

IB as a framework for reducing barriers

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Shaker Heights City School District

Central Idea

The International Baccalaureate provides a framework through which all children can be enriched in intercultural understanding, rigor and whole-child development.



**Shaker
Heights
Schools**

The Shaker Experience - Who We Are



K-12 Enrollment: ~5,500

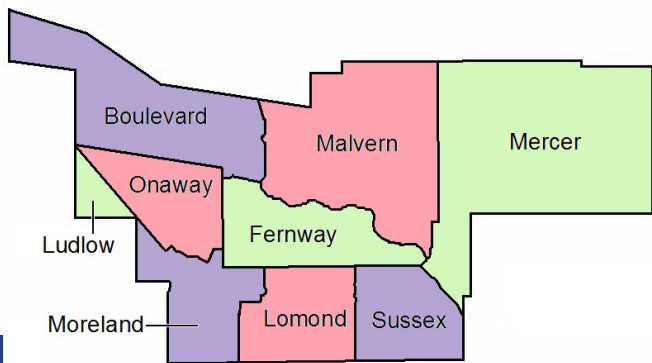
Schools: 8

K-4: Boulevard, Fernway, Lomond, Mercer, Onaway

5-6: Woodbury Elementary

7-8: Shaker Heights Middle School

9-12: Shaker Heights High School



The Shaker Experience - Who We Are



Faculty: 410

Pupil-teacher Ratio: 13:1

Average class size: 24

We're doing this *the IB Way!*



Inquiry-based
Student-Centered
Transparent
Inclusive
Constructivist
Exploratory
Conceptual



International Baccalaureate Structure

Primary Years Programme

All students

PreK-5th Grade

Philosophical Framework

Concepts, Inquiry,
Transdisciplinary

International-mindedness



Middle Years Programme

All students

6th-10th Grade

Philosophical Framework

Concepts, Inquiry,
Interdisciplinary

International-mindedness



Diploma Programme

Elective group

11-12th Grade

Prescribed curriculum

Standardized external and
internal assessments

International-mindedness



Key Component: Character Development

LP Definitions

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



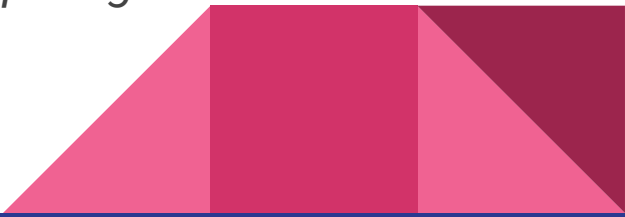
Learner Profile Think-Pair-Share

Think: Which learner profile trait is most critical for the future success of students in your District? Why?

Pair: *Explain your choice to a partner. THEN, help one another develop a learning experience that would serve to teach and develop that attribute in students.*

- **FOR AN EXTRA CHALLENGE: MAKE SURE THE EXPERIENCE IS GROUNDED IN ACADEMIC CONTENT!**

Share: *At your table, tell the larger group your ideas for preparing students to be their best in a changing world!*





Who do we want
our students to be?

Congrats to Amani for winning the
Princeton Prize in Race Relations!

Overview

Central Idea 1: Understanding the philosophical tenets of the IB programme allows districts to assess its value for school improvement.

Central Idea 2: The IB programmes can be utilized to support rigorous expectations for all students.

Central Idea 3: IB implementation requires thoughtful, strategic development of philosophy, disposition and skills of all educators.



CI 1: Philosophy for School Improvement

Central Idea 1: Understanding the philosophical tenets of the IB programme allows districts to assess its value for school improvement.

- Mission Statement Comparison
- Inquiry, Action & Reflection Gallery Walk
- Exploring the IB Standards & Practices



Missions Statements - Who We Are

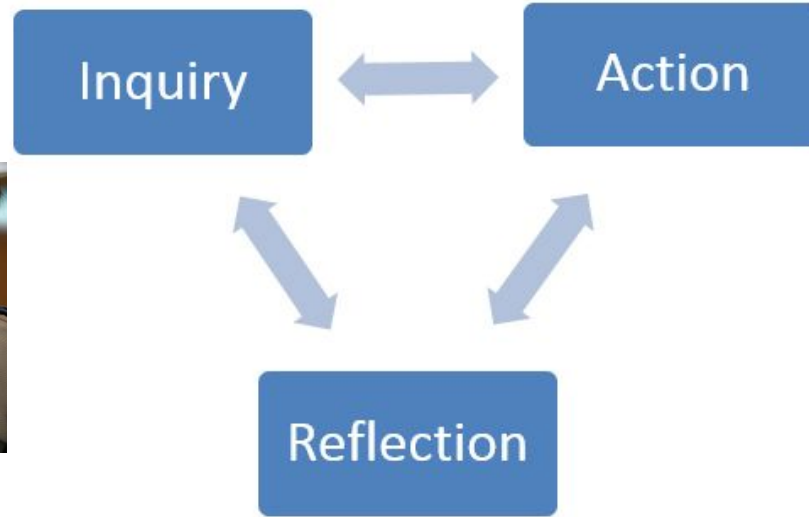
Learning Experience: Comparison & Synthesis

1. Look up your district's mission statement
2. Compare and contrast the mission statements with the Venn Diagram
3. Evaluation & Synthesis Questions:
 - a. How well do the *values* of the missions align?
 - b. Which aspects of each mission work to reduce barriers? How?
 - c. How would you modify the missions to address the needs of students in your district?
 - d. How do the current initiatives in your district align with the mission statements?

5 Essential Elements of PYP



The IB Teaching Style



IB Teaching Style Gallery Walk

Participants split into 3 equal groups

Each group begins at one of the posters (Inquiry, Action, Reflection)

Group reads the description and responds:

- *To what extent does the district align with this teaching style already?*
- *How do/can teachers utilize this style? Be concrete.*
- *To what extent do all of your students experience this teaching style?*

After 5 minutes, groups rotate clockwise (Inquiry → Action → Reflection → Inquiry)

Read the description, previous groups' notes, and respond

Repeat



IB Standards & Practices - The Roadmap

The Standards & Practices provide guidance for *how to be IB*

Purposefully vague to allow district-based definition and contextualization

Example: *“teaching and learning builds on what students know and can do”*

- Brainstorming Session: What practices, policies, exemplars, evidences support that this happens in your district?



S&P Breakout Sessions

Choose an example and work with your group to brainstorm ways of bringing the S&P to life in your district

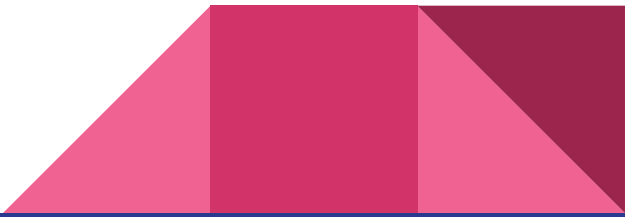
- ★ The curriculum incorporates relevant experiences for students
- ★ Teaching uses a range and variety of strategies
- ★ Teaching encourages students to demonstrate learning in a variety of ways
- ★ The school promotes open communication based on understanding and respect
- ★ The school promotes responsible action within and beyond the school community

Brief share out of ideas

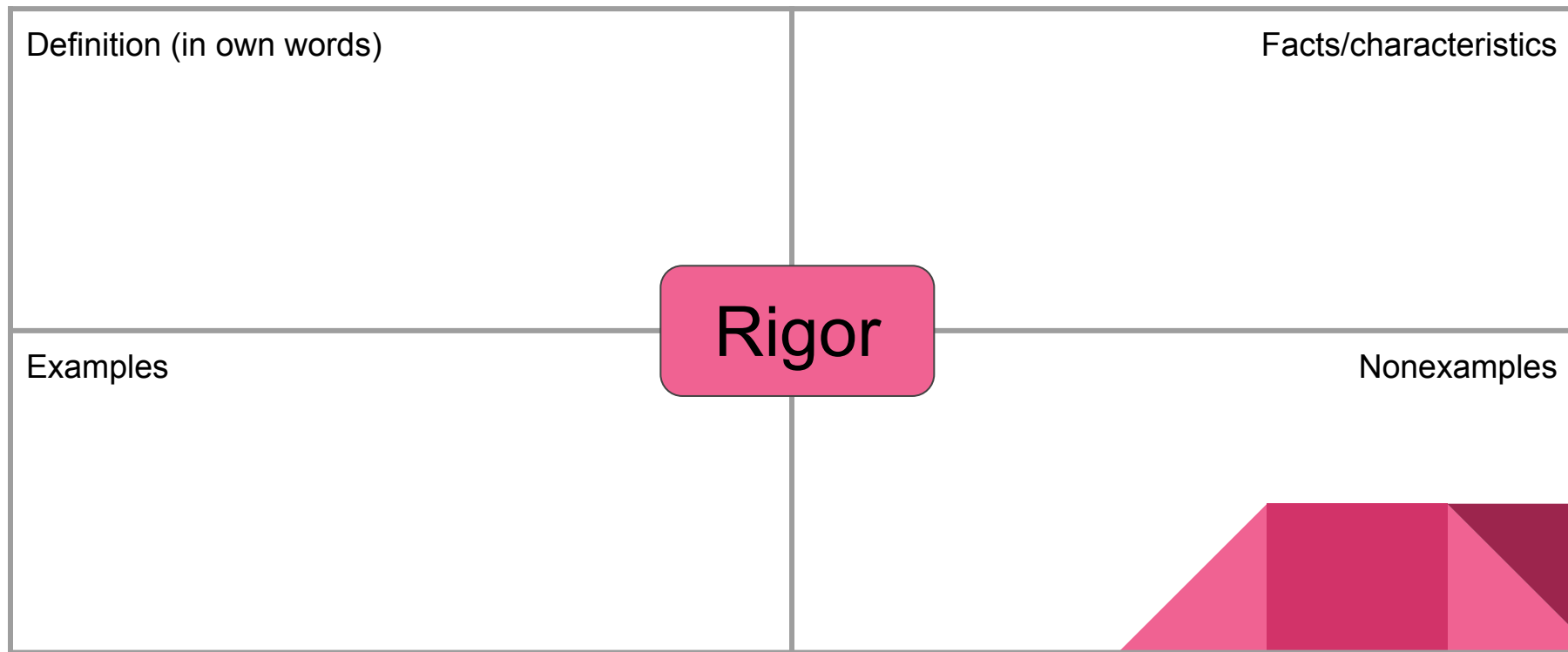


CI 2: Philosophy for School Improvement

Central Idea 2: The IB programmes can be utilized to support rigorous expectations for all students.

- Defining rigorous expectations for all
 - Second language learning for all
 - Higher level thinking skills for all
 - Independent learning experiences for all
 - Service & action expectations for all
- 

Defining Rigor - Frayer Model



Ensuring Rigor through IB?

How do you know
that students are
receiving
appropriately
rigorous experiences
in their education?



*It's not a nice to have...
languages are a need- to-have.*

-Bill Rivers, The Atlantic

Second Language Learning for All

Second language learning has been shown to...

- ★ Correlate with higher standardized test scores
- ★ Enhance English reading ability
- ★ Predict general increases in cognitive ability
- ★ Increase memory, problem-solving skills, verbal and spatial abilities
- ★ Positive attitudes towards speakers of the target language



Higher Level Thinking Skills for All

All students wrestle with Statements of Inquiry (i.e., enduring understandings) - *together we explore the “so what?”*

COLLECTIVE FEAR COMPLICATES
MAINTAINING PERSONAL INTEGRITY.

Literature provides a vehicle to connect
and express the human experience.

Ecological relationships are highly balanced;
even minor changes to the environment can have
great consequences on how organisms interact.



Higher Level Thinking Skills for All

All students engage in scaffolded, teacher- and student-generated inquiry questions

Factual	Conceptual	Debatable
Remembering facts & topics	Analyzing / applying big ideas	Evaluating perspectives, developing theories, justifying thoughts

Higher Level Thinking Skills for All

All students are given feedback on common, ability-based criteria in each subject area

Individuals & Societies: D - Thinking Critically

- i. discuss concepts, issues, models, visual representation and theories
- ii. synthesize information to make valid arguments
- iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations
- iv. interpret different perspectives and their implications.

Higher Level Thinking Skills for All

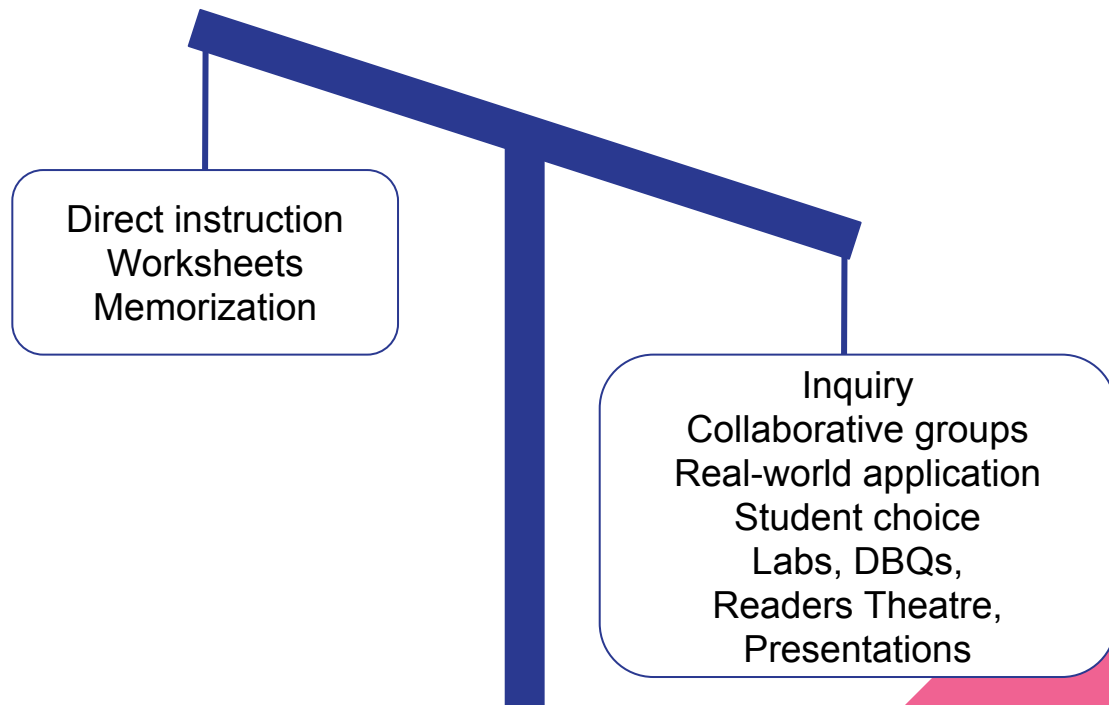
All students are given feedback on common, ability-based criteria in each subject area

All Criteria - see p. 5



Higher Level Thinking Skills for All

Learning experiences are varied and student-centered



Independent Learning Experiences for All

All students engage in capstone experiences that communicate the culmination of their knowledge and skills

Primary Years Programme

Exhibition

Small groups

Adult mentor

Action research

In-school

Middle Years Programme

Personal Project

Individual

Adult mentor

Research & report

Out-of-school

Diploma Programme

Extended Essay

Individual

Teacher advisor

Thesis-based report

Out-of-school

Independent Learning Experiences for All

Exhibition



Independent Learning Experiences for All



Personal Project

 **ROLE CALL AND RIDE ALONG WITH THE CLEVELAND CLINIC POLICE**

Ride along with Cleveland clinic police officer; real world exposure to criminal justice at the clinic (two separate occasions I participated in a ride along)

Commander set up ride along and brought me to role call

 Always there to lend a helping hand and keep the public safe





Independent Learning Experiences for All

Extended Essay

To what extent do unequal societal factors impact African-American academic motivation to achieve?

A. Block (student) & M. Griffith (principal)



Independent Learning Experiences for All

Extended Essay

How successful was Title IX of the Education Amendments of 1972 in achieving gender equality in athletics?

E. Cheverine (student) & A. Glickman (history)



Independent Learning Experiences for All

Extended Essay

How have Super PACs affected the way in which presidential elections are conducted? A case study comparing the outside influence of Super PACs in the presidential elections of 2008 and 2012.

C. Medalie (student) & K. Owens (economics)



Service & Action Expectations for All

All students are encouraged to engage in meaningful action in response to their own needs and the needs of others

Primary Years Programme

Student-initiated

Big and small

Integrated into every unit

Exhibition requirement

Middle Years Programme

Student-initiated

Extension Opportunities

Connected with content

Quality > Hours

On-going reflection

Diploma Programme

Creativity, Action & Service

~150 hours

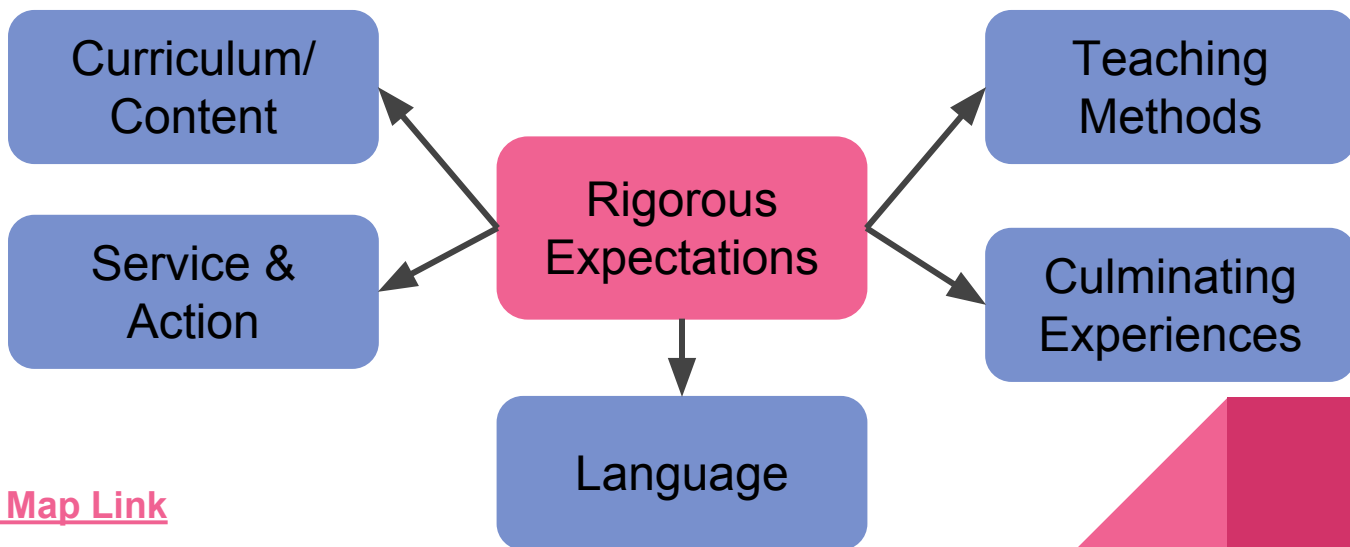
Range of commitments

Diploma requirement

On-going reflection

Rigorous Expectations for All

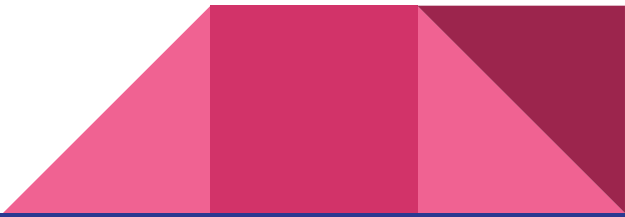
How does/could your District ensure rigorous expectations for all in the following areas?



[Concept Map Link](#)

CI 3: Philosophy for School Improvement

Central Idea 3: IB implementation requires thoughtful, strategic development of philosophy, disposition and skills of all educators.

- Creating a philosophical foundation for IB
 - Exploring mental models
 - Professional learning models
 - Recommendations from Experience
- 

Philosophical Foundation for IB

Understanding, and aligning with, the philosophical foundations of IB can allow for a successful transition

Erickson, H. Lynn, and Carol A. Tomlinson. *Concept-based Curriculum and Instruction for the Thinking Classroom*.

Gardner, H. 1993. *Multiple Intelligences: The theory in practice*.

Marzano, R. 2000. *Transforming Classroom Grading*. Association for Supervision and Curriculum Development.

Wiggins, G and McTighe, J. 1998. *Understanding by Design*.



Exploring Mental Models

Exploring the mental models of faculty allows for enriching conversations about who we are and who we want to be

- Utilize a strategy to guide early conversations
- Expose the inner-most thinking on teaching, learning, assessments
- Get comfortable with reflection and refinement
- Build a growth mindset

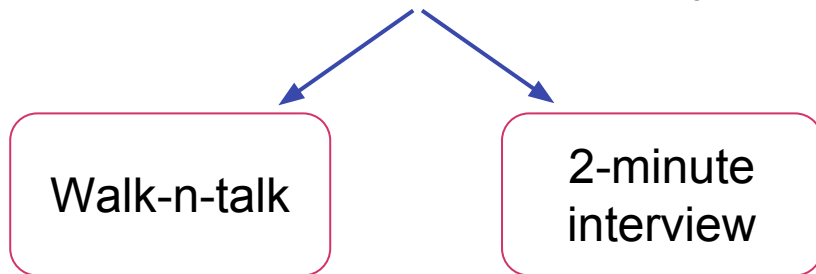


Exploring Mental Models

Consider creating a contextualized reflective survey to allow people to dialogue their thinking

Step 1: Complete the survey

Step 2: Choose a partner and a method to share your thoughts



Exploring Mental Models

Walk-n-talk

You and your partner take a walk

On the outward walk (2 mins), one partner discusses their thoughts

On the inward walk (2 mins), one partner discusses their thoughts

Partners then have 2 mins to ask follow-up questions or share relevant ideas

2-minute interview

Each partner uses the first 2 minutes to generate a few relevant questions

Partners take turns asking (and answering) the questions. Each “interview” lasts just 2 minutes, so make it count!

Professional Learning Models

Utilizing teacher strengths allows for voice and choice in meaningful, peer-led professional learning.

Shaker's IB Academy



NOVEMBER 11 – IB/MYP ACADEMY

On November 11th, all of our 5th-12th grade staff will be participating in an IB/MYP Academy. Please use the SignUp Genius link to sign up for the sessions you wish to attend. All participants are expected to attend three sessions- one during each time slot. Sign up early as spots may fill up quickly in popular sessions!

1. ***MYP 101: Welcome to boot camp!***

New to MYP? Old to MYP but feel you could use a refresher? This session will provide the basics of the MYP program for staff. Learn the general requirements of the program, the important terminology, and the basics behind what MYP looks like in a school.

Facilitators: Lyndon Brooks & Molly Miles

Room: 111

2. ***Advanced Unit-Writing with Managebac: Making the programme work for you!***

Ready to take your unit-writing to the next level? Want to know the ins-n-outs of ManageBac and put it to work for you? Learn about how to input formative and summative tasks, modify rubrics, and unleash the potential of the program to help you craft your MYP units!

Facilitators: Jason Bednar & Adam Cohen

Room: 39



Shaker MYP

IB/MYP ACADEMY

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DATE: 11/11/2014 (Tue.)

CREATED BY: Amy Brodsky **CONTACT**

Available Slot	Date (mm/dd/yyyy)	Time
MYP 101: Welcome to boot camp! (Room 111) New to MYP? Old to MYP but feel you could use a refresher? This session will provide the basics of the MYP program for staff. Learn the general requirements of the program, the important terminology, and the basics behind what MYP looks like in a school.	11/11/2014 (Tue)	8:30AM - 9:15AM EDT (25) All slots filled ✓ Karlee Robinson ✓ James Schmidt ✓ Caulton Staunton ✓ Kendra Agee- Barry



"I've been waiting for something of this type. Bravo zulo to the coordinators."

“I have always felt that my colleagues were talented and knowledgeable professionals, but it was great to have an opportunity to learn from them in this context.”





Best PD ever. *We were treated the way that we treat our students.*

We were given meaningful activities, able to ask questions and have dialogue in a collaborative setting with our colleagues.

Recommendations from Experience

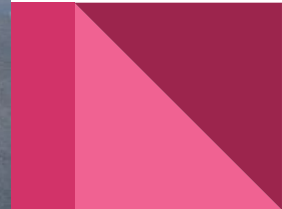
- ★ Involve teachers in the feasibility study - “is this something we want?”
- ★ Find passionate, organized coordinators who are instructional leaders
- ★ Involve *all staff* in the on-going development of the program
- ★ Cultivate friendships and mentor-schools - prepare to travel!
- ★ Build an environment receptive to IB rather than *force* change through it
- ★ Balance IB demands with the other demands in the District
- ★ Utilize IB Standards & Practices for District strategic planning



Conclusions

Return to the Parking Lot

➤ Questions?



Conclusions

Risks	Rewards
<p>→ More work for teachers</p>	<p>→ Increased student engagement</p>

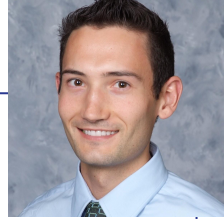


Thank You!



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