

School Board Study Session 10/18/11

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International Baccalaureate

IBO Mission Statement

- Aims to develop inquiring, knowledgeable and caring young people who help us to create a better and more peaceful world through intercultural understanding and respect.
- Develop challenging programmes of international education and rigorous assessment.
- Encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IBO Pedagogy

- Constructivist
- Student-centered
- Cooperative
- Inquiry-based
- Experiential
- Scaffolding
- Differentiation

IB Student Profile

- Inquirers
- Knowledgeable
- Critical thinkers
- Communicators
- Risk-takers
- Principled
- Caring
- Open-minded
- Well-balanced
- Reflective

Primary Years Programme (PYP)

- For students aged 3 to 12
- Focused on development of the whole child, addressing social, physical, emotional, and cultural needs.
- Gives children a strong foundation in mathematics, social studies, drama, language, music, visual arts, science, personal and social education, and physical education
- Strives to help children develop an international perspective – to become aware of and sensitive to the points of view of people in others parts of the world.

PYP Curriculum's 6 Themes

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

Intended to help children make sense of themselves, of other people, and of the physical environment, and to give them different ways of looking at the world

PYP Assessment

- Portfolio – examples of student work, self-assessment by student
- Exhibition – 10-12 years – extended, collaboration inquiry project

Middle Years Programme (MYP)

- For students aged 11 to 16
- Recognizes that these students are particularly sensitive to social and cultural influences and are struggling to define themselves and their relation to others.
- Helps students cope with this period of uncertainty.
- Encourages students to think critically and independently, to work collaboratively, and to take a disciplined approach to studying.
- Helps student become informed about the experiences of people and cultures throughout the world
- Fosters a commitment to help others and to act as a responsible member of the community at the local, national, and international levels.

MYP Assessment

- Use a variety of tools to assess student progress including oral presentations, test, essays, and projects
- Assessment criteria set by IBO
- Personal project – culminating work

MYP Areas of Interaction

- Approaches to learning (how to learn, analyze information, etc.)
- Community and service
- *Homo faber* (how and why do we create and what are the consequences?)
- Environment
- Health and social education

MYP 8 Subject Areas

- Language A – student's heritage language
- Language B – additional modern language
- Humanities - history and geography
- Sciences – biology, chemistry, physics
- Mathematics
- Arts – visual and performing
- Physical Education
- Technology – computer and design

Diploma Programme (DP)

- Final two years of high school
- Qualification for university entrance
- Emphasizes critical thinking, intercultural understanding, and respect for others in the global community

DP Requirements

- 6 Subject Groups
 - Language 1 – literature in student's first language
 - Second Language
 - Individuals and Societies (economics, geography, history, philosophy, social and cultural anthropology, business and management, and informational technology)
 - Experimental Sciences (biology, chemistry, physics, environmental systems, design technology)
 - Mathematics and computer science
 - The Arts (visual arts, music, theatre)
- Higher Level (HL) courses are 240 hours (2 years); Standard Level (SL) courses are 150 hours (1 years).
- Creativity, action, and service
- Theory of Knowledge (critical reflections on different kinds of knowledge)
- Extended Essay

DP Assessments

- End of course assessments are scored by external examiners
- Students pass examinations in all 6 subject areas and their extended essay can receive an internationally recognized IB Diploma. Must take 3-4 exams at HL (higher level), and the rest at SL (standard level)
- Depending on points earned, universities “forgive” course requirements (U of MN – freshman year). All colleges and universities in MNSCU offer credit for scores of 4 or better (out of 7).

Minnesota IBO Schools

- South St. Paul – district-wide, PYP, MYP, DP
- Robbinsdale – PYP, MYP, DP at Cooper HS
- Minneapolis (DP - SW High, Patrick Henry HS, Roosevelt HS, Washburn HS, North HS, Edison HS; MYP - Anwatin, Northeast Middle; PYP – Whittier, Elizabeth Hall)
- St. Paul (DP - Highland Sr HS, Harding HS, Central HS; MYP – Highland Jr, Ramsey Jr; PYP Highland Park El, Ben Mays Elem)
- St. Louis Park - DP, PYP
- Anoka
- Champlain Park (HS)
- Fairmont (HS)
- Grand Rapids (HS)
- Minnetonka (HS)
- Brooklyn Park - MYP, DP
- Fridley – MYP, DP
- Cottage Grove (Park HS)
- Woodbury – (MYP Crosswinds)
- Brooklyn Center - PYP

Rochester

- Rochester Science and Arts Academy – private school IB Primary K-8 accredited.
- Rochester Montessori School – private school working to attain IB MYP accreditation
- RPS Schools – Bamber, Longfellow, Friedell, and Century have indicated unsolicited interest in IB programming

Challenges

- Fiscal
 - Initial costs of training the staff – approx. \$1500/teacher (MN state pays portion of cost to send teachers to IB workshops), includes travel – PYP and MYP must be all staff
 - Curriculum writing costs
 - Application costs per school
 - PYP - \$4,000 application fee – yr 1; \$9,500 candidate fee – yr 2; \$7,300 annual; evaluation visit fee \$3,500 – every 5 years
 - MYP - \$4,000 application fee – yr 1; \$9,500 candidate fee – yr 2; \$8,400 annual; evaluation visit \$3,500 every 5 years
 - DP - \$4,000 application fee – yr 1; \$9,500 candidate fee – yr 2; \$10,000 annual
 - Ongoing costs of implementing the program
 - Costs of administering the DP exams
 - Student costs to take the exams (MN state pays cost of exam fees for FRP students) - \$141 registration fee (one time); \$96 per exam
 - Costs of an IB Coordinator per school
- Coordination with AP
 - Dual articulation of course content and/or fragmentation of scheduling options
 - Exam schedule conflicts with AP exams
- Cannot use IBO Programme designations until authorized

Required Staff Development

- Orientation Seminars – one day offered twice a year – investigation (J. Lubke and J. Lawhead, tentatively scheduled for 10/11)
- Level 1 – Application and Authorization Workshop – 3 days (required to attend for authorization)
 - IB coordinator
 - School administrators
 - DP – subject teachers
 - MYP – one teacher per subject area
 - PYP – one teacher per grade, plus a specialist
- Level 2 – Experienced IB Teachers Workshop – 3 days (pre-req. Level 1)
- Level 3 – Topical Seminar – 3 days
- Courses offered in other states – travel needed

Timeline for Application – 3 years

- Consideration and Feasibility – at least 6 months
 - 3- year strategic plan
 - Support of all stakeholders
 - Workshops
 - Curriculum writing
 - IB Coordinator
- Application Part A (\$4300)
 - 2-day consultation visit
- Candidate Phase: Trial Implementation – at least 1 year
- Application Part B (\$4500)
- Authorization
 - 2-day site visit
- Evaluation
 - Ongoing re-authorization every 3-5 years

Next steps needed

- Form exploratory committees with teachers, parents, students, and administrators from each of the potential schools
- Obtain feedback from rest of staff
- Site visits to existing programs
- Determine cost / benefits
- Present proposal to RPS School Board