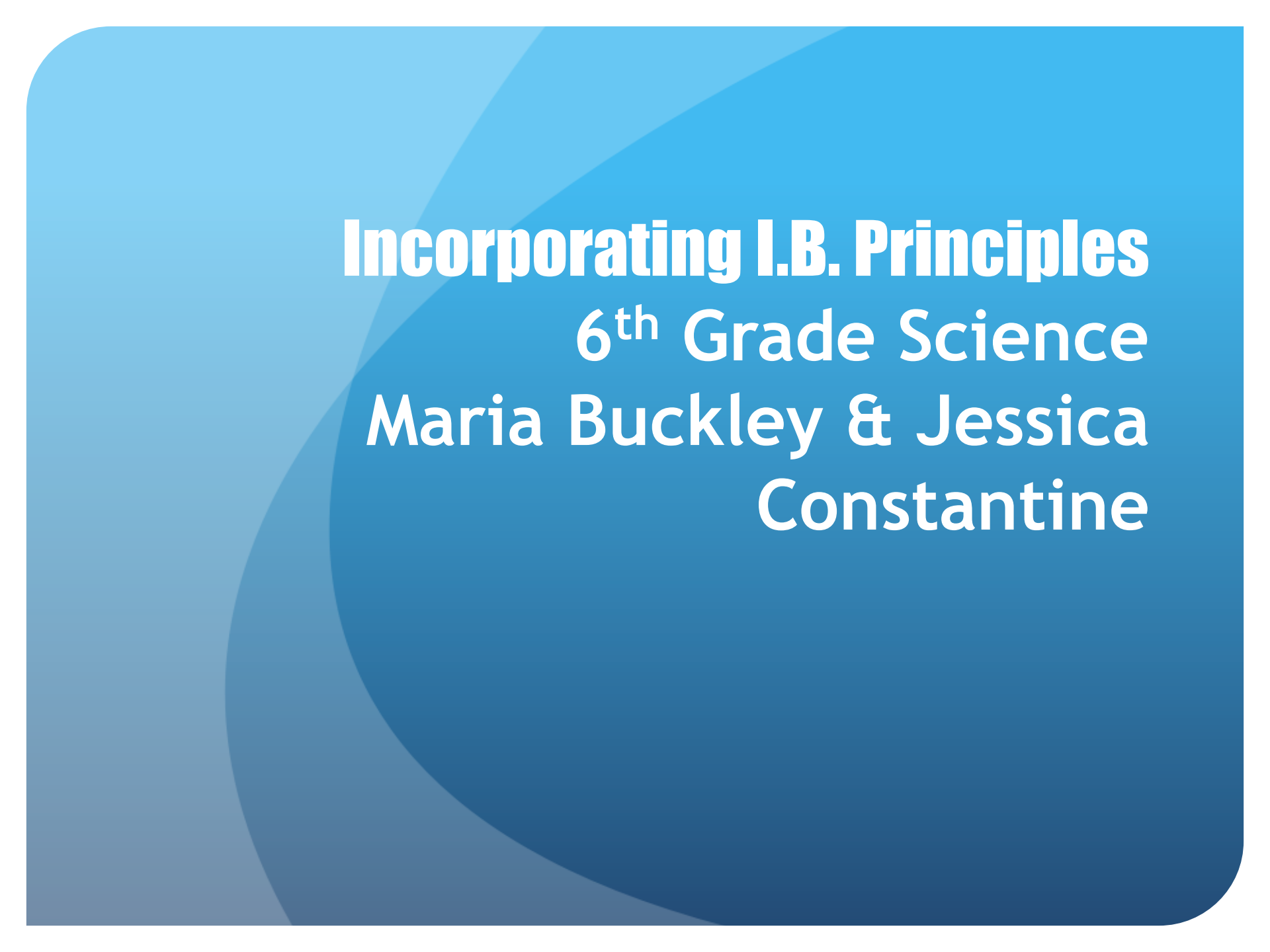


Typography project after incorporating I.B. philosophies—

- Found a clothing label and name it (Identity)
- Analyze marketing strategies and designs of other popular clothing companies (Inquiry)
- Write a marketing strategy for your company (Global Context; Interdisciplinary)
- Study typography in logos of popular clothing labels (Inquiry; Conceptual Understanding)
- Design a logo for clothing label, using typography to express company identity (Communication, Identity)
- Apply the logo to a t-shirt design for your company (Aesthetics, Communication, Identity)





The background is a blue gradient with abstract, overlapping circular and curved shapes in various shades of blue, creating a modern and dynamic feel.

Incorporating I.B. Principles

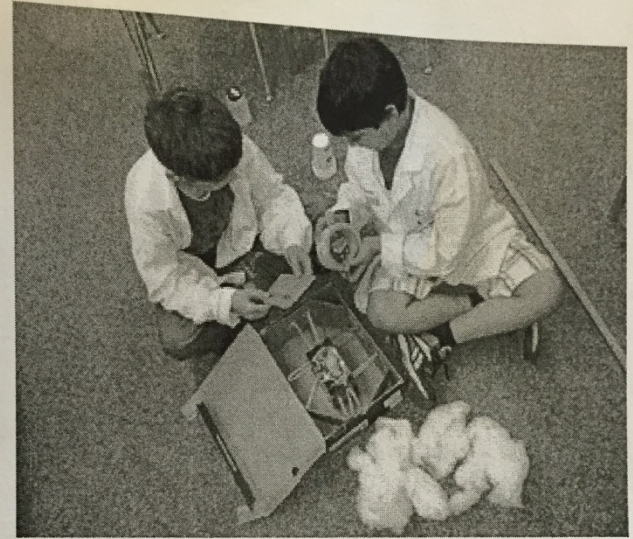
6th Grade Science

**Maria Buckley & Jessica
Constantine**



Explain the reasoning behind building your design.

We used the rubber bands and pipe cleaners to act like a seatbelt and stop inertia. We used the tape to hold it together and the newspaper to cushion the egg in case the rubber bands and pipe cleaners fall apart / does not work.



Explain the reasoning behind building your design.

We are trying to suspend our egg and trying to stop inertia from happening. The higher you hold the egg the more potential energy it has which means more kinetic energy.

Read the passage on CUSHIONING. Answer the questions below and do research on what type of cushioning material you would like to use to cushion your egg in the Egg Drop experiment.

1. What is the main purpose of cushioning?

to protect fragile goods, usually being shipped from one place to another

2. What other purpose(s) does cushioning serve?

they also can adjust the packages to a standard size

3. Name 3 different types of cushioning material commonly used and describe how they are helpful.

Material	How is this type of cushioning helpful?
loose fill	protects semi-fragile objects from breaking due to hitting the walls
foam structures	prevents the object(s) from moving
Paper	prevents damage from hitting box walls

4. Besides in packaging, where else is cushioning used in the world to protect objects?

cushions on couches stop you from possibly getting hurt when going on the couch.

5. Use the Internet to research what material you would like to use to protect your egg in the Egg Drop. You could watch videos of other people's designs to find out what works well. Write one interesting design or material you learned about in your research.

one interesting design was the rubber band experiment. The box had four rings one for every side and four rubber bands in them. The egg was in the middle where the rubber bands were holding it up. These rubber bands prevented inertia and kept the egg in the air.

Team Name: SCRAMBLED EGGS

Period: 1

Key
egg

Pipecleaner

Rubber band

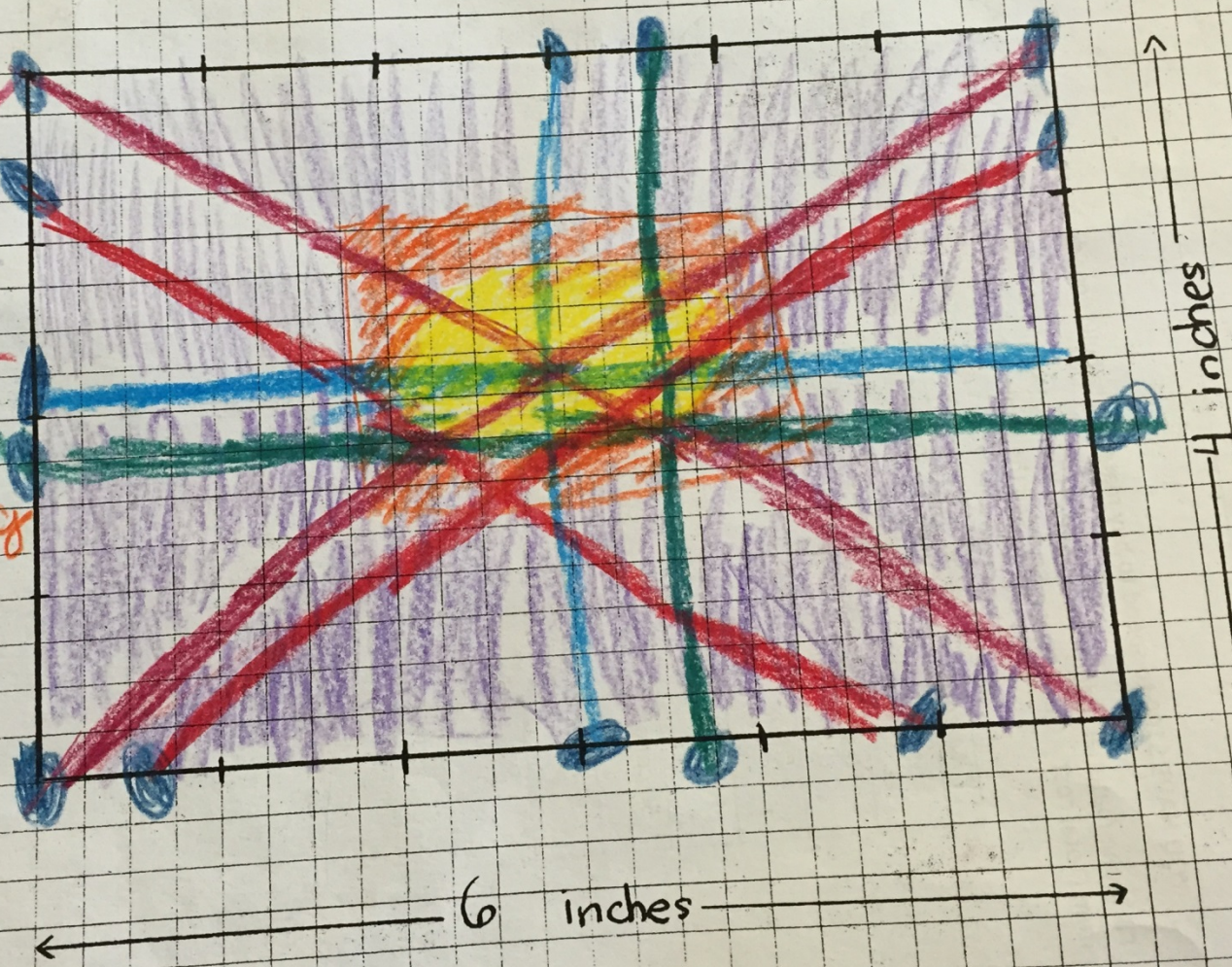
Tape

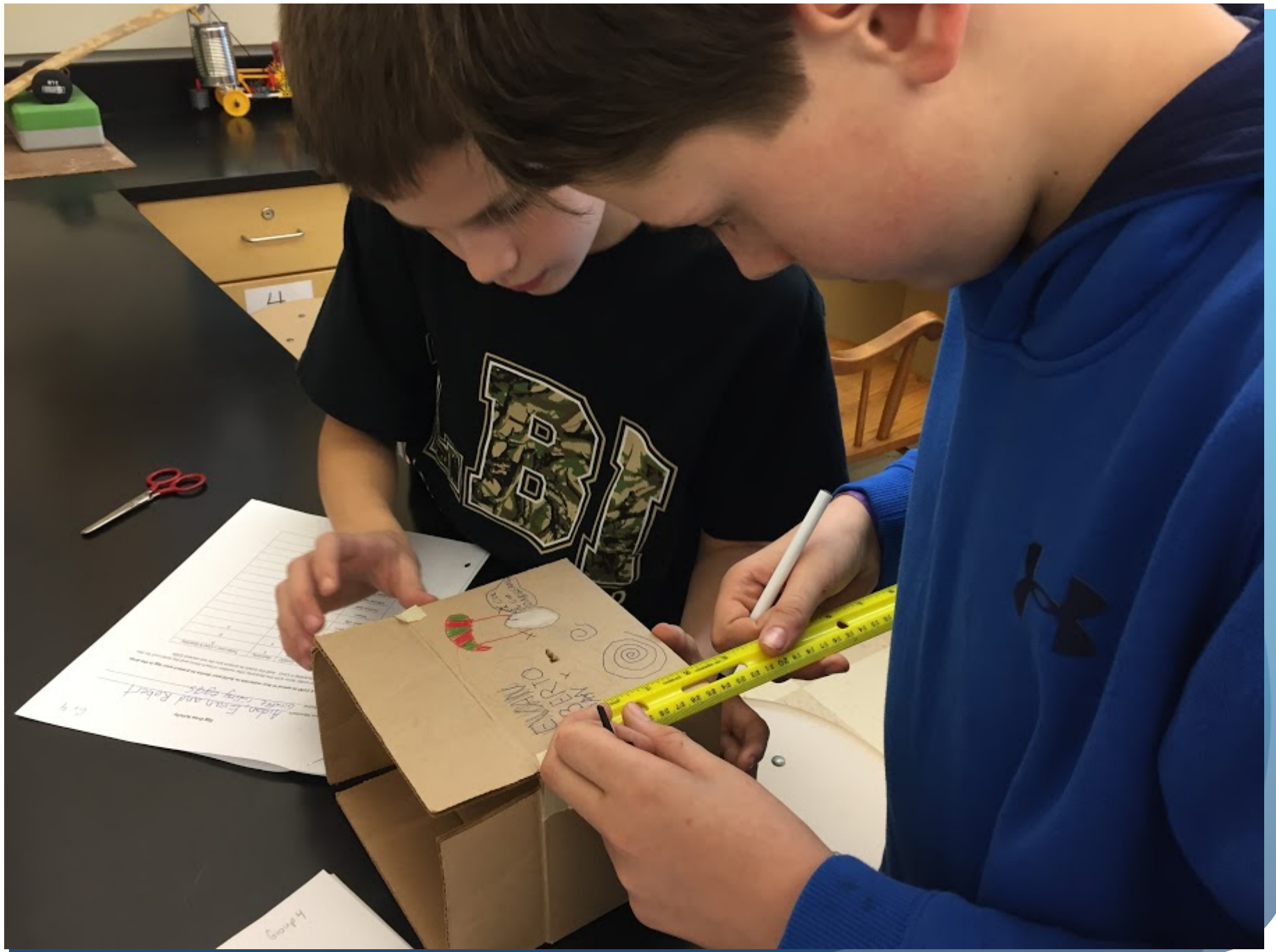
Newspaper

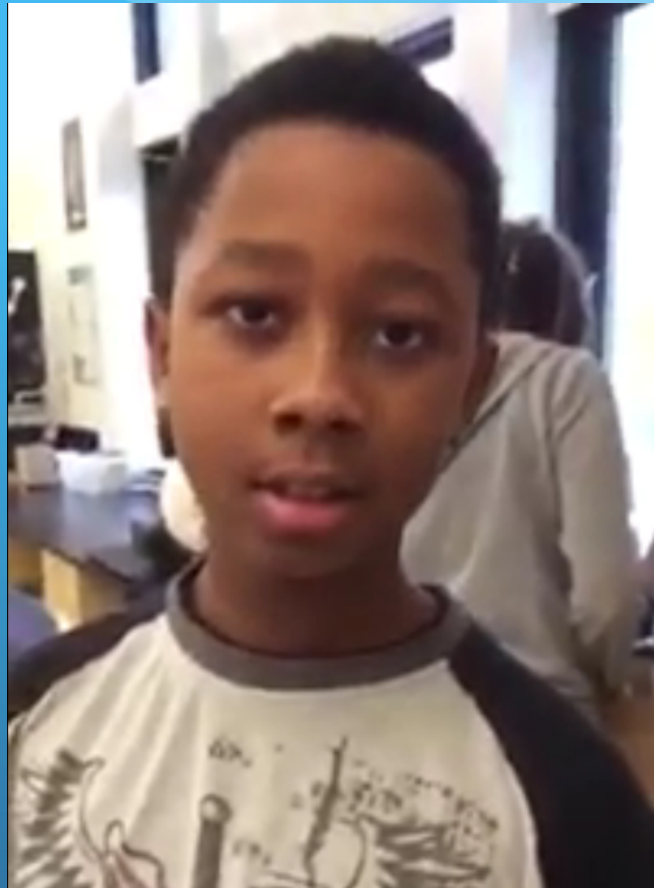
Pipecleaner

Rubber band

Plastic bag







Egg Drop Video



Questions?

Thank you for your attention!