
International Baccalaureate



Thomas A. Edison High School
22 January 2018



IB Leadership at Edison High School



Pamela Brumfield
Principal



Belinda Williams
Assistant Principal

IB Coordinators



Heather Browne
Middle Years Programme

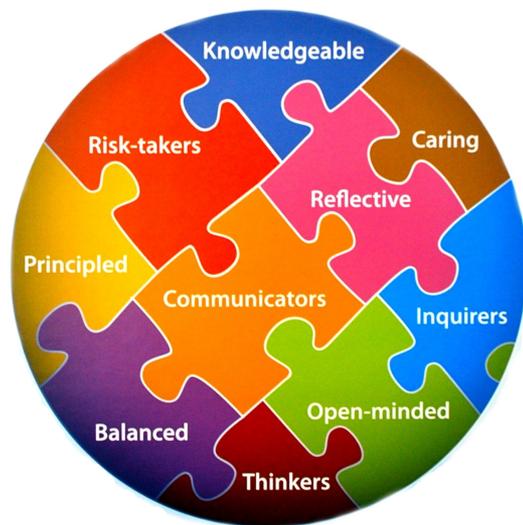


Stacey Kiggins
Diploma Program

Edison High School IB Facts

- Edison High School became an authorized IB school in July 1998
- Edison has 333 students registered to take 944 IB exams this session and 47 Full IB Diploma Candidates
- Edison students had the highest scores in the county for Chinese, Environmental Systems and Societies, and Chemistry
- Our students scored the highest possible marks in Literature, Chinese, Spanish, Anthropology, and Math Studies
- Our students scored above the world average in Spanish, History of the Americas, Anthropology, Math Studies, Theater, Visual Arts, and Chinese.

Learner Profile of an IB Student



FCPS Portrait of a Graduate



Communicator



Collaborator



Ethical and
Global Citizen

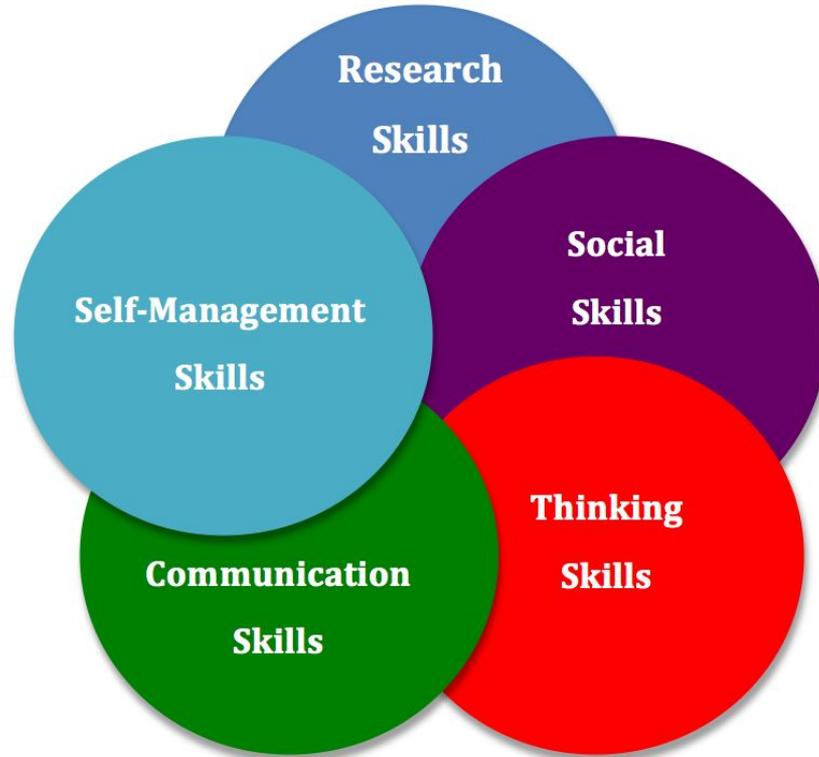


Creative and
Critical Thinker



Goal-Directed and
Resilient Individual

Approaches to Learning in IB



Approaches to Teaching in IB

1. based on **inquiry**
2. focused on **conceptual understanding**
3. developed in local and **global contexts**
4. focused on effective teamwork and **collaboration**
5. **differentiated** to meet the needs of all learners
6. informed by **formative and summative** assessment



What is IB?

- The International Baccalaureate aims to develop **inquiring, knowledgeable and caring young people** who help to create a better and more peaceful world through intercultural understanding and respect.
- To this end the organization works with schools, governments, and international organizations to **develop challenging programmes of international education** and rigorous assessment.
- These programmes encourage students across the world to become **active, compassionate and lifelong learners** who understand that other people, with their differences, can also be right.



AP v. IB

- Similarities
 - Rigorous programs of study
 - Students can receive college credit, and additional GPA weighting
 - Students can choose classes “a la carte”
- IB Only
 - Students can receive the IB Diploma, for which some colleges award up to 30 hours of credit - the program has many additional benefits (covered in DP Breakout session)
 - Curricula are interconnected
 - Portfolio based assessments
 - Holistic education
 - Student-centered

Writing Prompts

Prompt A: In this excerpt from Thomas Hardy's *The Mayor of Casterbridge* (1886), Michael Henchard and his daughter Elizabeth-Jane are reunited after years of estrangement. During this separation, Henchard has risen from poor seasonal farmworker to wealthy mayor of a small country town, while Elizabeth has supported herself by waiting on tables at a tavern. Read the passage carefully. Paying particular attention to tone, word choice, and selection of detail, compose a well-written essay in which you analyze Hardy's portrayal of the complex relationship between the two characters.

Prompt B: Write a commentary on the following passage.

Wise Words

“What matters is not the absorption and regurgitation either of facts or of predigested interpretations of facts, but the development of powers of the mind or ways of thinking which can be applied to new situations and new presentations of facts as they arise.

(Alec Peterson, first IB Director General 2003:47)

Full IB Acceptance Rates

University or college	IB Students Acceptance Rate	Total Population Acceptance Rate
University of Florida	82%	42%
Brown University	18%	9%
Stanford University	15%	7%
Columbia University	13%	9%
University of California - Berkeley	58%	26%
Harvard University	10%	7%
New York University	57%	30%
University of Michigan - Ann Arbor	71%	51%
University of Miami	72%	30%

Full IB Acceptance Rates, Continued

University or College	IB Students Acceptance Rate	Total Population Acceptance Rate
Cornell University	31%	18%
Duke University	28%	16%
University of Pennsylvania	24%	14%
Yale University	18%	7%
University of Virginia	64%	32%
UNC Chapel Hill	63%	32%

Admissions Representatives

- Melissa Stoker, Towson University



- Jim Duffy, Randolph College



**RANDOLPH
COLLEGE**

- Kristen Schlicker, American University



Tiger Nation



17:1
Student-to-Faculty Ratio



60+ Undergraduate
Majors



250+ Student Clubs and
Organizations



19 Division I Athletic
Teams

One of the most generous IB
policies in the country



"Hire a Tiger"
Alumni Network



Student Perspective



Breakout Session

MYP

- here in auditorium
- MYP Curriculum & MYP Personal Project

DP

- F108
- hear from students, Reps, & DP, teachers



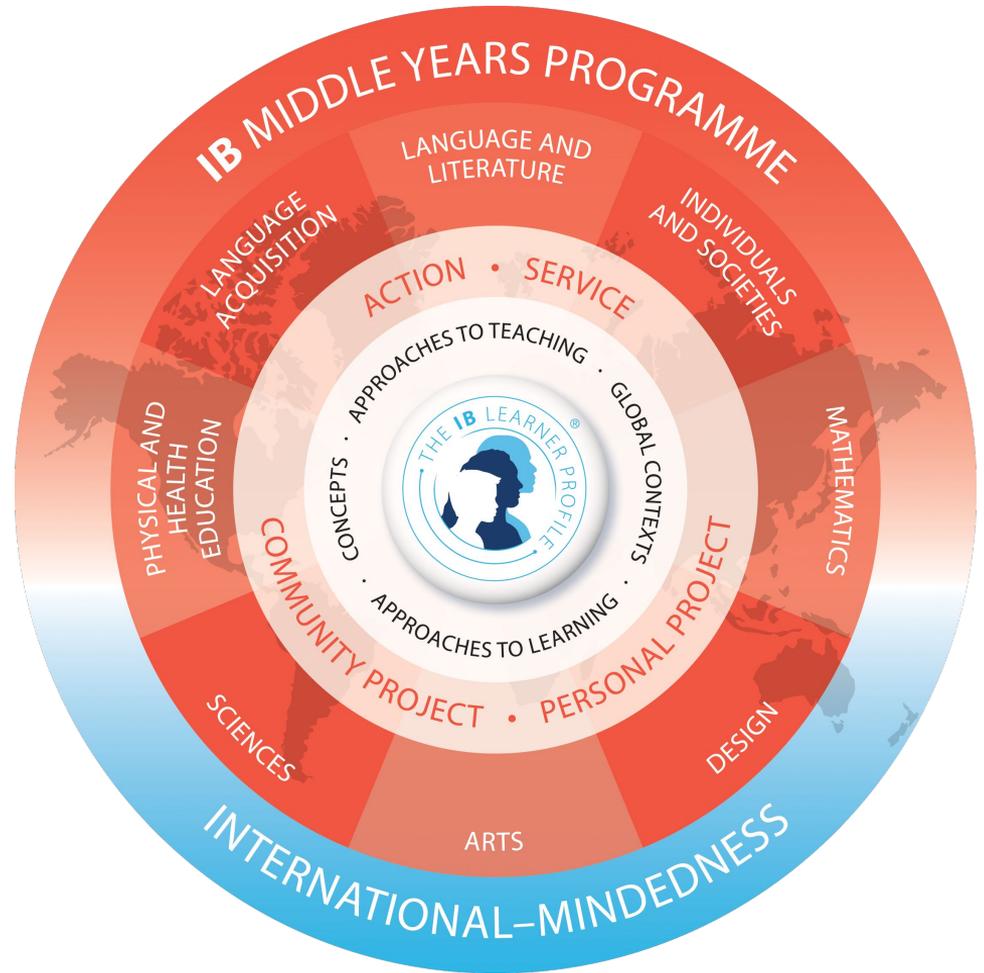
DP Session Breakout

- Student is at the center of the program
- The core - TOK, EE and CAS are the connective elements
- Six subject areas in DP

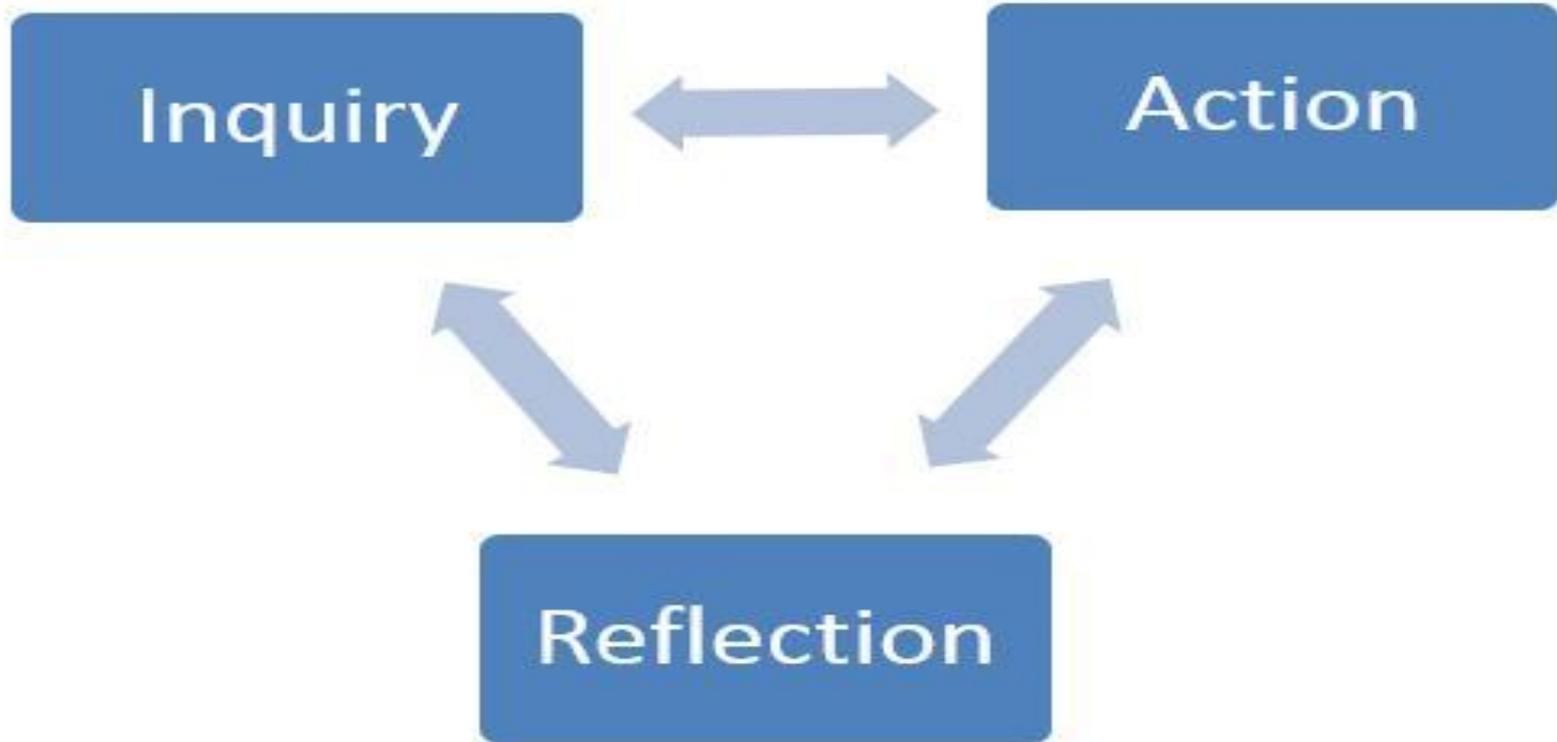


MYP Program Model

- Student is at the center of the entire program
- The way students learn includes the approaches to teaching, approaches to learning, global contexts, and concepts that guide conceptual learning
- Projects, action, and service are the ways students put their learning to use
- 8 subject areas in the MYP



MYP Curriculum is Inquiry-Based

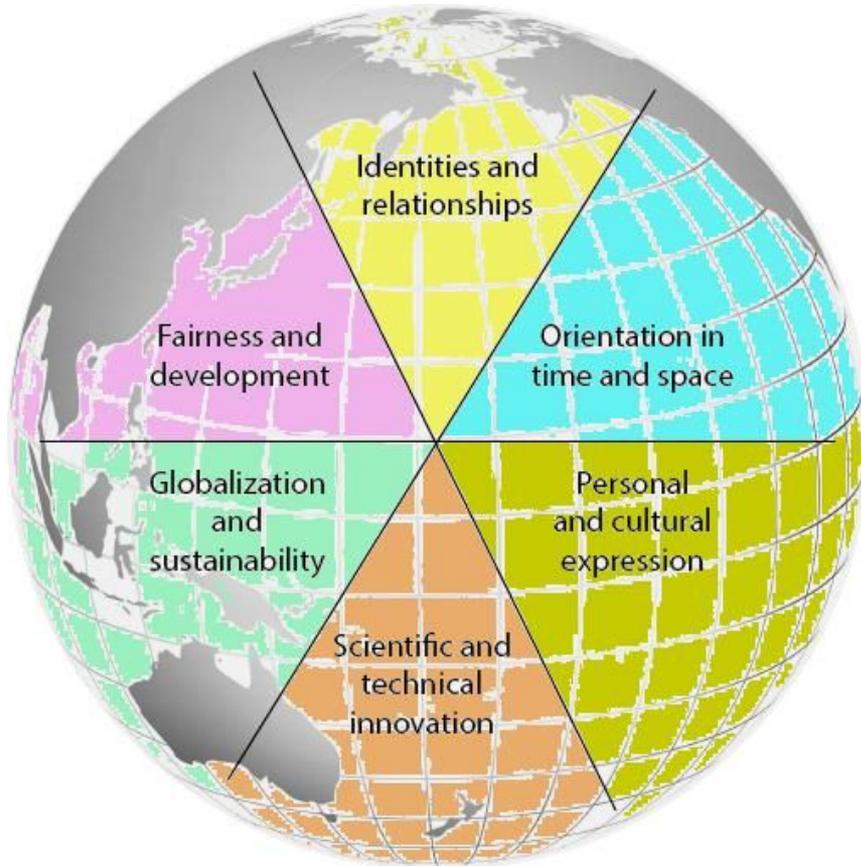


MYP Curriculum is Focused on Conceptual Understanding

- **Key Concepts** for all subject areas
- **Related Concepts** are subject specific and differ

<p>Communities</p> <p><i>Communities are groups that exist in proximity defined by space, time or relationship. Communities include, for example, groups of people sharing particular characteristics, beliefs or values as well as groups of interdependent organisms living together in a specific habitat.</i></p>	<p>Time, space and place</p> <p><i>The intrinsically linked concept of time, space and place refers to the absolute or relative position of people, objects and ideas. Time, place and space focuses on how we construct and use our understanding of location ("where" and "when").</i></p>	<p>Identity</p> <p><i>Identity is the state or fact of being the same. It refers to the particular features that define individuals, groups, things, eras, places, symbols and styles. Identity can be observed, or it can be constructed, asserted and shaped by external and internal influences.</i></p>	<p>Creativity</p> <p><i>Creativity is the process of generating novel ideas and considering existing ideas from new perspectives. Creativity includes the ability to recognize the value of ideas when developing innovative responses to problems; it may be evident in process as well as outcomes, products or solutions.</i></p>
<p>Aesthetics</p> <p><i>Aesthetics deals with the characteristics, creation, meaning and perception of beauty and taste. The study of aesthetics develops skills for the critical appreciation and analysis of art, culture and nature.</i></p>	<p>Systems</p> <p><i>Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex.</i></p>	<p>Culture</p> <p><i>Culture encompasses a range of learned and shared beliefs, values, interests, attitudes, products, ways of knowing and patterns of behaviour created by human communities. The concept of culture is dynamic and organic.</i></p>	<p>Change</p> <p><i>Change is a conversion, transformation or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.</i></p>
<p>Relationships</p> <p><i>Relationships are the connections and associations between properties, objects, people and ideas—including the human community's connections with the world in which we live.</i></p>	<p>Global interactions</p> <p><i>Global interactions, as a concept, focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.</i></p>	<p>Communication</p> <p><i>Communication is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common "language" (which may be written, spoken or non-verbal).</i></p>	<p>Perspective</p> <p><i>Perspective is the position from which we observe situations, objects, facts, ideas and opinions. Perspective may be associated with individuals, groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations.</i></p>
<p>Connections</p> <p><i>Connections are links, bonds and relationships among people, objects, organisms or ideas.</i></p>	<p>Logic</p> <p><i>Logic is a method of reasoning and a system of principles used to build arguments and reach conclusions.</i></p>	<p>Development</p> <p><i>Development is the act or process of growth, progress or evolution, sometimes through iterative improvements.</i></p>	<p>Form</p> <p><i>Form is the shape and underlying structure of an entity or piece of work, including its organization, essential nature and external appearance.</i></p>

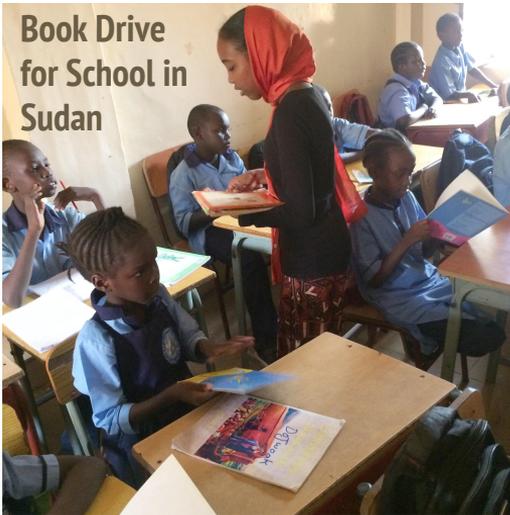
MYP Curriculum is Developed in Global Contexts



- **Identities & Relationships** - Who am I? Who are we?
- **Orientation in Time & Space** - What is the meaning of where and when?
- **Personal & Cultural Expression** - What is the nature and purpose of creative expression?
- **Scientific & Technical Innovation** - How do we understand the worlds in which we live?
- **Globalization & Sustainability** - How is everything connected?
- **Fairness & Development** - What are the consequences of our common humanity?



Book Drive for School in Sudan



“Before I completed this project, I was a shy girl, but after I was done, I transformed into a more outgoing, engaged person.” - Aiyah Adam



Exploring Immigration in the U.S.

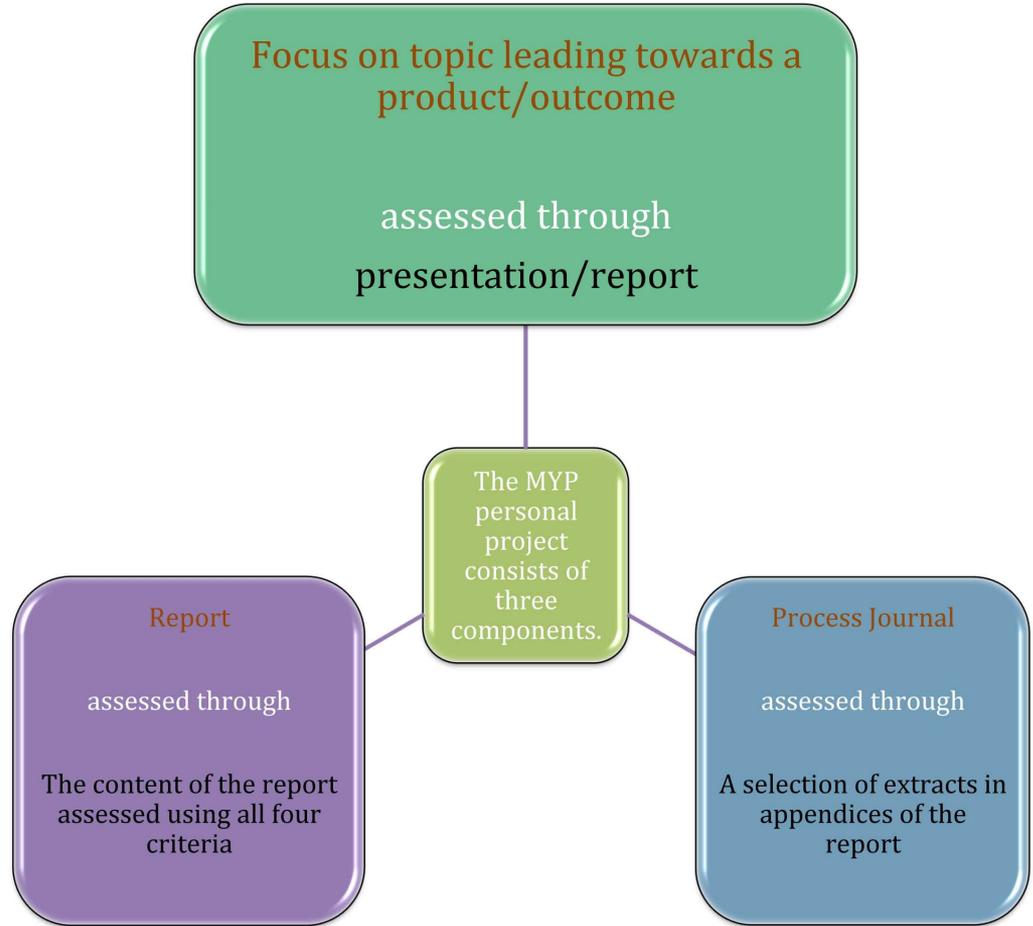


“This project...made me more sensitive and compassionate not just to this topic, but as a whole, I feel more aware of how different people can have different opinions.” - Kyle Pinkney

Components of the Personal Project

- Process Journal
- Product/Outcome
- Report

“I realized that with real work and determination, I could complete anything I sought out to do. Not giving up and quitting when things get hard will serve as my inspiration for future projects.” - Alessa Ogork, Correlation between concussions & football

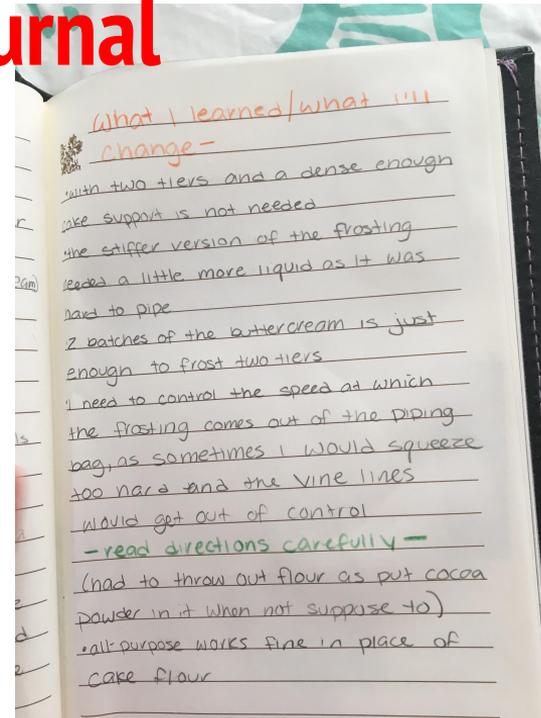


Component 1: Process Journal

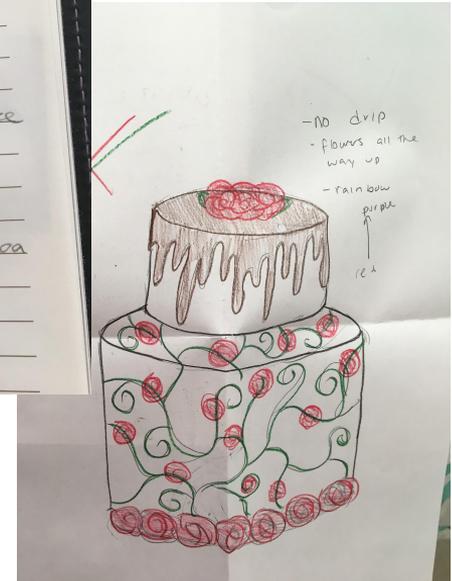
Two-Fold:

- Track learning of the content
- Track learning process for the individual

The process journal is a place to hold their thinking of both the content and themselves as learners.



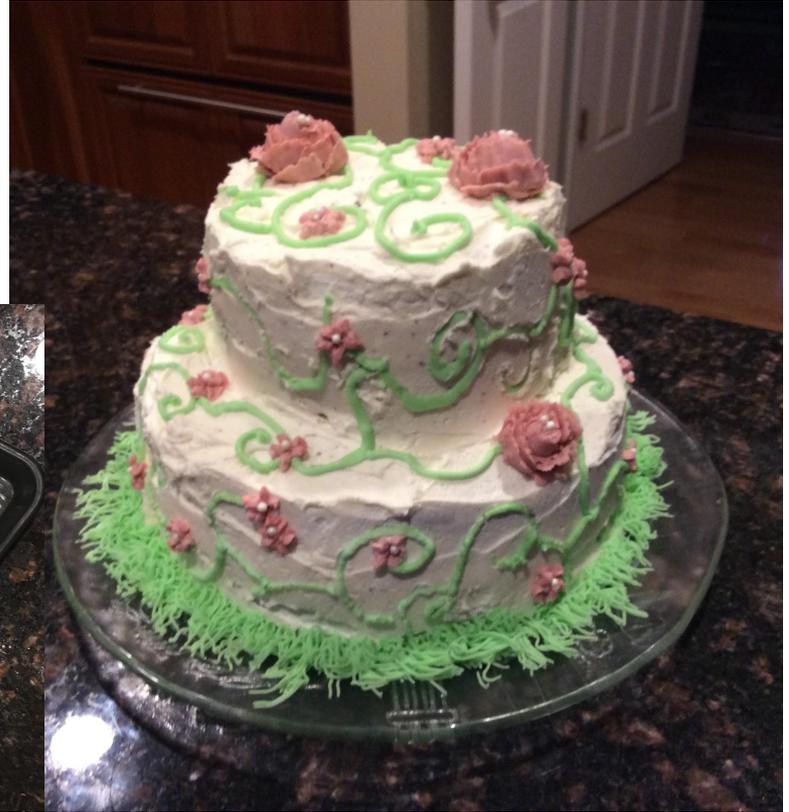
Baking a Cake
(Cate Sturmer)



Component 2: Product/Outcome

The product or outcome is the culmination of the student's goal.

“I realized that even though it feels as though school takes up a huge amount of my time, there is always time to do an activity for my own enjoyment.” - Cate Sturner



Component 3: Report

The report can be written, visual, or audio.

It synthesizes what they learned about their topic and themselves as a learner.

They include excerpts from the process journal as evidence.

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IBMYP Personal Project Assessment Criteria

Criterion A: Investigating

- define a clear **goal** and global context for the project, based on personal interests
- identify **prior learning** and subject-specific knowledge relevant to the project
- demonstrate **research skills**

Personal Project Cycle



IBMYP Personal Project Assessment Criteria

Criterion B: Planning

-develop **criteria** for the product/outcome

-**plan and record** the development **process** of the project

-demonstrate **self-management skills**

Personal Project Cycle



IBMYP Personal Project Assessment Criteria

Criterion C: Taking action

-create a **product/outcome** in response to the goal, global context and criteria

-demonstrate **thinking skills, communication and social skills**

Personal Project Cycle



IBMYP Personal Project Assessment Criteria

Criterion D: Reflecting

-evaluate the **quality of the product/outcome** against their criteria

-reflect on how completing the project has **extended their knowledge and understanding** of the topic and the global context and on their **development as IB learners** through the project

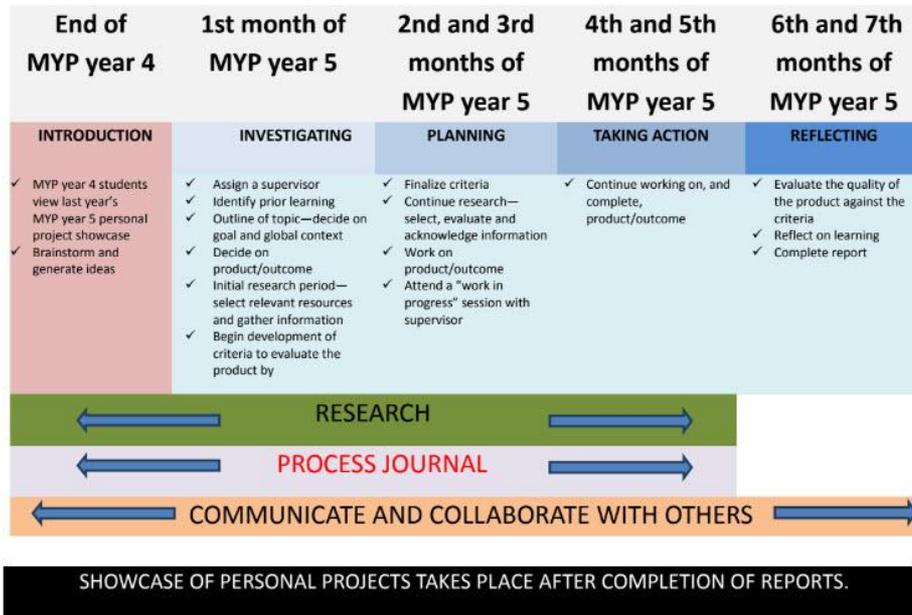
Personal Project Cycle



Timeline of Personal Project

Personal project timeline for students

Personal project timeline (example for students)



MYP Year 4 = 9th grade

MYP Year 5 = 10th grade

“This project helped me learn that I need to thoroughly plan at the beginning when I get a big project that can be put off very easily. Developing this skill will help me in any long project that is assigned in college and in work beyond.” - James MacFarlane

Questions?

Edison High School IBMYP Personal Project Info Night coming Fall 2018!



SAVE THE DATE:
Edison's Class of
2020 IBMYP
Personal Project
Showcase Wed.
March 21, 2018!

HEBROWNE@FCPS.EDU