

IB Educating for Excellence.

Educating for Excellence with the IB Middle Years Program

The IB curriculum framework fulfills the promise of Quantum Leap's formula for educational excellence: Rigor + Relevance + Relationships = Educational Excellence.

The Corning-Painted Post Area School District (C-PP) is committed to providing quality schools where ALL students receive excellent instruction and are given every opportunity to become successful learners. That is why the Board of Education adopted the International Baccalaureate (IB) Middle Years Program (MYP) as the framework for all instruction in grades six through ten. Students in these grades are fortunate: **ours is the only public school district in New York State to offer the highly-acclaimed program to every secondary student.** IB gives District teachers a proven template for improving instruction and learning – the objective of our *Quantum Leap* student achievement initiative. The program also results in a more positive school experience for students and their parents because it creates an environment where every student can learn in the way that best suits his or her learning style. Plus, IB fulfills the promise of C-PP's formula for educational excellence: Rigor + Relevance + Relationships = Educational Excellence. These new "Three Rs," which

have been the foundation of *Quantum Leap* since it began, now are recommended by educational experts and endorsed by The Bill & Melinda Gates Foundation.

School Is Challenging – Rigor

The District's Master Plan states a commitment to providing a challenging, high-performing learning community and a belief that our youth are capable of learning and achieving at high levels.

According to recent survey results, preparing for college ranks high in importance for what district parents and students want out of school. Taking college prep to its most fundamental level, the IB Middle Years Program teaches young people *how* to learn, while educating them in all required subjects in a way that exceeds local, state and federal academic standards. **With the advantage of IB, ALL C-PP secondary students will become independent learners, highly prepared for high school, college and beyond.**

MYP classes are organized into **eight subject groups**: Language A (English), Language B (Spanish or French), Humanities, Sciences, Mathematics, Arts, Technology and Physical Education.

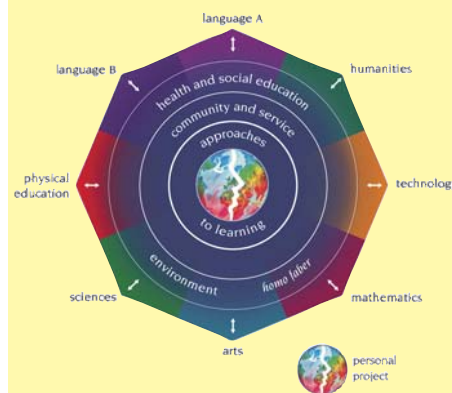
IB classes follow a **rigorous** curriculum that calls for more than knowing facts. Classroom activities draw on students' natural curiosity and teach them to think through problems, weigh and make decisions, and reflect on their personal beliefs, ideas and actions.

The MYP framework includes **five "Areas of Interaction"** (AOI) that can be thought of as lenses teachers use to focus instruction and set the scene for what the students are learning. The Areas of Interaction include: Approaches to Learning, Community and Service, Homo Faber "Man the Maker," Environment, and Health and Social Education.

Teachers use the Areas of Interaction to help students become more and more aware of the connections between classroom subjects, as well as between what they learn at school and "the real world." Helping students discover how all knowledge is interrelated makes school more interesting, provides more meaning and

(Continued on reverse)

The IB Middle Years Program Framework



MYP Students receive classroom instruction in the **eight subject groups** that form the outer edges of the diagram.

The **Areas of Interaction** that form the inner circles of the diagram are the "lenses" teachers use to focus instruction and set the scene for what the students will learn in each subject.

All C-PP students in 9th and 10th grade complete the **Personal Project** depicted in the center of the diagram with guidance from an adult advisor and often drawing on previously completed assignments.



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By establishing relevance to other subjects and to the “real world,” MYP-based school experiences help students develop a well-rounded base of knowledge.



encourages deeper, lasting understanding. All C-PP students complete a **Personal Project** as part of the MYP program. At the end of 9th grade, students choose a topic and work with an adult mentor to define a format for the project. With guidance from the mentor, students complete the Personal Project during the first half of 10th grade. The Personal Project prepares students for the **Rigors** of further education while giving them the fulfilling experience of reflecting on what they have learned and creating a significant piece of work from idea to finished product.

School Is Interesting - Relevance

As stated in its Master Plan, C-PP's curricular and extracurricular programs are designed to tap into students' boundless energy, curiosity and interests, and enhance their social and emotional development.

It may go without saying that an engaged student — one who is enjoying her time at school — will be a successful student. So, what do students enjoy most? The District recently went straight to the source and asked middle and high school students what would make school more interesting for them. The overwhelming majority said hands-on projects, experiments, using computers and field trips are the top activities that make learning interesting and fun.

C-PP students are in luck! The IB framework emphasizes using a variety of teaching methods to help all students discover how they learn best. Our IB-trained teachers work together to develop a range of learning activities including: formal classroom instruction, presentations, games, role-plays and field trips, as well as student-led projects to explore interesting questions. In addition, IB teachers design class work that helps students understand how all subjects are interconnected. For example sixth grade students might study Romeo & Juliet in English, paint a castle in Art and learn about medieval times in History. **These teaching methods are not only fun, they are better for students.** By establishing **Relevance** to other subjects and to the “real world,” these experiences help students develop a well-rounded base of knowledge.

Another way the MYP illustrates **Relevance** to the world is through the Areas of Interaction. This teaching tool focuses on developing students' sense of themselves, their place in the world, their knowledge, their responsibilities and their capacity to contribute to the good of society. Through the Areas of Interaction, young people also get experience adapting what they have learned in the classroom to new situations beyond the school grounds, a skill that will serve them well for years to come.

School Is Nurturing – Relationships

The District articulates in its Master Plan a commitment to nurturing the minds, bodies and character of its students, providing them with a solid foundation of skills that will prepare them for making responsible choices and ultimately realizing a successful life.

Middle years students (grades six through ten) are at an important stage in their life. As they mature, they are searching for relevance and meaning. Students in this age range also are establishing their self-esteem, their identity and their skill in relating to others. The IB Middle Years Program is specifically designed for young people at this stage of development. The program builds on their natural spirit of questioning and finding answers, helps them get a sense of “who they are” and nurtures in them a healthy respect for themselves and others.

MYP teachers care about the total experience of the student at school. By purposefully focusing on the whole student, and working to create plenty of opportunities for students' academic and personal growth, teachers show students that they are valued and that the adults at school are looking out for them. When students need help, a network of teachers and guidance counselors are there for them. IB coordinators are available to help students with matters large and small relating to coursework and school-life balance.

The Areas of Interaction reinforce the importance of **Relationships** because they help students see how people's actions affect themselves, others, society and nature. Through the AOI, students develop compassion for others and learn that they can take action to make things better.

C-PP Is Ahead of the Curve

Based on the findings of its “Silent Epidemic” report, the Bill & Melinda Gates Foundation is recommending a new equation for educational excellence. It suggests that the new “**Three Rs**” are **Rigor, Relevance and Relationships**. For the past four years, these concepts have been the guiding principles that drive C-PP's student achievement initiative, *Quantum Leap*. The most significant change the District has made under *Quantum Leap* is the implementation of the International Baccalaureate (IB) programs in our middle and high schools, beginning in 2004. IB was adopted by C-PP specifically to increase student achievement.



IB Educating for Excellence.

IB Middle Years Program Brings Out the Best in ALL Students.

IB-trained teachers use a range of teaching activities to honor different styles of learning and foster the success of every student.



All Students Are Gifted and Talented
As stated in its Master Plan, the Corning-Painted Post Area School District (C-PP) believes that its youth are capable of leaning and achieving at high levels.

Every student in grades six through ten in the Corning-Painted Post Area School District receives instruction within the International Baccalaureate (IB) curriculum framework. **C-PP is the only public school district in New York State to give every secondary student in every school the advantage of the IB Middle Years Program (MYP).** Over 200 district staff have been trained extensively in the principles and practices that make IB one of the most highly acclaimed and widely respected instructional models in the world. Teachers are concerned with the students' total school experience and are committed to the success of every student.

The MYP's *Approaches to Learning* — one of the program's five Areas of Interaction — is an indispensable tool for giving every student excellent instruction that suits his or her personal learning style. *Approaches to Learning* also prepares every pupil to demonstrate his or her knowledge through the assessment process.

Our MYP teachers understand that young people learn in different ways: some learn best by *hearing*, others by *seeing* and still others by *doing*. That is why they use a host of classroom practices designed to give everyone an opportunity to learn the way they learn best. Plus, students themselves begin to understand their own learning style and, when they have the choice, can seek out opportunities to deepen their understanding of lessons through the activities that work best for them. Diverse learning experiences include: formal classroom instruction, presentations and exploratory projects, open-ended investigation and problem-solving activities, games, role plays, field trips and extra-curricular activities.

Honoring different learning styles isn't the only way the IB MYP helps students become better learners. The *Approaches to Learning* tool also helps students become aware of thought processes and learning strategies. Other MYP activities develop students' organizational, problem-solving and thinking skills, as well as their ability to reflect on what they have learned. In addition, they learn how to collaborate and develop a strong work ethic. Through it all, their knowledge of each subject deepens as does their appreciation for how the

subjects are connected with each other and the "real world." What is more, MYP *Approaches to Learning* activities prepare students to demonstrate what they know by explicitly teaching them how to communicate effectively when speaking and in writing. **Equipped with the skills and practices for successful learning and communication, ALL students can achieve their personal best in school.**

The MYP also respects different learning styles and academic strengths in the way it tracks student progress by giving students an array of opportunities to demonstrate what they know. In other words, even students who struggle with written tests can get good grades because tests aren't the only thing that counts. In addition to tests, other activities like projects, experiments, organized debates and class assignments can count toward a grade. Where traditional, narrow testing methods fail to give some students an appropriate tool to prove their subject expertise, the MYP gives them more freedom to use their best talents to show what they know.

With its thoughtful emphasis on using a variety of teaching methods and assessment tools, the IB Middle Years Program cultivates a school environment in which everyone can thrive.

IB Delivers Excellence in Special Education

When the District says it believes all students are capable of high-level achievement, it means ALL students — no exceptions. **IB is great opportunity for district students receiving Special Education services to achieve their true potential.** The IB framework helps students find their natural strengths and discover how they learn best. Teachers have the flexibility to plan lessons on topics of interest to students. Plus, assessment practices in IB offer students different ways to express themselves, so everyone can find an ideal way to demonstrate what they know.

Like their peers, Special Education teachers attend MYP training and use IB teaching methods in class. In fact, Special Education teachers already have a head start on IB because they have experience in working with different learning styles and collaborating with colleagues on curriculum. These skills are critical to the way C-PP's Special Ed teachers teach today, and they are fundamental to IB.

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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;

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.

- 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

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.**



The Northside-Blodgett Physical Education unit example demonstrates how the MYP Areas of Interaction organize instruction for deeper learning.

In-depth Learning In Action

According to Northside-Blodgett (NSB) Physical Education teacher Darrell Dening, the International Baccalaureate (IB) Middle Years Program (MYP), has enhanced his teaching experience and what he brings to his students. "The MYP allows teachers to expand the students' learning outside the realm of their own discipline," said Mr. Dening. "In addition, the program helps students make the connection between having a physically active and healthy lifestyle and the units that we teach. As a result, Physical Education has become an increasingly important part of the students' learning."

Recently, Mr. Dening and his NSB Physical Education colleagues, Bill Hopkins and Kim Wilsoncroft, offered a integrated instructional unit on Diabetes that included traditional classroom activities along with student participation in the American Diabetes Association's "School Walk for Diabetes." This educational school fundraiser supports programs aimed at curing and preventing Diabetes and improving the lives of all those affected by the disease. All NSB students participated in the walk during their gym classes over a two-day period in October of 2005. In total, they raised over \$10,000 for the American Diabetes Association.

According to Mr. Dening, "The MYP requires Community Service as an integral component, so this unit gave our students an opportunity to meet that requirement. In addition, it was a tremendous opportunity for them to make a difference and volunteer their time to help find a cure for this disease that afflicts more than 18.2 million people in the United States." Inside the classroom, the Physical Education unit was structured around a set of "Guiding Questions" that included: What is Diabetes? What can we do as a community in order to help people with this disease? Students were required to research and answer these and other questions to familiarize themselves with the disease. Specifically, they were expected to learn about the two types of Diabetes and their causes, and to understand what lifestyle choices they can make to prevent Type 2 Diabetes, as well as how those with Type 1 Diabetes can structure their lives to best manage their health.

Health teacher Laurie Lewis collaborated with the Physical Education teachers on this unit teaching the students about Diabetes and emphasizing the nutritional aspects of the disease and how diet and exercise can be affected. Ultimately, the students wrote a reflective paper on how

they felt after learning about the disease and explained why it is a good idea for students to be involved in community service and volunteer their time for such a worthy cause. Technology was brought into the assignment as students used computers to research and write their papers.

The Northside-Blodgett Physical Education unit example demonstrates how the MYP Areas of Interaction organize instruction for deeper learning. In this case, the "lenses" of Health and Social Education, and Community and Service brought alive Physical Education and Health lessons through the experience of the Diabetes Walk project. Furthermore, the written reflection exercise gave students practice in critical thinking and communication, essential components of the Approaches To Learning Area of Interaction. Meanwhile, the project incorporated *Quantum Leap's* Rigor, Relevance and Relationships learning goals because the students challenged themselves, saw connections between school and life and worked as a team toward a common goal.

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The Use of Essential Questions and Reflection in IB Instruction

The focus of units through the Areas of Interaction is aided by the use of "Essential Questions," sometimes called "Guiding Questions." This tool prompts students to ask more questions and ultimately use subject content, research tactics and critical thinking skills to process information and develop responses and answers to difficult questions. Essential Questions connect content to Areas of Interaction showing Relationship and Relevance to larger concepts.

Student reflection on learning also is an integral part of each MYP unit. In many cases, the original Essential Questions make good prompts for reflection. Reflection exercises are especially useful in helping students to explore interdisciplinary connections.



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The goals of the unit were to initiate research processes, teach proper citation procedure for scientific research, and promote personal opinion writing.



MYP Research Unit Explores Earth's Forces and Man

Northside Blodgett seventh grade Science teachers Josh Hunkele and Nick Rossington implemented an MYP unit designed to probe students' knowledge of forces on earth's surface and how they affect man. The goals of the unit were to initiate research processes, teach proper citation procedure for scientific research, and promote personal opinion writing.

According to Mr. Rossington, all seventh grade students at Northside Blodgett Middle School were required to complete the "Forces in the Earth and Man Project" during November and December 2005. "Our goal was to have students begin to understand that natural disasters have a far greater reach of influence on man than just the destruction of property and to develop an appreciation of current events," he says.

The International Baccalaureate (IB) Middle Years Program (MYP) requires each instructional unit to explore an "Essential Question;" in this case it was "How has man been influenced by the forces of the earth?"

During the six-week course, the seventh graders were assigned a force topic (hurricanes, earthquakes or volcanoes) and asked to investigate how man has been influenced by that force. Students compiled and presented their findings in a research paper including cited sources.

The MYP Areas of Interaction were used as a framework to help guide students through this project, and also served to reinforce *Quantum Leap's* Rigor, Relevance and Relationships:

Approaches to Learning

Students worked independently; students demonstrated a critical analysis of infor-

mation (can explain the information to the teacher and classmates); students used American Psychological Association (APA) citation to reference sources of information.

Community & Service / Environment

Students identified the effect of their natural disaster; students explained how science can be applied to prevent problems before they start or help solve them once they are realized; students suggested actions to be taken by themselves and classmates in response to these problems.

Health & Social Education

Students identified the ethical (right vs. wrong) and social (how it impacts the community) necessity of helping others in need.

Homo Faber

Students explained how scientists around the world are responding to this problem.

"As a result of this project, students developed an insight into the research process, an appreciation of the use of personal opinion in regards to ethical and societal issues and an understanding of proper citation practices," said Rossington.

What Students Say About the IB Middle Years Program

In March of 2006, the Corning-Painted Post Area School District asked its students in grades 6 through 8 what they would tell other kids about the MYP. Here are some of their answers:

"I would say that [the MYP] is a program that involves students and widening their learning experience."

"The MYP is a style of learning that relates subjects to each other and shows how every subject can be applied to something in your life. It tries to get us to think and relate what we are learning to our lives."

"MYP is a program that will help you get into a good college when you're older."

"IB is about helping us getting a better education and helping us learn more and better ways to learn."

"[The MYP] is the way we learn and how they want us to think problems through."

"The MYP is all about kids in middle school being more "hands on" and having more educational experiences. It's so we can learn in different ways."

"I would say that it makes us think more, therefore our classes can change yet it doesn't necessarily make things harder."



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Frequently Asked Questions About The IB Middle Years Program

Q: What is IB?

A: IB (International Baccalaureate) is a critical component of C-PP's *Quantum Leap* student achievement initiative that will help more students perform at higher levels faster. The world-renowned programs are based on a framework of proven, best practice teaching strategies that are designed to develop the "whole child" by addressing their academic, physical and social needs. Also, IB is focused on helping students develop critical thinking skills (Rigor), understanding the connections between subjects and with the "real world" (Relevance) and collaborating with others (Relationships). Additionally, it is often said that IB makes average students above average and above average students exceptional.

Q: Why did the District choose IB?

A: Because we needed to make significant, District-wide changes in our curriculum to improve student achievement, especially at the middle school level. After a C-PP team conducted extensive research into available options, the Board of Education voted to implement IB. The program has a 38-year track record of success in schools all around the world. In fact, there is no other educational program that is as well known or as highly regarded as IB. The quality of education is so superb that 1,878 schools in 124 countries have instituted the programs. In the U.S. alone there are 684 IB schools, including 39 in New York State, and the numbers are continuing to grow. C-PP has the unique distinction of being the first and only public school district in New York State that provides the IB programs to all secondary students.

Q: Who manages IB?

A: The International Baccalaureate Organization (IBO) is a non-profit located in Geneva, Switzerland. It is funded by fees from participating schools, income from workshops, sales of IB materials and donations. There are four regional offices around the world, including IB North America (IBNA) in New York, NY. The regional offices work closely with IB schools to provide support, training, resources and assistance with student assessments.

Q: How does IB benefit students?

A: IB starts with the expectation that all children can learn and achieve at a high level. The programs help students become aware of their personal learning style, how to take responsibility for their learning and how to communicate what they have learned. Also, IB gives students a broader view of the world through studying different cultures and countries in a variety of classroom subjects, including foreign languages. In addition, IB provides students with the following key benefits:

- *Development of critical-thinking, problem-solving and time-management skills as part of the best college preparation available. (Rigor)*
- *Instruction that emphasizes the connections between classroom subjects and with the real world. (Relevance)*
- *More collaboration between teachers to create interesting and integrated learning experiences, and more hands-on and group activities for students. (Relationships)*

Q: What are the specific IB programs?

A: There are three distinct IB programs: the Primary Years Program for grades Pre-K through 5; the Middle Years Program for grades 6 through 10 and the Diploma Program for grades 11 and 12. Currently, C-PP is in the process of implementing the Middle Years and Diploma Programs in all four of our middle and high school buildings. We have a long-term goal to adopt the Primary Years Program once the middle and high school programs are well-established.

Q: What do I need to know about the IB Middle Years Program?

A: The Middle Years Program (MYP) is a "whole school program" for every C-PP student in grades 6 through 10. It was designed specifically for students in this critical age group who are transitioning into their teenage years. Most of them have a strong need to ask questions and understand how what they learn in school matters in the "real world." Therefore, the MYP focuses on the relevance of each subject, how they connect to each other and how they apply to the world outside. It is also important to know that the MYP recognizes that all students learn differently; therefore, tests and assessments are given in different formats – written, oral and demonstrations – so that students have a chance to show what they have learned in ways that best suit their personal learning style.

Q: Is the MYP a new curriculum?

A: No. What we teach is the same; it's the way we teach that has changed. As

always, C-PP students in grades 6 through 10 will take English, Math, Science, Art, Humanities, Technology, Phys Ed and Spanish or French. (Foreign languages are an IB requirement.) The MYP difference is delivered through the program's five "Areas of Interaction," which are the tools teachers use to help students see how everything they learn is relevant and interconnected. The MYP experience ends with a Personal Project, which each student must complete over the course of 9th and 10th grades. Every student who successfully completes the five-year program will receive an official MYP certificate at the end of 10th grade.

Q: What are the Areas of Interaction?

A: The Areas of Interaction are not "subjects" studied in a separate class. It's helpful to think of them as a set of "lenses" teachers use to help students "see" the connections between their regular classroom subjects, as well as between what they learn at school and "the real world" – that's **Relevance**. Also, the Areas of Interaction help students to really think about what they are learning in new and different ways, rather than simply memorizing lots of facts, dates and figures – that's **Rigor**. In addition, the Areas of Interaction develop students' sense of compassion and respect for self, others and our environment – that's **Relationships**.

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Briefly, the Five Areas of Interaction include:

- *Approaches to Learning:* helps students “learn how to learn” and develops their sense of how they learn best; encourages teachers to provide a variety of instructional activities to address varying student learning styles.
- *Community and Service:* deepens students’ knowledge of the world around them and builds their sense of self as members of a community.
- *Homo Faber “Man the Maker:”* allows students to explore the impact of humans on society and on the mind, and expands their sense of the human capacity to influence, transform, enjoy and improve the quality of life.
- *Environment:* develops students’ awareness of their interdependence with the environment so that they understand and accept their responsibilities.
- *Health & Social Education:* helps students develop a sense of responsibility for their own well-being and for their physical and social environment.

Q: Exactly how do teachers collaborate to show the connections between subjects?

A: The main way this is accomplished is by teachers working together to design class work centered on common themes. For example, 8th grade students might study *Romeo and Juliet* in English, paint a castle in Art and learn about medieval times in History during the same semester. These kinds

of experiences help students to understand how knowledge crosses over all subject areas.

Q: What is the Personal Project?

A: All C-PP students will complete a Personal Project as part of the MYP program. At the end of 9th grade, students choose their own topic and work with an adult advisor to decide what format they will use. For example, they might write a report, prepare a PowerPoint® presentation, build a model or create a work of art – there are many options. The student and his or her advisor will work together to agree on something that allows the student to demonstrate what they know in a way that best suits his or her learning style while meeting the MYP requirements. The advisor will then work with the student through the middle of 10th grade, when the project is due to be completed.

Q: Are teachers trained in IB?

A: To date, more than 200 teachers and administrators have been formally trained in the IB programs. C-PP has been privileged to host three national IB training conferences inside the District, saving more than \$500,000 in travel expenses that would have been spent if our teachers were sent to other locations for the same training. District leaders are committed to providing all appropriate IB training to faculty and staff on a continuing basis.

Q: What about teachers – how do they benefit from IB?

A: Teachers benefit from IB in a number of ways, including online resources and ongoing training opportunities. Also,

IB offers support to teachers as they collaborate to develop interrelated courses, lesson plans and activities, as well as to coordinate assignments to make the work load more manageable for students. In addition, roundtable discussions for each subject area are provided by the Western New York Consortium of IB Schools – C-PP is an active participant in these sessions. And, our secondary schools are served by IB Coordinators who conduct on-site teacher training, work with guidance counselors and serve as a link with the IB organization to make sure requirements are understood and met.

Q: How is IB funded?

A: C-PP has been extremely fortunate to have the Corning Incorporated Foundation as its *Quantum Leap* and International Baccalaureate partner. During the four years since *Quantum Leap* began, the Corning Foundation has provided generous grants to support many of the new initiatives we are implementing, including IB.

Q: What will happen when the Corning Incorporated Foundation grants expire?

A: The District is committed to the continuation of the IB programs in our middle and high schools. And, we have a long-term goal to adopt the Primary Years Program for our elementary schools once the middle and high school programs are well-established. Therefore, District leaders have taken the necessary steps to ensure IB costs will be covered within the normal operating budget when the Corning Incorporated Foundation grants expire.

Q: Will taxes increase to pay for IB?

A: Many factors influence the tax levy, including expenses such as maintenance, transportation, contract agreements, state and federal mandates and staffing – these items alone represent more than 90% of the total budget. Equally critical is the amount of support we receive from the New York State Education Department, which is always an unknown until the state budget is passed each year. It is important to remember that the public has the opportunity to vote on the school budget every year, and this year is no different.

Q: How can I learn more about IB?

A: If you are in middle or high school, talk with your teachers, IB Coordinators, guidance counselors or principals. You can also visit the IB pages on the C-PP Web site at: www.corningareaschools.com or the International Baccalaureate Web site at: www.ibo.org.

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