



Cleveland High School

International Baccalaureate (IB) For All

Dr. Katy Wagner

CHS International Baccalaureate (IB)

- Diploma Programme (DP) - 11th & 12th grades
- All IB courses accessible to all students, independent of DP status

IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally-minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

Reflective

Give thoughtful consideration to your own learning and experience. You are able to assess and understand your strengths and limitations in order to support your learning and personal development.

Open-minded

Understand and appreciate your own culture and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. You seek and evaluate a range of points of view, and you are willing to grow from the experience.

Risk-takers

Approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. You are brave and articulate in defending your beliefs.

Caring

Show empathy, compassion and respect towards the needs and feelings of others. You have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Balanced

Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for yourself and others.



Principled

Act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. You take responsibility for your own actions and the consequences that accompany them.

Knowledgeable

Explore concepts, ideas and issues that have local and global significance. In so doing, you acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Inquirers

Have a natural curiosity and learn to acquire the skills necessary to conduct inquiry and research and show independence in learning. You actively enjoy learning and this love of learning will be sustained throughout their lives.

Communicators

Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. You are willing to work in collaboration with others.

Thinkers

Exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

Where we were...

- 2012-13: Staff PD examined all courses and grades.
 - 11th grade English - 50% enrolled in IB Literature HL and 50% enrolled in English 5-6
 - Failure rates were extremely high in English 5-6 (hardly any As or Bs).
 - Very few students of color in IB Literature HL

- CHS didn't track 9th or 10th grade English (heterogeneous grouping), but in 11th grade it suddenly became tracked..... WHY ARE WE DOING THIS??

Call to Action

- Students in non-IB classes should not be “outsiders looking in” to engaging and rigorous coursework across the hall
- Need to raise expectations school-wide
- Need an IB Language course for students who may not be passionate about IB Literature HL
- IB is all about global perspective... need to INCREASE diversity in classrooms

Initial Planning

- Selection of IB Language & Literature SL
 - Aligned with Common Core
 - Allowed for shorter nonfiction text and use of media and images
 - Less teaching hours required than HL
- IB Boost period
- Teacher leader with release period to coordinate team meetings
- Team summer planning
- Silent pilot in 2013-14

Initial Implementation Challenges

- Staff turnover
- Cost of IB training
- Articulation at 9th-10th grades to prepare for both SL & HL
- Clear communication to 10th graders about course selection for next 2 years

Expansion to include IB History of the Americas (HOTA) for all

- Narrowed breadth to allow for more depth
- 15 possible units, but only need to teach 3. We picked 4-5.
- Developing scope & sequence, common assessments
- Materials selection.... No textbook
- Differentiation

Greatest Challenges (Opportunities)

- Addressing privilege & ableism
- Philosophical resistance to “taking away an advanced class from those needing a challenge”
- Myth that IB has to be hard... or more work
 - Curriculum?
 - Materials we choose?
 - Homework expectations we set/how we teach?
- Getting staff consensus

Greatest Learning

- Boost must have an intentional structure and methodology (i.e. *previewing material/assignments before addressing in class*)
- Need someone steering the ship - at least the first year, but ideally through the development process
- More collaborative planning time
- Staff needs a clear message about vision of IB for all with a focus on equity.
- Share and adopt best practices
- Focus on student engagement and relevancy