

# International Baccalaureate Report

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## Overview

International Baccalaureate (IB) is an internationally recognized educational program with a rigorous curriculum that emphasizes inquiry-based learning, creative problem solving, hands-on projects, global focus and community service. The IB program seeks to develop students that are fully engaged citizens who both embrace their own culture and are open and responsive to other cultures and views.

District 97 plans to implement the IB Middle Years Program (MYP) that will become an integral component defining the middle school experience for all students. This program is not selective; rather all students will experience the benefits of the program. The International Baccalaureate (IB) Middle Years Program (MYP) will provide a framework and professional development needed for staff to implement and have a direct impact on our students' academic and social-emotional development growth as life-long learners.

District 97 has heard from our parents and community members that our middle schools currently do not fully support all of the social and academic needs of all of our students. We have spent this school year listening to stakeholders and engaging in conversations about what we can do to ensure we have "world class" middle schools. It is our strong belief that the IB MYP program will have a positive impact on all middle school students that will not only prepare them to be successful in middle school, but also in secondary and postsecondary education.

### Characteristics of Middle School Students

Early adolescence is a unique time in childhood development that is characterized by rapid changes.

"Every day, millions of diverse, rapidly changing 10-15 year olds make critical and complex life choices and form the attitudes, values and dispositions that will direct their behavior as adults. They deserve an education that will enhance their healthy growth as lifelong learners, ethical and democratic citizens, and increasingly competent, self-sufficient individuals who are optimistic about the future and prepared to succeed in our ever-changing world." (This We Believe, Association for Middle Level Education)

Middle school students are experiencing physical development as well as intellectual and social/emotional changes. This can be even more significant for children at this age since it all occurs simultaneously.

Middle Schools were specifically designed to meet the needs of this group of students. Middle School teachers have the challenge of supporting students through this time of change and channeling their energy into valuable learning opportunities. Creating a learning environment that will motivate young adolescents often entails considerable planning. Teachers must strive to develop students' intellectual capacities while also creating a curriculum that meets the needs and interests of the students and provides a safe and challenging learning

atmosphere. When a teacher is able to make this happen, students become engaged and are on a path to success.

“It is vitally important to recognize that the areas of development -- physical, intellectual, moral, psychological and social-emotional - are inexorably intertwined, making the achievement of academic success highly dependent upon the other developmental needs also being met.”

(This We Believe, Association for Middle Level Education)

District 97 has embraced the Middle School philosophy and plans to continue to strengthen how we support and develop our young adolescents in all areas of development. We firmly believe that the IB MYP will provide our students with an unmatched social-emotional experience while providing a culture of rigorous academic expectations for all.

## **The International Baccalaureate MYP Program**

“Life in the 21st century places many changing demands on students making the transition through adolescence. They are at a crucial period of personal, social, physical and intellectual development, of uncertainty and of questioning. The IB MYP is designed to help them find a sense of belonging in the ever-changing and increasingly interrelated world around them and to foster a positive attitude to learning.”

(IB MYP programme)

The IB Program will:

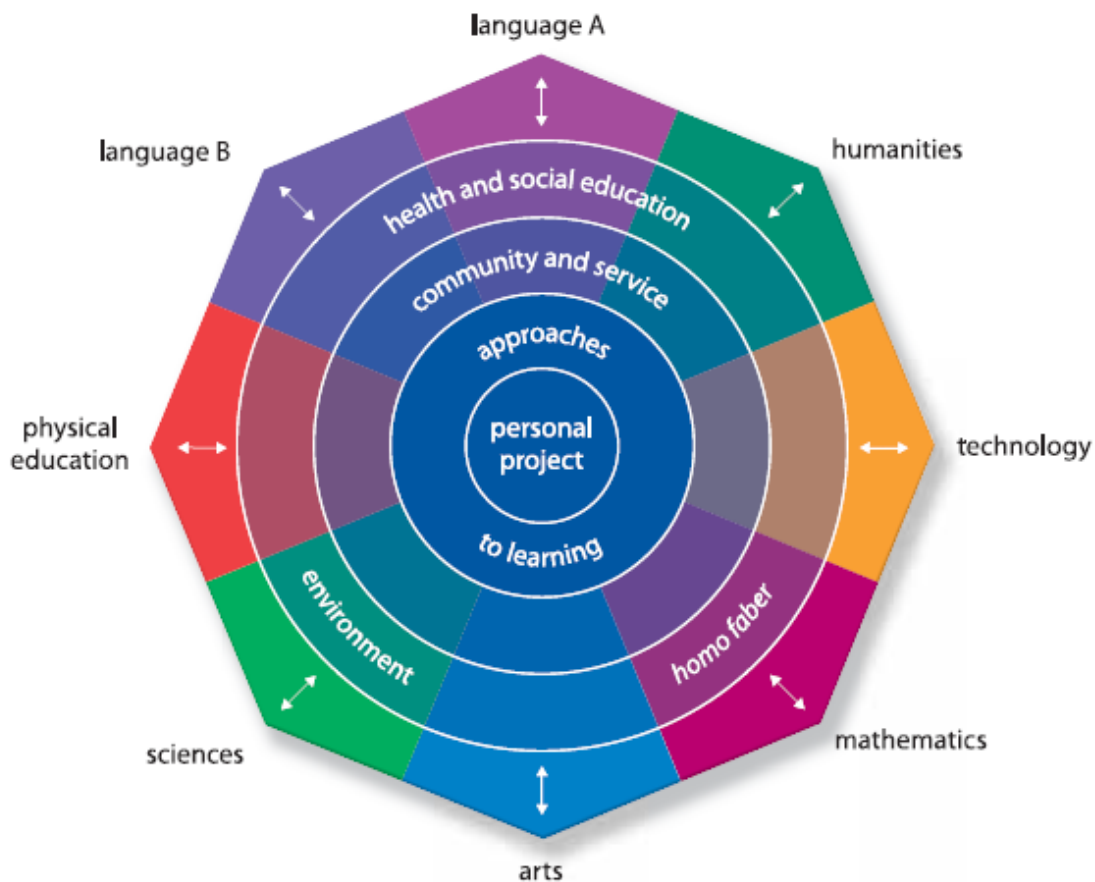
- Help to develop the intellectual, personal, emotional and social skills for youth to live, learn and work in a rapidly globalizing world.
- Develop internationally-minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world.
- Provide a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers.
- Encourage students to become a responsible member of their community.

The IB programs promote the education of the whole person as a lifelong learner. IB explicitly states that social-emotional development is a core component of meaningful education. IB has taken their mission statement and created a set of learning outcomes for the 21st century, which they identify as the IB Learner Profile. “IB programs promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge. By focusing on the dynamic combination of the knowledge, skills and independent critical and create thought and international-mindedness, the IB program espouses the principle of educating the whole person for a life of active, responsible citizenship. The Learner Profile is a profile of the whole person as a lifelong learner.” (IB Learner Profile Booklet) The IB Learner Profile provides a guide for parents and teachers of student expectations. One of the goals of District 97 is for these attributes to be adopted system-wide. See Appendix A for the complete IB Learner Profile.

## MYP Curriculum

The IB program does not replace the current curriculum; rather it enhances it, fostering creativity for both students and teachers. IB is designed to provide social-emotional development and academic rigor for all students across the educational spectrum. The MYP program consists of eight subject groups integrated through five areas of interaction that provide a framework for learning within and across the subjects. Students are required to study language arts, a second language, humanities, sciences, mathematics, arts, physical education and technology. The IB framework allows students to see connections among the subjects they study and to apply them to real life.

There is a strong emphasis of the IB on developing community awareness and concern. Service projects begin in the classroom and extend beyond, requiring students to take an active part in the communities in which they live. Students are encouraged to make connections between their intellectual and social growth, thereby refining their affective, creative and ethical as well as cognitive development. This is achieved through a process of discovery of self and community, and reflections inside as well as outside the classroom. The below graphic illustrates the MYP curriculum and integration of the social/emotional learning spectrum.



## Professional Development

At the heart of the IB program is teacher professional development. This very targeted professional development is provided directly by International Baccalaureate and partners to provide teachers with the skills and resources to improve their practice to better meet the academic and social-emotional needs of all students. During this professional development teachers will develop a firm understanding of the IB Learner Profile (Appendix A) and how to integrate these aspects into their existing curriculum. Teachers will also be trained on how to become reflective practitioners to improve their practice.

This professional development will support our efforts to strengthen our middle schools. Our goal is for all of the middle school teachers to receive this professional development over the course of the next several years. From our research we have learned that teacher professional learning is the most critical aspect in determining the success of a school's IB program. This professional development will also directly impact the sustainability of the IB program to ensure long-term benefits for all of students and the community.

IB provides three different categories of professional development.

- Category 1 workshops are designed for schools that have decided to apply for IB authorization, or for educators who are new to a school with an existing IB program.
- Category 2 workshops are designed for educators who have completed Category 1 training, so there is more emphasis on teaching and learning methodologies and exploring best practice in the classroom.
- Category 3 workshops provide a forum for experienced educators to explore learning theory, pedagogy, and other scholarly interests. They also provide a way to study subject specific content in depth.

"In the context of the IB, professional development can be viewed as an ongoing commitment of our educators to be critical, self-reflective practitioners. This encourages a culture of lifelong learning and continuous improvement. This is not only for the benefit of professional and personal growth but also to help improve the learning experiences and outcomes for all of our students." (IB Professional Development Resource Guide)

### Key staff involved in the implementation of the IB program

Based on our current staffing, we do not see the foreseeable need to add any staff to implement the IB program. For the initial year of the program, the following staff will be heavily involved to ensure successful implementation, aside from some of the classroom teachers who will also receive training:

- Dr. Al Roberts, Superintendent
- Lisa Schwartz, Curriculum Coordinator
- Todd Fitzgerald, Principal - Julian
- Michael Michowski, Principal - Brooks
- Jennifer DeBruin, GTD Teacher - Julian
- Anna Kinnaman, GTD Teacher - Brooks

All of the staff mentioned have demonstrated a high level of interest in supporting the development and growth of the IB program. Responsibilities will be shared; however, initially Lisa Schwartz will oversee the process.

## **Outcome Measurement & Analysis**

Data has become an increasingly important element of education. District 97 intends to collect data to measure both the effectiveness of implementation of the IB program, as well as to measure the impact on our students and teachers.

### Staff Data

Surveys will be given to teachers as they work through the various levels of teacher training in the IB program. Using the Learner Profile as a guide to create questions, the survey will seek to find out teachers' comfort level with the IB's philosophy, incorporation of the philosophy into lesson plans and units, and areas that may need improvement for the program to reach its full potential. Surveys will be adapted depending on which level of training each teacher has gone through during the implementation process. We will also be collecting data on numbers of teachers who have attended professional development and comparing that to previous years.

In addition to the staff surveys, we will be accumulating anecdotal stories from teachers for qualitative data. It will be important to gather this information from the eight subject groups of the IB program, giving us a well-rounded perspective.

### Student Data

For year one, students will take a brief survey that reflects the characteristics in the learner profile. Once all staff members have been trained and the implementation of the IB philosophy is present in all classrooms, students will take a series of follow-up surveys to help identify their growth in relationship to the IB learner profile. The intent of the initial and then follow-up surveys is to document any growth that the child is able to identify within himself/herself.

Similarly to the staff surveys, we will be collecting student anecdotal accounts of their experiences in IB classrooms. They will also be obtained from the eight subject groups.

### Parent Data

Parents will receive the opportunity to participate in surveys as well once the program has been implemented in all classrooms. The survey will reflect upon their child's experience in the IB classroom and the impact it has had on his/her social and emotional growth.

### Data Collected by IB Staff

In order to become an authorized school, IB will conduct a school visit in order to evaluate the implementation of the program. Through interviews with administration, dialogue with faculty and students, and classroom observations, the consultants will compile information and fill out a checklist that is composed of the following standards:

- The school's educational beliefs and values reflect IB philosophy (9 descriptors)
- The school's leadership and administrative structures ensure implementation of the IB programme (7 descriptors)
- The school's resources and support structures ensure the implementation of the IB programme (12 descriptors)
- Collaborative planning and reflection support the implementation of the IB programme (9 descriptors)
- The schools' written curriculum reflects IB philosophy (11 descriptors)
- Teaching and learning reflects IB philosophy (16 descriptors)
- Assessment at the school reflects IB assessment philosophy (9 descriptors)

## **Appendix A - The IB Learner Profile**

### **Inquirers:**

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

### **Knowledgeable:**

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

### **Thinkers:**

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

### **Communicators:**

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

### **Principled:**

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

### **Open-minded:**

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

### **Caring:**

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

### **Risk-takers:**

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

### **Balanced:**

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Appendix B - Oak Park District 97 IB – MYP Timeline/Cost Estimate**

	2012-13	2013-14	2014-15	2015-16
IB Phase	Consideration Phase/Request for Candidacy	Candidate Phase/ Request for Authorization	Candidate Phase/ Verification Visit	Fully Authorized IB Status
IB Program Costs	Application Fee \$4,000 x 2 \$8,000	\$9,500 x 2 \$19,000	\$9,500 x 2 \$19,000	\$8,700 (ongoing) x 2 = \$17,400 + \$3,500 every 5 years for evaluation
Professional Development Costs  Note: Approx cost per session w/ workshop and travel \$2000	<u>IB Workshops</u> 2 Administrators 2 Principals 2 IB Coordinators 40 teachers  46 @ \$2000 = \$92,000	<u>IB Workshops</u> 2 Administrators 2 Principals 2 IB Coordinators 66 teachers  52 @ \$2000 = \$104,000	<u>IB Workshops</u> 2 Principals 2 IB Coordinators 32 teachers 46 @ \$2,000= \$92,000 in-school workshop - \$5,000 Total PD = \$97,000	<u>IB Workshops</u> 40 teachers  40 @ \$2,000 = \$80,000
Community Foundation Grant Funding	\$40,000	\$40,000	\$40,000	
District 97 Funding	\$60,000	\$78,300	\$76,000	\$97,400
Total Projected Costs	\$100,000	\$123,000	\$116,000	\$97,400



