

# PELHAM MEMORIAL HIGH SCHOOL

## International Baccalaureate Middle Years Programme Feasibility Study

February 2016

Dr. Matthew Gonzales, Independent IB Consultant,  
in conjunction with the Pelham Public Schools Administration

### Section One - IB Middle Years Programme Background Information

*Note: IB MYP background information is located in the document MYP: From Principles into Practice (2014).*

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

The IB Middle Years Programme (MYP) was designed as a comprehensive and coherent curriculum framework that provides life skills and academic challenges to students between the ages of 11 to 16. As students are establishing their sense of self and are developing their self-esteem, the Middle Years Programme can help them achieve success both in and out of the classroom.

The IB MYP was designed by a group of practicing teachers and administrators who wanted a programme that met the needs of middle years students and shared the philosophy of the IB Diploma Programme (DP). In the initial iteration of the MYP, emphasis was placed on developing the skills and attitudes, understanding of concepts, and the knowledge needed to participate in an increasingly global society.

It is important to note that the IB Middle Years Programme is a curricular framework, not a curriculum. Each MYP school selects the specific content to be taught at that individual school - the IB does not prescribe content in the MYP. The areas that make the IB MYP unique are: Approaches to Learning (ATL) skills, Global Contexts, Concept-based instruction, compulsory subject areas, and the Personal Project.

#### *Approaches to Learning skills*

Approaches to Learning skills are those skills that are relevant in all areas of the curriculum and help students learn “how to learn” (metacognition). ATL skills can be presented to students in a variety of ways across any subject area. These skills provide students with the tools to learn independently and collaboratively. ATL skills allow teachers and students to communicate about learning with a common and consistent language.

There are five ATL skill categories that are further expanded into skill clusters.

ATL skill categories	MYP ATL skill clusters
Communication	I. Communication
Social	II. Collaboration
Self-management	III. Organization IV. Affective V. Reflection
Research	VI. Information literacy VII. Media literacy
Thinking	VIII. Critical thinking IX. Creative thinking X. Transfer

### *Global Contexts*

The MYP espouses that context for learning should be drawn from (or modelled from) authentic real-world settings, events and circumstances. The MYP has developed a list of prescribed contexts using a global lens to encourage students and teachers to explore the idea of international-mindedness and global engagement throughout the MYP.

The MYP uses global contexts as part of the curricular framework to invite students to connect learning to their individual lives and to their world. The contexts invite students to use their point of view and their experiences in their learning. The goal of contextual learning is to have students and teachers explore and answer the question “Why are we learning this?”

The six global contexts are:

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

### *Concept-based instruction*

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).

Concept-based instruction invites students to consider ideas that transcend facts or topics. Concepts are ideas that are timeless, abstract, universal and transferable (Erickson 2008). Examples of concepts include *change, identity, and development*. Concepts are used as the framework for facts and topics; facts are taught through concepts. This method of instruction invites students to move past memorization of facts

and to transfer deeper levels of thinking from one topic to the next topic. Concept-based instruction also invites transfer across and between subjects. For example, students can explore the concept of *change* in English, mathematics, science and music.

There are sixteen key concepts that are required by the Middle Years Programme. Each subject group is responsible for teaching a set of 3-5 key concepts over the duration of the Middle Years Programme. Key Concepts are used in conjunction with the Global Contexts to create Statements of Inquiry and inquiry questions. Statements of Inquiry and inquiry guide the teaching, learning and assessments through MYP units of instruction.

#### *MYP Key Concepts*

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

#### *MYP Subject Groups*

IB Middle Years Programme schools must have classes in the following subject groups in grades nine and ten:

Language & Literature (English), Language Acquisition (Foreign/World Language), Individuals and Societies (Social Studies), Science and Mathematics.

Students at PMHS must select one additional class to meet MYP requirements - either an Arts class (Band, Choir, Visual Arts, etc.), a Design class (21st Century Technology Literacy Skills, etc.), or Physical & Health Education (PE)

#### *MYP Personal Project*

The MYP Personal Project is the culmination of students' experience in the MYP and invites students to demonstrate and reflect upon their experiences developing ATL Skills and Global Contexts. The Personal Project is completed in the final year of the programme - grade ten. Personal projects are independent projects - students initiate, design and develop their own projects with support from a supervisor.

#### *Benefits of the MYP*

[\(http://www.ibo.org/programmes/middle-years-programme/what-is-the-myp1/\)](http://www.ibo.org/programmes/middle-years-programme/what-is-the-myp1/)

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.

Research supporting the above benefits and the impact of the MYP can be found on the IB public website - [www.ibo.org/research](http://www.ibo.org/research)

## **Section Two - The IB Middle Years Programme (MYP) and Pelham Memorial High School**

This feasibility study is organised through the programme standards and practices for International Baccalaureate Schools. All IB Schools must adhere to the programme standards and practices, as these provide the base and foundation regarding what it means to be an IB school. The standards and practices also guide the school in how the programme is implemented and sustained. Lastly, the standards and practices provide a set of criteria that are used in the initial authorization and continued membership of the school in the IB community. There are seven standards which are grouped into three sections: philosophy, organization and curriculum.

### *Philosophy*

The philosophy section invites the entire school community to reflect on the mission and philosophy of PMHS and to what extent the mission and philosophy of PMHS align with the Middle Years Programme. This section also invites reflection regarding how much the school community understands the philosophy of the MYP and to what extent PMHS embodies the philosophy of IB through responsible action (e.g., to what extent does the PHMS community engage in community service, embody the IB learner profile, support mother tongue language development, etc.).

At this stage, Pelham Memorial High School has a philosophy (PMHS Mission and Vision statements) and practices (community service requirements) that compliments the philosophy of the IB MYP. There are direct connections between the philosophy of Pelham Memorial High School and the International Baccalaureate. The Pelham community has a basic understanding of the IB and the MYP.

Next steps for Pelham Memorial High School regarding Standard A: Philosophy:

1. Develop a strategic plan for continued community and stakeholder education regarding the MYP and Pelham Memorial High School (including detailed information about the MYP Personal Project) - [also in B1].
2. Align and articulate the community service requirements at Pelham Memorial High School with the MYP Service and Action requirements.
3. Discuss mother tongue language support in the context of current Pelham School District practices (e.g. ELL support, etc.).
4. Begin planning units of inquiry that are centred on developing Learner Profile characteristics and invite students to critically think in an internationally-minded manner [also in C ].
5. Begin drafting a language policy document.

## *Organization*

The organization standard invites schools to consider implementing and sustaining the IB MYP through two lenses: Leadership and Administrative Structures, and Resources and Support. The leadership lens asks schools to reflect on their current and proposed leadership structures. The resources and support lens asks schools to reflect on funding, professional development, learning environments and scheduling.

### Leadership and Administrative Structures

There is strong support for the IB MYP, both at the district and building levels. At the building level, supervisors, directors, and coordinators have been trained. PMHS administrators have also been trained and provide clear leadership using MYP leadership structures (e.g., MYP Coordinator, Pedagogical Leadership Team). The Superintendent and Assistant Superintendent for Curriculum, Instruction & Personnel are directly engaged in the IB MYP implementation process. Ongoing district support will be important for future and continued success implementing and sustaining the IB MYP.

### Resources and Support

The Pelham Memorial High School administration is aware of the professional development requirements for implementation. There is a plan to dedicate one to two teacher meetings per month for professional development, collaborative planning and other MYP development. The master schedule meets the programme requirements. Discussions concerning the media center/library and counseling support are needed. Lastly, more specific details concerning the implementation of the personal project (including supervision) are needed.

Next steps for Pelham Memorial High School in Standard B: Organization

1. Develop a strategic plan for continued community and stakeholder education regarding the MYP and Pelham Memorial High School (including detailed information about the MYP Personal Project) - [also in A].
2. Develop a plan for the personal project, including Personal Project supervision.
3. Design and develop detailed and specific personal project policies and practices. Discussions should include how to develop personal project supervisors.
4. Discuss how the current Community Service faculty supervisor could help manage the Service and Action requirements of the Middle Years Programme.
5. Align the current community service requirements with the MYP Service and Action requirements.
6. Begin the process of developing a language policy [also in A], assessment policy, special needs policy and academic honesty policy. The MYP Coordinator should take the lead in facilitating faculty discussions around these policies. Alignment with current Pelham School District policies is recommended as part of the policy development process.
7. Design and develop a long-term budget (curriculum review cycle, trainings)

## *Curriculum*

The curriculum standard invites schools to reflect on four areas: collaborative planning, written curriculum, teaching & learning, and assessment. At this stage, the Pelham Memorial High School Administration's philosophy of curriculum and assessment aligns with the IB MYP curriculum and assessment philosophy. Directors, coordinators, and curriculum coaches will be developing the IB MYP curriculum standards with teachers next year.

The district continues to increase its understanding in the use of performance based assessments (PBAs). The philosophy and design of performance based assessments closely aligns with IB MYP assessment philosophies and practices. As teachers continue to develop and grow in their understanding of PBAs, discussions should occur regarding how teachers can design PBAs in the context of the MYP planning and assessment requirements.

One of the requirements of IB MYP schools is that the school community receive feedback on student progress using the MYP Assessment Criteria (rubrics). These rubrics describe levels of student achievement based on student demonstration of knowledge and understanding towards a specific standard (or standards). Pelham Memorial High School will need to consider and discuss how MYP assessment criteria will be used in the school and how the criteria will be reported to the school community.

At this stage, there is time allocated for MYP teacher meetings. The meetings will be led by the MYP Coordinator. Pelham Memorial High School will work on developing and designing MYP units during the 2016-17 school year. The process of designing MYP units will be directly addressed in IB MYP teacher training.

Next steps for Pelham Memorial High School in Standard C: *Curriculum*

1. Ensure that IB teacher professional development requirements are met.
2. Work to articulate and implement a strategic in-house professional development plan that includes collaborative planning and reflection time [also in B1, B2, and C1]. The MYP Coordinator should plan and facilitate professional development plans.
3. Begin developing MYP units of instruction (2016-2017)
4. Work to build building-level support for teachers to enhance, sustain and expand IB MYP assessment practices in the classroom.
5. Begin discussions regarding MYP reporting practices.

## **Summary**

Pelham Memorial High School is ready to begin the next stage of the MYP Authorization process - submitting the application for candidacy. As a candidate school, Pelham Memorial High School must develop an action plan that outlines plans for continued development of the IB MYP. As part of this action plan, Pelham Memorial High School will continue to reflect on its mission and philosophy as it aligns with the IB MYP, aligning MYP Service and Action requirements with current PMHS service requirements, developing a long-term budget, developing a plan for the Personal Project, informing and engaging the wider Pelham Community in the MYP process at PMHS, developing a professional development plan for teachers at PMHS, discussing MYP assessment objectives and criteria and how those objectives align with current assessment practices at PMHS, and beginning to plan MYP units of instruction.

## References

Erickson, H.L. (2008). *Stirring the Head, Heart and Soul; Redefining curriculum and instruction* (Third edition). Thousand Oaks, CA: Corwin Press.

International Baccalaureate. (2014). *MYP: Principles into Practice*. Cardiff, Wales: International Baccalaureate.

What is the MYP? | International Baccalaureate. (n.d.). Retrieved December 28, 2015, from <http://www.ibo.org/programmes/middle-years-programme/what-is-the-myp1/>

Wiggins, G., & McTighe, J. (1998). *Understanding by Design* (Expanded second edition). Alexandria, VA: ASCD Publications.



## Appendix I - Standards and Practices

### Section A: Philosophy

#### Standard A

*The school's educational beliefs and values reflect IB philosophy.*

*1. The school's published statements of mission and philosophy align with those of the IB.*

There is clear alignment between the mission and philosophy statements of Pelham Memorial High School and those of International Baccalaureate.

*2. The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.*

There is good understanding of MYP philosophy demonstrated by the pedagogical leadership team of Pelham Memorial High School and also at the district level. The MYP Coordinator, High School Principal and Assistant Principal, Director of Humanities, Director of Mathematics and Science, Director of Guidance, Assistant Superintendent for Curriculum, Instruction & Personnel, and Superintendent of Schools are all directly engaged in the MYP implementation process.

*3. The school community demonstrates an understanding of, and commitment to, the programme.*

There is some community awareness of the IB Middle Years Programme. Discussions have occurred at PTA, Site-Based Council, faculty meetings, Secondary Leadership Team meetings, and Board of Education meetings and work sessions. Also, Pelham administrative staff (Principal, Assistant Principal, Director of Humanities, World Languages Coordinator, Director of Technology) have completed Category 1 MYP training. High school teachers in social studies and science have also attended Category 1 MYP training). English and health teachers are in the process of completing Category 1 training online. Plans are in place for the future training of math, arts, and design teachers.

*3a. The school ensures that all staff, students and parents understand the central importance of the personal project for students in year 5 of the programme (or community project for programmes that end in MYP year 3 or 4).*

The personal project has been discussed by the pedagogical leadership team. More planning work is needed regarding developing stakeholders' understanding of the personal project.

*4. The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.*

Initial discussions regarding international mindedness and the IB learner profile have occurred with the Pelham Memorial High School Pedagogical Leadership team. More work developing international mindedness and the IB learner profile across the curriculum is needed.

*5. The school places importance on language learning, including mother tongue, host country language and other languages.*

There is time for language learning in the current high school schedule. Discussion and further planning regarding mother tongue support is needed.

*6. The school supports access for students to the IB programme(s) and philosophy.*

The pedagogical leadership team has indicated that all students in grades nine and ten will participate in the IB Middle Years Programme.

*6a. The school strongly encourages participation for all students.*

The pedagogical leadership team has indicated that all students in grades nine and ten will participate in the IB Middle Years Programme.

#### Summary of Evidence

There is good philosophical alignment between the mission/ vision/ philosophy of Pelham Memorial High School and the International Baccalaureate Middle Years Programme. The Pelham community has a basic understanding of IB and of the MYP.

#### Next steps

1. Develop a strategic plan for continued community and stakeholder education regarding the MYP and Pelham Memorial High School (including detailed information about the MYP Personal Project) - [also in B1].
2. Align and articulate the community service requirements at Pelham Memorial High School with the MYP Service and Action requirements.
3. Discuss mother tongue language support in the context of current Pelham School District practices (e.g. ELL support, etc.).
4. Begin planning units of inquiry that are centred on developing Learner Profile characteristics and invite students to critically think in an internationally-minded manner [also in C ].
5. Begin drafting a language policy document.

## **Section B: Organization**

### **Standard B1: Leadership and Structure**

*The school's leadership and administrative structures ensure the implementation of the IB programme(s).*

*1. The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).*

There are current information systems in place in the Pelham School District to inform the Board of Education about developments within the district.

*2. The school has developed a governance and leadership structure that supports the implementation of the programme(s).*

There are ongoing discussions concerning the role of potential Personal Project supervisors and how the current community service policy will be aligned with the Service and Action requirements. More discussion concerning these structures is needed.

*3. The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).*

There is alignment between the pedagogical leadership of Pelham Memorial High School and the philosophy of the IB Middle Years Programme.

*4. The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.*

Sean Llewellyn is currently the MYP Coordinator for Pelham Middle School and the MYP Coordinator designate for Pelham Memorial High School. In the 2016-2017 academic year, Mr. Llewellyn would serve as coordinator for both the middle school and the high school. MYP Coordination will be Mr. Llewellyn's sole responsibility. Being a full time MYP Coordinator (upon release from his current .5 teaching assignment) will allow Mr. Llewellyn to support the growth and development of the MYP at both schools.

*4a. The MYP coordinator is part of the school pedagogical leadership team.*

Mr. Llewellyn is currently part of the pedagogical leadership team of both the middle school and the high school.

*5a. The school has developed and implements a language policy that is consistent with IB expectations.*

This policy has been discussed by the Pelham Pedagogical Leadership Team.

*5b. The school has developed and implements an inclusion / special educational needs policy that is consistent with IB expectations and with the school's admissions policy.*

This policy has been discussed by the Pelham Pedagogical Leadership Team.

*5c. The school has developed and implements an assessment policy that is consistent with IB expectations.*

This policy has been discussed by the Pelham Pedagogical Leadership Team.

*5d. The school has developed and implements an academic honesty policy that is consistent with IB expectations.*

This policy has been discussed by the Pelham Pedagogical Leadership Team.

*6. The school has systems in place for the continuity and ongoing development of the programme(s).*

Systems for continuity and the ongoing development of the Middle Years Programme are currently under discussion.

*6a. The school's organizational structures support the implementation of all subject groups offered by the school, approaches to learning, service and the personal project (or community project for programmes that end in MYP year 3 or 4).*

There is good alignment between the organisational structures of the school and the implementation of the programme. Conversations concerning the supervision of students and their personal projects are still ongoing. More work developing the personal project supervision process is needed.

#### Summary of Evidence

There is sufficient understanding at the district and school level regarding the specific organizational and structural needs of the programme.

#### Next steps

1. Develop a strategic plan for continued community and stakeholder education regarding the MYP and Pelham Memorial High School (including detailed information about the MYP Personal Project) - [also in A].
2. Develop a plan for the personal project, including Personal Project supervisors and (potentially) a Personal Project Coordinator - [also in B2]
3. Discuss how the current Community Service faculty supervisor will help manage the Service and Action requirements of the Middle Years Programme - [also in B2]
4. Begin the process of developing a language policy [also in A], assessment policy, special needs policy and academic honesty policy. The MYP Coordinator should take the lead in facilitating

faculty discussions around these policies. Alignment with current Pelham School District policies is recommended as part of the policy development process.

**Standard B2: Resources and support**

*The school’s resources and support structures ensure the implementation of the IB programme(s).*

*1. The governing body allocates funding for the implementation and ongoing development of the programme(s).*

The district has budgeted the following costs for the 2016-17 school year:

<b>Item Description</b>	<b>2016-17 Budget*</b>
Candidate Fee (Pelham Middle School)	9,500.00
Candidate Fee (Pelham Memorial High School)	9,500.00
"Launching the MYP" Workshop (Pelham Memorial High School)	3,000.00
MYP Training for Teachers (High School) @ \$2000 per*	6,000.00
MYP Training for Coordinator	2,000.00
Summer Curr. Writing (10 hrs. ea. x 8 subjects at \$47 per hr. + 20% payroll tax)	4,512.00
<b>TOTAL</b>	<b>34,512.00</b>

\* Includes items for both the middle and high school programmes

*2. The school provides qualified staff to implement the programme(s).*

The staff are qualified per State of New York teaching standards. Sean Llewellyn, MYP Coordinator Designate has attended Category 1 training. Jeannine Clark (principal) and Judd Rothstein (assistant principal) have also attended training. Maria Thompson (Director of Humanities) and Angela Calvelli (World Languages Coordinator) have also attended Category 1 training. Michael Tromblee (Director of Technology) has attended training. High school teachers in social studies and science have attended training. English and health teachers are in the process of completing online training. Plans are in place for the future training of math, arts, and design teachers.

*3. The school ensures that teachers and administrators receive IB-recognized professional development.*

See above.

*3a. The school complies with the IB professional development requirement for MYP at authorization and at evaluation.*

See above.

*4. The school provides dedicated time for teachers’ collaborative planning and reflection.*

Time is currently available for collaborative planning during teachers' scheduled curriculum meeting time. Teachers will have one or two meetings per month dedicated to MYP development and support. The MYP Coordinator will lead these meetings.

*5. The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).*

More discussions are needed regarding the physical and virtual learning environments.

*6. The library/multimedia/ resources play a central role in the implementation of the programme(s).*

More discussions are needed regarding the library/multimedia resources at Pelham Memorial High School.

*7. The school has systems in place to guide and counsel students through the programme(s).*

There are guidance counselors currently in place at Pelham Memorial High School.

*8. The student schedule or timetable allows for the requirements of the programme(s) to be met.*

The schedule at PMHS allows for the programme requirements to be met.

*8a. The schedule or timetable provides a broad and balanced choice of subjects from the required MYP subject groups.*

The schedule is broad and balanced. There are a wide variety of course offerings available.

*8b. The schedule or timetable provides the minimum required teaching hours per year for the required MYP subject groups.*

The schedule provides the minimum required teaching hours per academic year.

*8c. The schedule or timetable promotes concurrency of learning.*

The schedule promotes concurrency of learning.

*9. The school allocates resources to implement the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the IBCC reflective project for all students, depending on the programme(s) offered.*

The Personal Project has been discussed by the Pelham Pedagogical Leadership team. Conversations concerning the supervision of students and their personal projects are still ongoing. More work developing the personal project process (including supervisors) is needed.

### Summary of Evidence

Pelham is aware of the professional development requirements for implementation and has met these requirements. There is a plan to dedicate one or two meetings per month for collaborative planning and other MYP development. The master schedule meets the programme requirements. Discussions concerning the media center/library and counseling support are needed. Lastly, more specific details concerning the implementation of the personal project (including supervisors) are needed.

### Next steps

1. Design and develop a long-term budget (curriculum review cycle, trainings)
2. Align the current community service requirements with the MYP Service and Action requirements.
3. Design and develop detailed and specific personal project policies and practices. Discussions should include how to develop personal project supervisors.

## **Section C: Curriculum**

### **Standard C1: Collaborative planning**

*Collaborative planning and reflection supports the implementation of the IB programme(s).*

*1a. The school has an approach to curriculum planning that involves all MYP teachers.*

All ninth and tenth grade teachers will be involved in the MYP teacher meetings that will occur each month.

*1b. Collaborative planning and reflection facilitates interdisciplinary learning to strengthen cross-curricular skills and the deepening of disciplinary understanding.*

The agenda for these MYP teacher meetings is being developed.

*2. Collaborative planning and reflection takes place regularly and systematically.*

The agenda for these MYP teacher meetings is being developed.

*3. Collaborative planning and reflection addresses vertical and horizontal articulation.*

The agenda for these MYP teacher meetings is being developed.

### Summary of Evidence

There is time allocated in the schedule for MYP teacher meetings. The meetings will be led by the MYP Coordinator.

Next steps

Discuss and outline the specific details of collaborative planning/ MYP teacher meetings at Pelham Memorial High School.

**Standard C2: Written curriculum**

*The school's written curriculum reflects IB philosophy.*

*1. The written curriculum is comprehensive and aligns with the requirements of the programme(s).*

The current written curriculum at Pelham is comprehensive. There is some partial alignment with MYP requirements.

*1a. The curriculum fulfills the aims and objectives of each subject group offered in each year of the programme and the personal project (or community project for programmes that end in MYP year 3 or 4).*

More work developing MYP curriculum is needed.

*1b. The written curriculum includes an approaches to learning planning chart for all years of the programme.*

More work developing MYP curriculum is needed.

*1c. The written curriculum includes subject group overviews for each subject group offered for each year of the programme.*

More work developing MYP curriculum is needed.

*1d. Unit plans are documented according to the MYP unit planning process.*

More work developing MYP curriculum is needed.

*1e. The curriculum fosters disciplinary and interdisciplinary understanding.*

More work developing MYP curriculum is needed.

*1f. There is a system for the regular review of individual unit plans and of the planning of approaches to learning skills.*

More discussions are needed regarding the unit review and ATL planning processes.



*2. The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.*

More work developing MYP curriculum is needed.

*2a. The written curriculum includes the prescribed key concepts and related concepts in each subject group.*

More work developing MYP curriculum is needed.

*3. The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.*

More work developing MYP curriculum is needed.

*3a. The curriculum provides sufficient opportunities for students to meet the learning outcomes for service in every year of the programme.*

More work developing MYP curriculum is needed.

*4. The written curriculum incorporates relevant experiences for students.*

More work developing MYP curriculum is needed. Some current PMHS units incorporate relevant experiences for students.

*5. The written curriculum promotes students' awareness of individual, local, national and world issues.*

More work developing MYP curriculum is needed. Some current PMHS units incorporate current issues in their designs.

*6. The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).*

More discussions concerning the curriculum review process at Pelham Memorial High School are needed.

#### Summary of Evidence

Pelham Memorial High School will work on developing and designing MYP units during the 2016-17 school year. The process of designing MYP units will be directly addressed in IB MYP teacher training.

#### Next steps

1. Ensure that IB teacher professional development requirements are met.

2. Work to articulate and implement a strategic in-house professional development plan that includes collaborative planning and reflection time [also in B1, B2, and C1]. The MYP Coordinator should plan and facilitate professional development plans.

### **Standard C3: Teaching and learning**

*Teaching and learning reflects IB philosophy.*

*1. Teaching and learning aligns with the requirements of the programme(s).*

More work developing MYP curriculum and IB instructional practices is needed.

*1a. Teaching and learning at the school uses global contexts as contexts for inquiry.*

More work developing MYP curriculum is needed.

*1b. Teaching and learning allows students to meet the MYP objectives in each year of the programme for each subject group studied.*

More work developing MYP curriculum is needed.

*2. Teaching and learning engages students as inquirers and thinkers.*

More work developing MYP curriculum and IB instructional practices is needed.

*3. Teaching and learning builds on what students know and can do.*

More work developing MYP curriculum and IB instructional practices is needed.

*4. Teaching and learning promotes the understanding and practice of academic honesty.*

More work developing MYP curriculum and IB instructional practices is needed.

*5. Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.*

More work developing MYP curriculum and IB instructional practices is needed.

*6. Teaching and learning develops the IB learner profile attributes.*

More work developing MYP curriculum and IB instructional practices is needed.

Summary of Evidence

Pelham Memorial High School is at the beginning of its IB pedagogical and curricular journey. Many of these practices will be directly addressed in IB MYP teacher trainings. Other practices will be addressed as the IB MYP Coordinator collaborates with and assists teachers in the MYP planning process.

Next steps

[from Standard C2]

1. Ensure that IB teacher professional development requirements are met.
2. Work to articulate and implement a strategic in-house professional development plan that includes collaborative planning and reflection time [also in B1, B2, and C1]. The MYP Coordinator should plan and facilitate professional development plans.

### **Standard C4: Assessment**

*Assessment at the school reflects IB assessment philosophy.*

*1a. The school uses the prescribed assessment criteria for each subject group in each year of the programme.*

More work developing MYP curriculum and IB instructional practices is needed.

*1b. Teachers standardize their understanding and application of criteria before deciding on achievement levels.*

More work applying MYP assessment criteria is needed.

*2. The school communicates its assessment philosophy, policy and procedures to the school community.*

There are policies in place to communicate with the school community.

*3. The school provides students with feedback to inform and improve their learning.*

More work using the MYP assessment criteria is needed.

*4. The school has a system for the qualitative monitoring of student involvement in service according to the school's learning expectations for service.*

More discussions involving service learning expectations are needed.

*5. The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).*

More work disaggregating MYP assessment criteria and student achievement is needed.

*6. The school analyzes assessment data to inform teaching and learning.*

Pelham Memorial High School currently analyzes student assessment data. More discussions concerning analyzing and disaggregating MYP assessment data are needed.

*7. The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the IBCC reflective project, depending on the programme(s) offered.*

Plans for the MYP personal project are currently in development.

#### Summary of Evidence

Pelham Memorial High School is at the beginning of its IB pedagogical and curricular journey. Assessment will be directly addressed in IB MYP teacher training but building-level support is needed to consistently sustain these assessment practices.

#### Next steps

See standard C3.

## **Appendix II - Action Plan Addressing Identified Challenges Associated with MYP Expansion into PMHS**

Through the following action plan, the administrative team seeks to respond specifically to the anticipated challenges first presented at the January 12, 2016 Board of Education update, and then elaborated at the February 9, 2016 Board of Education Study Session.

*1. There are differences between the middle and high school.*

To some extent, Pelham Middle School teachers are more familiar with working collaboratively and with teachers of other disciplines, planning from a student-centered (rather than curriculum-centered) perspective, and thinking in terms of the “whole child.” If we agree that these are desired traits for all teachers, this is all the more reason why it is important that PMHS teachers’ professional development provide opportunities to deal with these in a substantive manner. In addition, a number of “split” PMS/PMHS teachers (in World Languages, art, music, and health) have been experiencing the MYP implementation process this year and are both responding enthusiastically and meeting with great success. In some ways, high school implementation is an easier process, since - unlike at the middle school - no changes in course offerings or student schedules will be needed. In addition, high school implementation will require a significantly smaller group of teachers to be trained. While change is often challenging in education, we have already - at PMHS - committed to MYP aspects such as performance-based assessments (through PADI), differentiated instruction (through our work with Carol Ann Tomlinson), Charlotte Danielson’s Framework for Teaching (in our teacher observation/ APPR process), Understanding by Design, Curriculum Mapping, and Growth Mindset. The difference here is that the MYP would now provide a systemic and ongoing means through which to accomplish the goals we have already set before ourselves.

*2. High school teachers would need to work collaboratively to look at curriculum, teaching, and assessment in a new way.*

Most worthwhile outcomes require some challenge. While some teachers find change inspiring and rejuvenating, others have the tendency - once they are secure in their daily practice - to stick with “tried and true” methods and materials. The problem with this latter tendency is that it fails to account for changes - social, political, economic, environmental, and technological - occurring in the world outside. One only need look as far as the daily news to get a sense of how quickly the world is changing, and we as educators must change with it. Since we can’t know what will exist at the end of this road, we need to prepare students who can be innovative, resilient in the face of change, and willing to grow, with initiative, critical thinking, and intellectual curiosity and enthusiasm. MYP implementation will require teachers to work hard, but this is rewarding work, as the middle school teachers can already attest to. Implementing the MYP will be an

ambitious undertaking, but one that has immense value not only for the students, but for the teaching staff as well. As teachers begin the process of unit planning and start to focus their teaching on an inquiry-based model where they are exploring essential questions, making interdisciplinary connections, examining a global context, and creating culminating authentic assessments, they will hopefully see the intrinsic and extrinsic value in these endeavors. Since many of the teachers already incorporate elements of this model into their lessons, it is unlikely they will see the IB as an overhaul of their craft. Key to a successful process will be pacing the professional development so that teachers have the time to master each element of the MYP and apply it in their classrooms in the midst of competing initiatives.

*3. There is more competition for PMHS teacher meeting time.*

During the 2015-16 school year, Pelham Middle School teachers met about three times per month for professional development related to the MYP. This has been possible since most faculty, department, and curriculum meetings were given up to this purpose. We know this will not be possible at PMHS, due to other responsibilities and initiatives teachers will be pursuing. However, this need not be an impediment to our pursuing an authorization process. First, the process at PMS has resulted in teacher progress far beyond what most candidate schools accomplish in a similar timeframe, PMHS need not be as ambitious; applying for authorization requires much less work than we are currently undertaking at the middle school. Second, while we will most likely be ready to apply for middle school authorization in October of this year - within about a year of the beginning of candidacy - the candidacy process can, and usually does, take longer. Therefore, if we want to take two or three years to get ready to apply for authorization to offer MYP in grades nine and ten, there is no reason why we can't. What is important is for us to submit our application to be a candidate school, and therefore be able to receive the access to materials, consultation with the IB, support, and training we will need to begin the process. Initial estimates indicate that the IB Supervisor will be able to meet with teachers for one or two professional development sessions each month. In addition, as with any school improvement, a few staff members must also serve as "change agents" in this process, with an eye toward engaging and motivating the rest of our professional staff. Since the fall our Directors have been looking at ways of creating teachers' schedules that would facilitate the success of the MYP if the authorization process moves forward in the high school. The Directors and Principal have selected potential staff members who would be both willing to be trained in MYP: Category 1 and could teach predominantly ninth and tenth grade classes. These teachers could serve as turn-key facilitators, helping the ninth and tenth grade teachers develop their units and assessments.

4. *PMHS teachers teach a variety of courses.*

Currently, there are many teachers at PMHS who teach one or two ninth or tenth grade classes, while some do have ninth and tenth grade classes making up a majority of their schedule. It would be beneficial for teachers who will be involved with MYP to have a more “pure” schedule, with at least 60% of their schedule consisting of ninth or tenth grade classes. This is possible, especially now that - contractually - teachers can teach two AP classes without it counting as an additional .2 FTE. More consistent schedules, when feasible, will have the added benefit of allowing teachers to teach fewer “preps” and be able to concentrate with more focus on a smaller number of different lessons per day. That being said, even if individual teachers do have one or two classes outside grades nine and ten, split teachers teaching at PMS have already demonstrated that a mixed MYP/ non-MYP program is possible, and that - in fact - MYP training can have a positive impact upon teachers’ approach to the rest of their courses. Directors have already started examining schedules to see if the variety of courses can be reduced and staff can be assigned to fewer grade levels. This would facilitate the “turn-key” process and allow for more collaboration among ninth and tenth grade teachers. It is also important, during this process, that we preserve our robust elective program at PMHS so that the ninth and tenth grade teachers can continue to teach the electives about which they are very passionate.

5. *Teachers will need to balance MYP expansion with other agendas.*

English, Social Studies, and Math teachers will all be dealing with curricular changes related to the Common Core, and science teachers will be dealing with new standards. This means that they will not be able to concentrate exclusively on the MYP in upcoming years. As was mentioned earlier, if PMHS needs a longer candidacy period in order to meet the IB’s requirements, this is not a problem. High school teachers will - by necessity - receive less IB training and work time than middle school teachers have within the same period of time. It should be possible at times, however, to combine initiatives. For example, if teachers need to create new units to respond to Common Core changes, they can still do so using the MYP Unit Planner once they have been trained in its use. High school teachers often feel especially passionate towards and protective of their course content, and it is important that they understand that, under the MYP, content will not be sacrificed. The more they see the MYP in action, the more confident they will feel in this regard. The Principal and Directors have already expressed a willingness to be flexible when it comes to Wednesday meetings, so that teachers can have time both for professional development and IB-related work. In addition, while teachers should still have the option to choose the topics they will address in their Professional Learning Communities (PLCs), many middle school teachers chose to focus on MYP initiatives during their PLC sessions, and some high school teachers might be interested in following suit.

6. *We will need to figure out how to supervise students' Personal Projects in grade 10.*

For the capstone project MYP students complete during grade 10, each student will need to have a “supervisor” to support him or her, provide guidance, and assess the finished project. With over 200 students in grade 10, either a small group of teachers will be responsible for large numbers of students, or a large percentage (perhaps all) of the faculty will need to provide this service for students. This is similar to the situation we will eventually face regarding the Community Project in grade 8, but, in that case, students can work in groups of up to three with one supervisor, mitigating the issue somewhat. While this is not an issue we would need to deal with at PMHS for a few years, it behooves us to begin to consider it now. Some possibilities that could provide room for this contact time:

- Teachers could meet with students during Academy Period. If necessary, one Academy Period a week could be freed for Personal Project consultation
- The Personal Project could be tied to a 10th grade course, with room allotted in the curriculum for support and supervision
- Teachers could be freed from part of a duty period (every other day, once a week) dependent upon the number of students he or she was supervising.
- The IB Coordinator could, as part of his responsibilities, act as supervisor for a number of students' Personal Projects

7. *We will need to expand our current grade reporting process.*

Schools offering the MYP are required to communicate student achievement in each subject group to parents at regular intervals, usually during, and at the end of each school year. Each subject group assesses students in four criteria, and students receive a score from 0-8 in each of the four. These scores are added together to make a score from 0-32, which is then converted into a grade from 1-7. These 1-7 grades need to be communicated to parents. Schools can either report grades in a parallel format (MYP grade and traditional grade out of 100%), or they can use a formula to convert the MYP grade to a percentage. At PMHS, it would make the most sense to report parallel grades. MYP schools report that the communication of MYP grades is not an arduous process; in fact, it actually makes the assessment process easier. We could either report MYP levels on our usual report cards (through the “comments” function, for example), or we could use another software solution. Many IB schools use the ManageBac system, which handles IB grading in addition to curriculum planning and mapping, community service, virtual classrooms, community and personal projects, and other functions. We could consider using this product in the future, although it might overlap with a number of other products (Rubicon, eChalk), which we already use.



### **Appendix III - Summary of Research Relating to the International Baccalaureate: Middle Years Programme**

*This is a summary of research pertinent to quantitative and qualitative effects attributed to student participation in the International Baccalaureate: Middle Years Programme.*

In a 2015 study of a large, socioeconomically diverse district of rural, urban, and suburban communities, outcomes of high school students who attended an MYP school were compared with those who had not. Higher percentages of students who previously attended MYP schools participated in AP exams compared with students who attended non-MYP schools. Furthermore, higher percentages of students who previously attended MYP schools achieved at least one college-ready score on AP exams as compared with students who attended non-MYP schools. Among the students who took at least one AP exam, MYP students took significantly more exams than their non-MYP counterparts. This study suggests students may have gained skills in MYP that prepared them for success in advanced courses such as AP (Wade, 2015).

In a 2015 study of a high school in a suburban school district in North Carolina, after three years of MYP implementation in grades nine and ten the school experienced a decline in suspension rates and an improvement in students' academic and self-perceptions. Students reported that they enjoyed being in school at more than double the national frequency. In surveys, students shared the positive impact of the MYP service learning requirement and indicated that the Personal Project was "a benefit, a significant learning experience, a challenge . . . and . . . the context in which . . . they had gained knowledge about the world and other cultures." Students also cited additional benefits including oral presentation skills, responsibility, independence, and time management (Cook, 2015).

A 2014 study of a Georgia middle school found that the IB: MYP had a positive impact upon students' academic performance by delivering an interdisciplinary curriculum, inquiry-based approaches to learning, real-world experiential activities, coaching and mentoring, and individual student responsibility and accountability. As stated in the study, "It is . . . through the application of content and concepts that learners not only learn new knowledge, but more importantly, they develop the capabilities to process and apply that knowledge to real-world situations" (Johnson, 2014).

In a 2013 study, previous enrollment in the MYP appeared to have a positive impact on students' global mindedness (Wade, 2013).

As part of a 2013 study focused on the impact of the MYP on students in poverty, teachers reported that the MYP helped students "see the bigger picture," "make connections between the mathematics curriculum and real world applications," and "think critically and reflect." Through

the MYP, teachers worked together to create interdisciplinary lessons, they incorporated real-world events, experienced increased collegiality, built more creative lessons, moved beyond memorization, planned higher-level lessons, and taught “beyond what is tested.” Teachers reported that on the whole the MYP benefitted students by encouraging higher order thinking and educating the whole child. They also suggested that the MYP improved teacher pedagogy by encouraging collaboration and teaching beyond tested material (Kobylinski-Fehrman, 2013). A 2013 study compared science performance of MYP students with their non-IB peers and found that MYP students outperformed the non-IB students on the Colorado Student Assessment Program across all grade levels (Healer, 2013).

A 2013 study of Texas MYP schools reported that IB students were on-task 87% of the time, as opposed to 73% of non-IB students (Alford, 2013).

A 2011 study within a large, socioeconomically diverse school district in the United States explored student engagement and performance in five MYP schools in comparison to five non-MYP schools. Using state assessments as a benchmark, the results indicated that a higher percentage of MYP students achieved proficient or advanced performance on mathematics and science assessments than the matched comparison group (Wade, 2011).

In 2009, in an analysis of High School Survey of Student Engagement (HSSSE) results, IB students rated their levels of academic, social, and emotional engagement significantly higher than non-IB students. In the national sample, 63% of IB students had written papers of five pages or more on a regular basis, whereas only 49% of non-IB students had done so. 53% of IB students had discussed ideas from readings or classes with teachers outside of class, compared to 39% of non-IB students. 43% of IB students believed that their school had contributed very much to their ability to think critically, while 35% of non-IB students believed the same about their schools. 26% of IB students strongly agreed that they felt academically challenged by their coursework, whereas 19% of non-IB students strongly agreed that they felt challenged (Shah, 2010).

In a 2005 study of the impact of IB: MYP at a Southern California middle school, students who had received two years of MYP demonstrated significantly greater improvement in mathematics and English-language arts (as measured by the California Standards Tests) as compared to students in the same district who had not experienced the program. According to the study, “This finding is consistent with the literature [in showing] that innovative, comprehensive school programs with rigorous standards appear to be more effective than conventional education in meeting the academic needs of public school students.” The study also demonstrated that the IB: MYP better prepared students for higher level math, as significantly more students in the IB school took the more advanced course option. In addition, according to this study, “These findings provide evidence that academic programs like the International Baccalaureate are

effective in meeting the academic needs of students from diverse social, ethnic, and economic backgrounds” (Willcoxon, 2005).

In a 2002 study examining the development and implementation process of the IB: MYP in a suburban western Pennsylvania school district in grades six through ten, during the first year of MYP implementation, teachers demonstrated an increase in interdisciplinary connections and collegial work. Teachers reported that the program encouraged independent and global thinking. Administrators reported regret at not involving ninth and tenth grade teachers more intimately with program implementation from the beginning (Powell, 2002).

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Password: pelhammyp