



Hoover High School
Meredith Middle School
International Baccalaureate
Middle Years Programme
Candidate Schools

International Baccalaureate Middle Years Programme

CANDIDATE SCHOOLS

INTRODUCTION

The **International Baccalaureate Programme (IB)** is an internationally-recognized educational model meant to develop students to become balanced, confident, and creative thinkers.

The **IB Middle Years Programme (MYP)** provides an academically-challenging program tailored to students who are 11-16 years old. All 6th through 10th grade students at Hoover High School and Meredith Middle School are MYP students. The MYP philosophy and principles naturally transfer to 11th and 12th grade, creating a campus-wide culture of IB.

The MYP programme includes a framework to deliver schools' existing academic curriculum with the purpose of helping students develop the knowledge, attitude, and skills to participate actively and responsibly in a global world. The MYP emphasizes problem solving and critical analysis skills as an approach to learning. At the core of MYP is authentic learning -- creating experiences and connections that encourage students to recognize relationships between school subjects and the outside world.

"The IB programme will benefit students in the H-M community. IB demands consistency, and strengthens connectivity among academic programs. While celebrating our history and accomplishments as a nation, and our rights and responsibilities as American citizens, IB provides cultural awareness, encourages volunteerism, and reinforces individual responsibilities that will make our students better citizens of our global community."

Todd Jacobus
Parent, Hoover High School

THE HOOVER-MEREDITH JOURNEY

Hoover and Meredith entered a unique partnership in 2012 when the high school and middle school campuses were accepted as an IB Candidate Partnership. The relationship is the only of its kind in Iowa. The schools are jointly working toward authorization to become an IB World School with anticipated recognition in 2014. During the candidacy phase, Hoover and Meredith are required to simulate the MYP program through gradual implementation. **Once authorized, H-M will join more than 3,500 schools in 143 countries that offer the renowned IB programme.** Establishing the IB programme is a lengthy process that requires a series of approvals. The application process ensures our educators and administrators know the programme well and can confidently bring it to students.

MILESTONES



H-M staff and parents explored the IB Middle Years Programme, began IB-specific professional development, and the beginnings of trial implementation. H-M applied for designation as an MYP Candidate Partnership and was approved.

2012



Staff participated in concentrated IB professional development, gradually implemented IB practices in classroom instruction, and students started to be assessed using IB grading criteria. In addition to Spanish, Meredith began offering Mandarin Chinese.

2012-13



H-M submits application for full authorization to become an IB World School. Representatives from IB visit the H-M campus in spring 2014 to verify implementation and authorization requirements. In addition to Spanish and French, Hoover begins offering Mandarin Chinese.

2013-14



2014-15

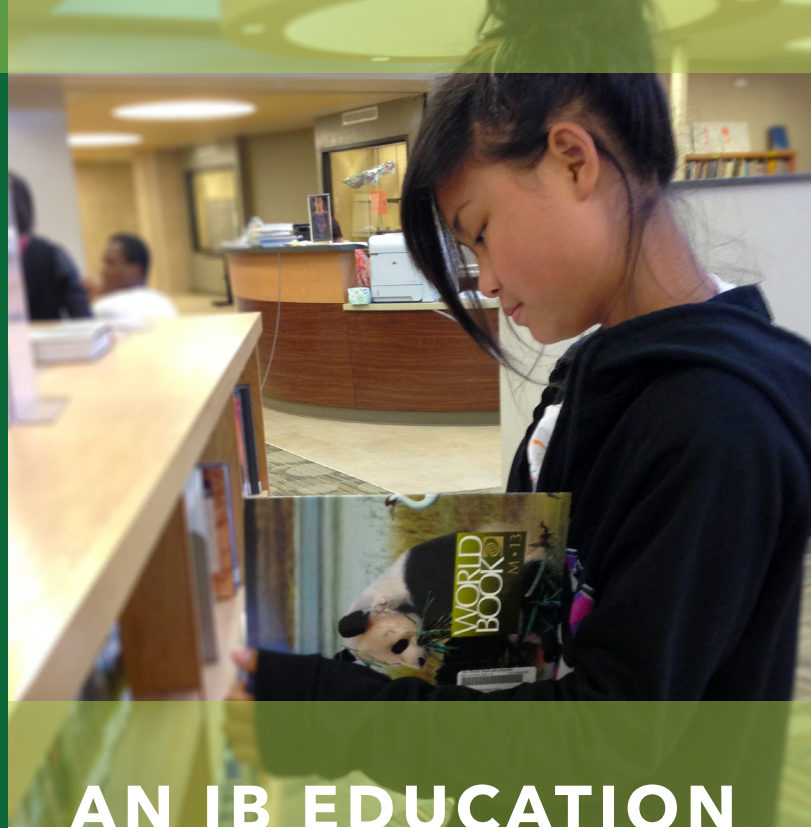
H-M intend to establish the first MYP World School Partnership in Iowa.

THE INTERNATIONAL BACCALAUREATE MISSION STATEMENT

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.



AN IB EDUCATION

The IB model aspires to help schools develop well-rounded students of character who respond to challenges with optimism and an open-mind. They are confident in their own identities, make ethical decisions, and join with others in celebrating our common humanity. Learners are prepared to apply what they learn in real-world, complex and unpredictable situations. An IB education:

Focuses on learners – IB’s student-centered programmes promote healthy relationships, ethical responsibility, and personal challenge.

Develops effective approaches to teaching and learning – IB programmes help students to develop the attitudes and skills needed for both academic and personal success.

Works within global contexts – IB programmes increase understanding of languages and cultures, and explore globally significant ideas and issues.

Explores significant content – IB programmes offer a curriculum that is broad and balanced, conceptual and connected.

THE IB LEARNER PROFILE

The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century.

The learner profile provides a long-term vision of success. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose. IB learners strive to be:

THE IB LEARNER PROFILE

A word cloud graphic of the IB Learner Profile attributes. The words are arranged in a grid-like pattern. The words are: COMMUNICATORS, CARING, INQUIRERS, OPEN, MINDED, REFLECTIVE, THINKERS, RISKY, TAKERS, BALANCED, PRINCIPLED, and KNOWLEDGEABLE. The words are in various colors (green, yellow, grey) and sizes. The word 'THINKERS' is the largest and most prominent. The word 'KNOWLEDGEABLE' is at the bottom. The word 'COMMUNICATORS' is at the top. The word 'CARING' is in the middle. The word 'INQUIRERS' is in the middle. The word 'OPEN' is in the middle. The word 'MINDED' is in the middle. The word 'REFLECTIVE' is in the middle. The word 'RISKY' is in the middle. The word 'TAKERS' is in the middle. The word 'BALANCED' is in the middle. The word 'PRINCIPLED' is in the middle. The word 'KNOWLEDGEABLE' is at the bottom.

"Students in the 21st century are faced with the challenge of learning about an interconnected world where knowledge is constantly developing. The International Baccalaureate (IB) Middle Years Programme prepares students to be active participants in a lifelong journey of learning."

B.J. Van Vleet
High School Humanities Teacher



A CONTEXT FOR LEARNING

The MYP instructional model features four contexts for learning that relate content and skills to real-world issues and experiences. The contexts, called Areas of Interaction, provide a common language for teachers and students, which unite learning experiences among academic disciplines. Schools throughout the world that follow the IB programme design units of study around these four organizing themes to enrich student understanding, inquiry, and action into the world around them.

**Each unit of study is framed through an Area of Interaction "lens."
The Areas of Interaction include:**



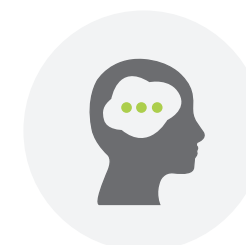
Community and service considers how students can learn about their place within communities and be motivated responsible citizens. In addition, students are supported in gaining insight and understanding of their own and other communities.



Health and social education helps students make considered and responsible choices on a range of social and health issues, as well as identify and develop skills that enable them to function as effective members of societies.

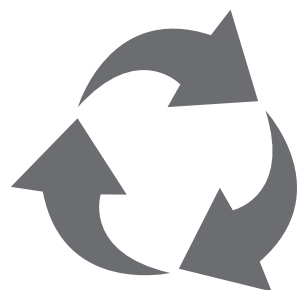


Environments explore how humans interact with the world and the parts we play in our virtual, natural, and built environments. This context is meant to support awareness, understanding, responsibility, action, and reflection about our interdependence with environments.



Human ingenuity investigates the way in which human minds have influenced the world, considers advancements, and contemplates the consequences of human thought and action.

FUNDAMENTAL CONCEPTS THAT GUIDE THE PHILOSOPHY OF IB



Holistic Learning emphasizes the development of the whole child: academic, creative, physical and character development.



Intercultural Awareness is concerned with developing students' attitudes, knowledge and skills as they learn about their own and other cultures with the goal of fostering tolerance, respect and empathy.



Communication supports inquiry, understanding and student reflection, as well as develops their ability to express themselves confidently and creatively in more than one language.



© International Baccalaureate Organization 2012

"I believe that IB incorporates best teaching practices to deliver standards provided by the Iowa Core. Beyond that, it certainly prepares students for the global society we are all a part of."

Chandra Oswalt
7th Grade Humanities Teacher

HOOVER-MEREDITH HIGHLIGHTS

THE IB ADVANTAGE

The IB Middle Years Programme:

- Addresses students' intellectual, social, emotional and physical well-being
- Enables students to understand and manage the complexities of our world, and provide them with the skills and attitudes they need in order to take responsible action for the future
- Ensures breadth and depth of knowledge and understanding through the study of eight subject areas in grades 6-8, with added choice in grades 9 and 10
- Requires the study of at least two languages to support students in understanding their own culture and that of others
- Creates opportunities for students to participate in community and service projects as an extension to the curriculum
- Supports student inquiry, research, and collaborative learning
- Integrates rigorous assessment standards that are common among students around the world
- Provides the opportunity for students to undertake an independent project exploring an area of interest in 10th grade

Students in grades 6-10 are experiencing IB instruction in all classes and are **learning more about the philosophy, learner profile, and principles in advisory classes.**

Teachers are planning IB units that support **student inquiry and the consideration of intercultural perspectives.**

IB Coordinators in each building, administrators, and DMPS are collaborating to **provide professional learning for staff.**

The IB Learner Profile is being infused into school culture to promote the **importance of character and intercultural understanding.**

More than 60 staff members across Hoover and Meredith have **attended IB training workshops.**

Collaboration time among teachers at Hoover and Meredith **has increased** to ensure alignment of curriculum.

All students in 6-9th are enrolled in a **foreign language.**

By 2014-2015, all 6-10th will **participate in foreign language classes.**

Community and service opportunities are increasingly embedded in the curriculum and as an extension to the school day.

FROM THE PRINCIPALS



"We are excited to take learning at Hoover to the next level through our involvement with IB schools around the world. Hoover has always had a diverse student population and

IB will allow us to expose our students to the global society they will live and work in beyond high school. IB offers a lens through which the most current best practices in teaching and learning can be focused to create an environment of critical thinking and a rigorous standards-based student experience. The elements of IB will allow us to create a focus for each grade level that will keep students engaged, motivated and challenged. Authorization as an IB world school will validate the hard work of students, families and staff as we become part of an international community of schools held to the highest standards of teaching and learning."

Doug Wheeler
Hoover Principal



"Engaging our student learners in the International Baccalaureate Middle Years Programme will develop caring and knowledgeable young people who will be equipped to understand

and problem solve world-wide issues and concerns. We are providing them a strong foundational educational experience along with numerous service learning activities that will open many doors of opportunity for them as they move beyond middle school and high school."

Cindy Flesch
Meredith Principal

ASSESSMENT IN THE MYP

Assessment standards in the MYP are consistent around the world. In order to maintain the rigorous principles for which IB is renowned, the MYP assessment model is criterion-related. Teachers structure assessment tasks that support students in demonstrating achievement that aligns to objectives defined by IB. Tasks are evaluated against established criteria, not against the work of other students.

Typical MYP assessment tasks include open-ended exams, problem-solving activities and investigations, tests, hands-on experiments, authentic demonstrations or products, and opportunities for analysis and reflection. Assessments are administered out and graded by teachers according to the criteria defined by IB. Periodic external evaluation of instructional and assessment practices are provided by IB.



THE PERSONAL PROJECT

The personal project, which takes place in 10th grade, is an important part of the MYP. Under a teacher or mentor's supervision, students learn to manage and direct their own inquiry into a topic of their choice and further develop the skills they have learned throughout the MYP. The first Hoover class to complete the personal project will be sophomores in 2014-2015. Students will receive support and guidance for the personal project through freshman and sophomore seminar classes built into the school day.

CONTACT

Are you interested in learning more about the IB programme at Hoover and Meredith or want to know how you can support the Middle Years Programme? We welcome your contact.

Olivia Howe, Hoover IB Coordinator
olivia.howe@dmschools.org / 515-242-7316

Hoover
4800 Aurora Avenue
Des Moines, Iowa 503

Laurie Sprinkle, Meredith IB Coordinator
laurie.sprinkle@dmschools.org / 515-242-3376

Meredith
4827 Madison Avenue
Des Moines, Iowa 50310

Hoover and Meredith are candidate schools for the International Baccalaureate (IB) Middle Years Programme and pursuing authorization as an IB World School. IB World Schools share a common philosophy—a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programmes of international education that share a powerful vision*

**Only schools authorized by the International Baccalaureate can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme or the IB Career-related Certificate (IBCC). Candidate status gives no guarantee that authorization will be granted.*

For further information about the IB and its programmes, visit www.ibo.org