



International Baccalaureate

Association of Rocky Mountain Schools

IBARMS News

Fall 2008

Notes from the President: Jeffrey Beard's message at the ARC

As we go forward this year in IBARMS, the Executive Committee would encourage all member schools to keep up with the news from the IB and IBNA offices. Lots of change is occurring and we want to be able to process and help our members as we go forward. Please remember to mix with other schools at the general meetings. Below is a summary of information from the Annual Regional Conference this summer in San Francisco. I hope the information is valuable to you.

Look forward to seeing you on November 21st.

Dorsee

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In San Francisco in July, Jeffrey Beard, IB Director General, gave a brief update. In our society today with much discussion about 21st century skills for college and career the IB has looked at its mission in relationship to this discussion. The IB promotes the following 21st century skills for university: cross disciplinary knowledge, communication skills, teamwork, analytical reasoning and real-world problem solving. This is part of the reason we believe in IB. He was also excited to report that in May 2008 80,000 students were tested with over one million exam papers being printed. Of those that were tested worldwide, 2/3s came from state and public schools with 92% coming from public schools in the United States. So the growth of IB continues in North America.

As he continued his update he notified us that there were 273 new authorized programs in 2007 in the United States. Of those schools there were 150 diploma programs, 53 middle years programs and 70 primary years programs. IBNA has received 200 applications so far this year and they expect it will be 400 by the end of the year! As IB continues to forecast growth in the future, Mr. Beard reported we could be at 10,000 schools with 2 ½ million students by the year 2020. Growth of the IB has not slowed over the last 25 years.

With this growth, comes the pains of how to maintain quality across the world. What we will be seeing is a restructuring of the IB organization with one governance/management structure. Therefore the IBNA has merged with the IB. You will see movement of regional offices and assessment centers as the organization moves to be more service-oriented with more investment in infrastructure and technology. There will be an assessment center in North America by 2020. Keep yourself informed by looking for updates on the IB website and email notifications. It was an eye-opening presentation.

Dorsee Johnson-Tucker, IBARMS President

Minutes from September for approval in November



Please visit the blog for [minutes](#) from:

- The [General Session](#) (please read so you can vote on approval of minutes)
- The [Diploma Breakout session](#)
- The [MYP Breakout session](#)
- The [PYP Breakout session](#)

Keystone 2009 MYP and PYP Workshops

This past summer, IBARMS ran teacher training workshops for PYP and MYP in Keystone, CO. We trained more than 400 teachers!

For the summer of 2009, we will be offering workshops in both PYP and MYP again. The dates are June 28-July 1. Registration opens January 1, 2009 for IBARMS members.

Tentative PYP offerings are: Introduction to the PYP (Level 1), Reading and Writing through Inquiry in the PYP (formerly "Inquiry," Level 2), Assessment in the PYP (Level 2), Early Childhood in the PYP (Level 3), Promoting International-mindedness in the PYP (Level 3), The Exhibition (Level 3).

Tentative MYP offerings are: English A (Levels 1 and 2), French B (Level 2), Humanities (Levels 1 and 2), Mathematics (Levels 1 and 2), Science (Levels 1 and 2), Heads of Schools & Coordinators (Level 2), Special Education Needs (Level 3).

Keystone training is official training offered to teachers around the world. We hope you will join us in 2009!



Grant \$\$ available: project proposals due November 14

The IB community now includes more than 2000 schools in more than 125 countries. To strengthen this large and growing community and the IB mission, IB has initiated the IB community theme.

The theme is intended to serve as a focus for the IB and IB World Schools, to capture the excellent initiatives that are already underway in many schools and encourage and inspire new activities, in and out of the classroom, around the following topics:

- The fight against poverty
- Peace keeping, conflict prevention, and combating terrorism
- Education for all
- Global infectious disease
- Digital divide
- Natural disaster prevention and mitigation

IB is encouraging and facilitating schools to integrate activities around this theme into school life, and to share results, successes and stories with the global IB community.

IBARMS would like to promote the community theme by providing support for schools who are fostering international understanding. We would like to honor the commitment of a school that has undertaken a project deemed to be particularly innovative and effective in promoting the cause of international understanding which may include one of the topics given above. IBARMS is willing to financially support a school who needs help with implementation.

Each interested school must submit an application by November 14 to be considered for the funding. Applications can be found [here](#). Only IBARMS schools with Active Membership are eligible to apply.

The committee will have the final decision regarding the funding of projects. IBARMS has been budgeted \$5000 to help with projects. This amount may be split among different schools.

Submit to [Jan Lotter](#) or mail to 472 S. Wheeling Street, Aurora 80012

November 19 meeting feature: Listening Project



Soon we'll send Evites for our November 21, 2008 meeting, so watch your inboxes to RSVP. Our location is the same as September's: [CopperFields Event Chateau](#) on the I-70 frontage road between Wadsworth and Harlan in Arvada. Don Marsh has arranged for the filmmakers of [The Listening Project](#) to speak at our meeting. (The screening will happen at a local theater prior to the IBARMS meeting.)

From the ARC: What an MYP classroom should look like

(Roger Dowd reporting Stanley Burgoyne's "MYP update" presentation, IBNA ARC 2008)

- 1. Evidence of an MYP Unit Question:** This question is posted in the classroom to provide a larger conceptual understanding of the content being addressed. This question is NOT content specific, rather it can be traced back to the more global conceptual understanding for each MYP unit of work. Students will feel challenged to think beyond the text and materials supplied.
- 2. Opportunities for students to practice critical thinking:** Teachers will present focused questions (a MYP unit question) and/or MYP assessment tasks that invite critical student reflection about the content of the curriculum. Students will be active participants.
- 3. Real-world problem solving drives instruction:** Students are engaged in studying, developing solutions for, and creating products and systems that address critical concerns in the world. Students will be active in their pursuit of knowledge and understanding.
- 4. An interdisciplinary focus where appropriate:** Holistic learning breaks down artificial barriers of different subjects commonly found in school, enabling students to discover the relationships between different knowledge areas and the real world.

This is where identifying a "significant concept" in each MYP unit is important. This concept is not content specific and provides teachers' with a way to make content relevant in another discipline. Students will see learning as an interrelated whole.

[Review 3 Cs: Content, Concept, Context]

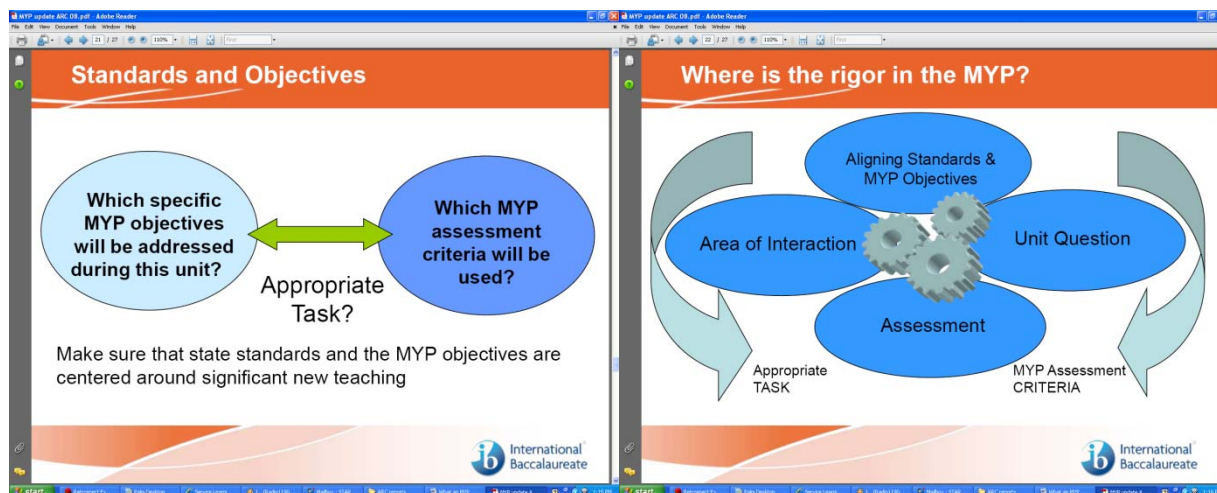
- 5. Evidence of the Areas of Interaction:** The five areas of interaction will be used as a single focus (context) with which to view the curriculum on a unit-by-unit basis each year of the program. These areas are each broken down year by year into non-content specific learning opportunities that are age appropriate. Students will come to understand that learning has meaning in their everyday lives.
- 6. Learner-centered:** A broad teaching approach/methodology that engages teachers in a process of looking at how they teach. It may mean replacing lectures (direct instruction) with active learning that is inquiry based, and/or cooperative group situations. Ultimately, the student becomes responsible for their own learning.
- 7. Evidence of international-mindedness:** This is a process of developing students' attitudes, knowledge, and skills as they learn about their own and others' cultures (global perspective) through eight content areas.

International Mindedness: An openness to and curiosity about the world and people of other cultures, and a striving towards a profound level of understanding of the complexity and diversity of human interactions.

Intercultural Awareness: Having some knowledge of and sensitivity towards groups of people with different sets of beliefs and values, experiences, and practices.

- 8. Criterion related assessment:** Each subject area has specific assessment tasks and related criteria that are to be used on a regular basis each year of the program. These assessment pieces are holistic in nature and give a much more honest appraisal of a student's learning than just a test. Students demonstrate their understanding of material in an authentic manner.

MYP assessment is based on a criterion-referenced model that directly links the assessment criteria with the subject-group objectives. This model gives both teacher and student reliable and valid information on the actual learning that takes place for each subject group.



9. Development of the attributes in the IB

Learner Profile: Over the course of the program, the students are engaged in becoming inquiring, knowledgeable, thinking, communicating, principled, open-minded, intellectually risk-taking, balanced, caring and reflective lifelong learners.

10. Community and Service: Teaching staff will take advantage of units that are planned through Community and Service to have service learning **rise straight from the curriculum.**

This type of action is short term, meaningful and leads students to see how they can be contributors to their communities. When the MYP measures community service, this is what they are looking for rather than an external number of hours performed somewhere else by students.

Student Corner: Project HEART outcome

By Kyriaki Council, Junior at Smoky Hill High School

The Smoky Hill High School IB Program has adopted the project HEART. This is the first ever IB CAS project at our school. The goal is to assist students in Kenya. In Kenya schooling is public and free. The only problem is that a uniform is required for all students. Many students do not have the means for a uniform, because they are either orphaned or have unemployed parents. HEART personally takes the money to Kenya. The materials that are bought with this money are sewn into uniforms by women who have been made outcasts and widows because of AIDS. The money goes straight to Kenya, so it also aids the economy of Africa.

To raise money, a group of about 25 IB students went out into the community to seek donations. Every year at Smoky Hill H.S. there is an event called World Awareness Week. Being that this project had to do with Kenya, it was decided that this would be the best time to let the whole school know about this project. The students formed committees, and created a t-shirt for the project that could be sold to IB teachers in the school. Students also organized a balloon sale and a bake sale for the project. Many stores in the community, including Subway, Starbucks, Crocs, Chic-fil-A, the PTCO, and other organizations have made donations. Through the hard work of the students and from the donations from the community, we have raised \$ 967 so far, and there are still many shirts left to sell. All of this money is 100% profit due to the donations that were made and the grant that we received from IBARMS. All of this money will go to Kenya, to assist these students, and aid in the economy of Africa.

We hope to continue to work with HEART as our IB sponsored CAS project. This year, several juniors will attend the annual HEART fundraising dinner so that they can discover new ways to get involved with this international service. Thanks to IBARMS we were able to get this project started and plan to continue our work towards improving the lives of the people of Kenya in years to come.

Editor's note: For more project news, please visit the [IBARMS website](http://www.ibarms.org).