

IB Educating for Excellence.

About Expectations and Relationships in the IB Middle Years Program

C-PP students have a network of adults at school who are looking out for them and will happily assist and support them.



All Students Are Gifted, Talented and Worthy of Premium Instruction

The Corning-Painted Post Area School District and the International Baccalaureate (IB) program believe wholeheartedly that all students are gifted and talented. In fact, one of the many benefits of the IB Middle Years Program (MYP) is that it is designed to bring out the best in everyone. That is why this superb curriculum serves as the framework for all instruction in grades six through ten throughout the District. IB is a major tool for advancing the objective of *Quantum Leap*: to improve instruction and learning for all students in the Corning-Painted Post Area School District. Only a program like IB that prepares teachers to give premium instruction to the full student body across all subjects can drive the District's progress toward that aspiration.

About Expectations

Many studies and practical examples have shown that young people rise to the expectations that adults have of them. While the MYP curriculum is indeed rigorous, and students will learn more than might seem possible, they will be ready to rise to the challenge with poise because exciting, MYP-based school experiences will help them to:

- uncover the way they learn best;
- ask meaningful questions and investigate the answers on their own;

- apply the knowledge they learn in the classroom in different scenarios;
- learn to work in teams with their peers and solve problems together, and
- discover their capacity to be creative and express themselves articulately.

Assessment in the IB MYP framework tracks student progress against learning goals that are established for each course and are clearly communicated to the students. Teachers use various methods for assessment, which means students have more than one way to demonstrate what they know. Giving students different ways to prove their subject knowledge is much better for them than using strictly traditional testing methods because it lets all students make the most of their academic strengths. By the end of each school year, there are some things the students will be expected to **know** and some things they will be expected to **know how to do**. MYP assessments are designed accordingly, measuring individual student progress in a balanced way. For example, some classroom work, experiments and projects are considered as part of the overall performance measurement for each student. Examinations give students different ways to express their knowledge such as selecting multiple choice answers, proving a point with an essay or answering a short question in writing. The International Baccalaureate

Organization monitors MYP assessments to ensure that the standards and requirements of the program are met by all participating schools.

About Relationships

In keeping with the *Quantum Leap* Relationships learning goal, MYP students have a network of adults at school who are looking out for them and will happily assist them when called upon. Teachers, guidance counselors and IB coordinators are ready to respond to students' individual needs. These important Relationships help students feel confident that school is a secure place where they are encouraged to ask questions and get help if they feel overwhelmed, confused or just unsure of themselves. Particularly during the middle years, when young people are forming their values and shaping their identities, encouragement from nurturing, caring adults can make a world of difference to their school experience.

Parents and students are encouraged to speak with the IB staff at their schools or to contact the District IB Coordinator with any questions or concerns:

District IB Coordinator - Eileen Bowen
T: (607) 962-3704 ext. 2711
E: EBowen@cppmail.com

Freshman Academy Program Underscores the Power of Supportive Relationships

The power of supportive relationships is especially evident in the District's Freshman Academy program. West High piloted this exciting initiative, designed to smooth the transition to high school for ninth graders, in the 2005-2006 school year. In the Freshman Academy model, teachers work on lessons as a team and even space out assignments so students are not overwhelmed. Resource Room teachers sit in on classes and use that insight to help students with assignments. Especially helpful and popular is a student advisory period that is built into the schedule. During this time slot, students participate in activities that reinforce positive habits and character. The Freshman Academy pilot was a tremendous success, raved about by teachers and students alike. The District will offer the program to all ninth-graders at West High and pilot it with a sampling of East High freshman in the 2006-2007 school year.

The Corning-Painted Post Area School District expects the best for and from its students. Adopting the IB Middle Years Program is helping District teachers to define rigorous expectations, to deliver excellent, well-balanced instruction and to offer students an array of opportunities to build on their strengths in an encouraging, supportive atmosphere. **In this vibrant learning community, students grow, thrive and achieve.**

