



International Baccalaureate Middle Years Programme (IB MYP)

What is IB?

IB stands for the “International Baccalaureate” – a non-profit organization which serves more than 1 million students each year in its global network of 3,483 schools in 144 countries. IB has performance criteria designed to prepare students for full participation in an increasingly globalized world. It includes courses in all of the traditional subject matters, but taught in a way that guides students to a deeper, more student-driven, trans-disciplinary exploration into issues, questions and problems of global importance. The Primary Years Programme (PYP) serves grades K-5, Middle Years Programme (MYP) grades 6-10, and the Diploma Programme (DP) grades 11 and 12.

What is IB MYP?

IB MYP is the “Middle Years Programme” – an integrated, independently evaluated, framework for grades 6-10 that shapes curriculum, teaching, and assessment into an inquiry focused learning experience for students. IB MYP consists of eight subject groups integrated through five interactive areas providing global contexts for learning. Ultimately, the goal of IB MYP is to create citizens equipped to develop original ideas while being cognizant of the ethical and cultural impact of their actions.

Why is SOMSD transitioning to IB MYP in our middle schools?

IB MYP was recommended by the superintendent and middle school principals, and approved by the Board of Education, in order to ensure that SOMSD middle schools are providing the highest level of rigor for our students. IB MYP is a well-known program which “encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers.” Professional organizations, experts in education, and the Common Core standards that have been developed and adopted by 45 states, consistently describe exemplary middle schools as:

- Rigorous
- Student centered
- Inquiry-based
- Trans-disciplinary, and
- Grounded in the real-world issues confronting our local, national, and global communities.

IB MYP embraces these common elements of exemplary middle level education, and weaves them together into a philosophy and framework that provide a clear path and a common language for schools to use in meeting the needs of students.

What benefits does IB MYP provide?

- **Students** gain a new paradigm for learning which prepares them to be leaders equipped with the knowledge, skills, and experiences necessary to navigate the world they inhabit, and the world they will inherit.
- **Teachers** become part of an international network of educators, and share resources and teaching practices, while participating in world class staff development.
- **The District** enters into a multinational network of high quality education for an increasingly globalized world, and also acquires quality assurance tools with IB as an external and independent monitor assessing the rigor of our programs and the assessment tasks in which we engage our students.

What assessment components are built into IB?

The IB Organization engages in ongoing oversight and monitoring of schools in its network. They accomplish this by providing performance criteria for each subject area that are standard for all IB schools around the world. Teachers in each subject area are responsible for designing and scoring at least two assessment tasks each year which align with these performance criteria. Schools are then required to submit random samples of scored student work to IB examiners who ensure worldwide consistency of standards and rigor.

What is involved in the transition?

Maplewood Middle School and South Orange Middle School are in the process of transitioning to the IB MYP framework, with three major strands of work:

1. Transforming school culture to align with the IB MYP framework
2. Providing professional development to staff to prepare them to teach using the IB Learner Profile and Areas of Interaction, as they engage and support students
3. Aligning units, lesson plans and assessments to the IB MYP framework

What is the implementation timeline?

Year	Focus
2012/2013	<ul style="list-style-type: none">• Professional Development for all faculty, with more intensive training for 6th grade teachers.• IB integrated into monthly team meetings and PLC meetings.• Teachers registered for and using the IB Online Curriculum Center.• Aligning curriculum and instruction to Common Core and IB MYP framework.• Building staff capacity to implement inquiry-based, trans-disciplinary learning.• Each grade level department team will develop, implement in the classroom, and revise one IB MYP unit plan by the end of the school year.
2013/2014	<ul style="list-style-type: none">• All IB MYP program requirements in place for 6th grade, including Spanish (“Language B”) added to schedule.• 6th grade students and teachers fully engaged in IB Learner Profile and Areas of Interaction.• Samples of 6th grade assessments submitted to IB for review to ensure alignment with MYP framework.• 7th and 8th grade teachers continue to prepare for implementation.• Additional IB MYP units developed and implemented at every grade and in every subject area.
2014/2015	<ul style="list-style-type: none">• 6th and 7th grade students and teachers fully engaged in IB Learner Profile and Areas of Interaction.• Samples of 6th and 7th grade assessments submitted to IB for review to ensure alignment with MYP framework.• 8th grade teachers continue to prepare for implementation.• Additional IB MYP units developed and implemented as needed.
2015/2016	<ul style="list-style-type: none">• 6th, 7th & 8th grade students and teachers fully engaged in IB Learner Profile and Areas of Interaction.• Samples of 6th, 7th & 8th grade assessments submitted to IB for review to ensure alignment with MYP framework.• Apply for authorization as IB MYP schools

What is the relationship between IB MYP and the new Common Core content requirements?

IB MYP principles and philosophy are very much in tune with the new national Common Core standards, which replace the NJ State Standards and require more integration of subjects, and more rigorous expectations. IB MYP is not a curriculum itself, but rather provides methods of planning and organizing curriculum, presenting students with learning opportunities, and ensuring congruency between learning and assessment. Work is already underway on curriculum adjustments and more integration of subjects to align with the Common Core for grades K-12. At the middle school level, these adjustments are being made to align with both the IB MYP framework and Common Core requirements simultaneously.

What are the Essential Elements of IB MYP?

- **Learner-centered environment:** focuses on inquiry, questioning, and reflection, with emphasis on developing a process of learning rather than covering content.
- **Relevant:** creates explicit connections between traditional subjects and the real world, and promotes awareness of and involvement in issues which affect local and global communities.
- **Empowering:** provides all students with the skills and knowledge they need to be on a pathway to college and career readiness, including questioning, investigation, communication and empathy.

What is the IB Learner Profile?

The IB Learner Profile captures the vision of the IB programme into a set of learning outcomes. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose: developing internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

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

More about the IB Learner Profile:

<http://www.ibo.org/programmes/profile/documents/Learnerprofileguide.pdf>

What are the IB Areas of Interaction?

There are five “areas of interaction” – approaches to learning, community and service, human ingenuity, environments, and health and social education. These areas provide the main focus for developing connections between disciplines so that students will learn to see knowledge as an interrelated, coherent whole. Teachers use the areas of interaction to organize and extend learning within and across the subjects through exploration of real-life issues, special activities, and interdisciplinary projects.

More about the IB MYP Areas of Interaction: <http://www.ibo.org/myp/curriculum/interaction/>

How will students' experience differ in the MYP from their past experience?

In the past, traditional classrooms have been primarily teacher-centered and lecture based, with students focused on mastering content and answering questions correctly. IB requires that classrooms become student-centered. Students engage in carefully choreographed, inquiry-based learning experiences, grounded in unit questions which widen the scope beyond the content area. There is more emphasis on interdisciplinary units, action based lessons, and developing habits of mind which integrate the social emotional component of learning. IB also embraces and utilizes best practices of differentiated instruction, helping challenge and support all students – from those who are struggling to those who are extraordinarily advanced. This student-centered learning allows for a wider range of involvement for the student, which in turn encourages students to become life-long learners, connected to their world.

Are current 6th, 7th and 8th graders benefitting at all from the transition to IB MYP?

While the first official IB class is sitting in 5th grade classrooms now, our middle school teachers and counselors are already working with MYP practices in our schools because these methods are emblematic of quality teaching and learning. Professional development and curriculum work began in Spring 2012, and teachers have begun to shift to more project-based and interdisciplinary lessons. Students and teachers are also exploring the IB Learner Profile and engaging in reflection more systematically. In addition, each grade level department team is developing one IB MYP unit plan to implement with students during the 2012-2013 school year.

Are this year's 6th graders experiencing any disruption, due to teacher training?

Teachers have not been out of class due to IB MYP training any more frequently than is typical for professional development workshops and in-service training. Time for professional development is already built into teachers' work year, including professional development days when students are not in school, "in service" training during school days, and weekly staff meetings after school. We are incorporating professional development to prepare for MYP implementation into the existing schedule, and asking teachers to prioritize IB MYP related training when asking to attend professional development workshops.

What professional development are teachers and administrators receiving?

Principals and IB Coordinators are participating in intensive IB MYP training to equip them to serve as instructional leaders and coaches throughout the transition. All middle school faculty received a full day of professional development on IB MYP on September 6, 2012. In addition, one 6th grade teacher from each department is slated to attend off-site, intensive, IB facilitated training on how to implement IB MYP in their discipline or area of expertise. In addition, professional development experiences are being incorporated into faculty meetings and Professional Learning Communities throughout the year, facilitated by the IB Coordinators and Principals.

How will students with IEP's or other classroom accommodations be accommodated in IB MYP?

The student-centered, inquiry-based instruction that IB espouses promotes the learning of ALL students – whatever their needs or level of readiness. IB MYP, in and of itself, will change little about how students with special needs are scheduled or the supports they receive in and out of the classroom. Students will continue to be provided with the continuum of support necessary to ensure that they are educated in what is known as "the least restrictive environment." That means educating these students in the general education setting for as much of the day as possible, as stipulated in each student's Individualized Education Plan (IEP). Child Study Teams will continue partner with teachers and parents to identify the appropriate support necessary for each individual student to be successful, from modified assignments, to additional teaching personnel or aides in the classroom, to accommodations, and to related services.

How will English Language Learners be supported?

English Language Learner (ELL) students eligible for and enrolled in the ESL program are currently assigned to one period of daily ESL instruction, according to their level of English - beginner, intermediate or advanced. The ESL teacher and content teachers collaborate to include the academic vocabulary that will be needed to comprehend the lessons in other content classes. Students can return to the ELL classroom during alpha period to get clarification on language they do not fully understand. This approach will continue under the IB framework.

Will IB MYP carry forward to our high school?

IB MYP can be offered as a 3 year program for grades 6-8, or as a 5 year program for grades 6-10. Currently, we have committed to a 3 year program for the middle schools only. We will evaluate the implementation of MYP in grades 6-8 as we determine whether to recommend extending IB MYP into CHS as a 5 year program for grades 6-10. If MYP is extended through 10th grade, we would consider implementing the IB Diploma Programme for grades 11-12 as an option which students could choose, in addition to our wide array of AP offerings.