

---

# Houston MSTC

---

International Baccalaureate Middle Years Programme Feasibility Study 2018



# Table of Contents

Feasibility Study Members.....	3
Summary.....	4
IB Background and Research .....	5
IB Mission.....	5
IB Learner Profiles.....	5
IB Middle Years Programme .....	5
MYP Subject Groups .....	6
MYP Personal Project.....	6
The IB Middle Years Programme and Houston MSTC .....	7
Philosophy.....	7
Organization.....	7
Curriculum .....	9
Conclusion.....	10
References .....	11
Appendix A. Houston Professional Development Plan.....	12
Spring 2018 [February 8-10, 2018, Rice Univ.] .....	12
Summer 2018 [July 16-18, 2018, Austin, TX] .....	12
Summer 2018 [August 6-8, 2018, Houston MSTC] .....	12
Summer 2018 [August 10- 11, 2018, Houston ISD] .....	12
Summer 2018 [August 15, 2018, Houston MSTC] .....	12
Summer 2018 [August 20-23, 2018, Houston MSTC] .....	13
2018 -2019 School Year [Collaborative Planning].....	13
Summer 2019 [Houston MSTC] .....	13
Summer 2019 [Houston MSTC] .....	13
Appendix B. District Budget Chart .....	14

## Feasibility Study Members

Alan Summers, Principal

Michael Niggli, Associate Principal

Jamie Handy, IB Coordinator

Robert A. Carranza, Superintendent

Dr. Samuel Sabrabia, Deputy Superintendent

Dr. Grenita Lathan, Chief Academic Officer

Julia Dimmit, North Area Superintendent

Elizabeth Santos, Board Member

Stephen Linkous, School Support Officer

Adam Stephens, Officer, Advanced Academics

Penelope Tschirhart, Manager, IB Programs

Danielle Williams, Assistant Principal, Science

Michael Kucek, Instructional Specialist, Math

Bryan White, Instructional Specialist, Social Studies

Adrienne Bykowicz, Instructional Specialist, ELA

Jaime Moretti, Instructional Specialist, ESL

Elizabeth Stengler, Instructional Specialist, SPED

Ann Nelson, Title I Coordinator

## Summary

This feasibility study was conducted in the Spring of 2018 to present information on the proposed implementation of the International Baccalaureate Middle Years Program at Houston Math, Science, and Technology Center (Houston MSTC) in Houston Independent School District (Houston ISD).

### Key Findings of this study:

- The Houston ISD global graduate attributes are in alignment with the IB mission and vision.
- The philosophy of the IB and Houston MSTC is aligned.
- The organizational structure is in place to support the IB Philosophy.
- Houston ISD has pledged full financial support through the candidacy, authorization, verification and maintenance of the IB programme at Houston MSTC.
- A school budget may need developing to further support the implementation of the Middle Years Programme.
- The MYP framework will help to support all learners grade 9-10.
- The master schedule is in alignment to the requirements subject groups of the IB MYP.
- Houston MSTC will have to develop specific policies for Assessment, Academic Honesty, Inclusion, and Language.
- Collaborative planning time will be used to build the written curriculum, teaching and learning and assessments.
- Alignment is needed for current community projects and service and action projects as prescribed by the IB.
- Through observation and feedback, Houston MSTC will ensure full alignment for teaching and learning.
- MYP YR5 summative assessments will be standardized to the aims and objectives of each subject guide.

# IB Background and Research

## IB Mission

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.

## IB Learner Profiles

The learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century. The ten aspirational attributes of the learner profile inspire and motivate the work of teachers, students and schools, providing a statement of the aims and values of the IB and a definition of what we mean by “international-mindedness”.

The learner profiles are: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced and Reflective. It is the belief of the IB that, “The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.”

## IB Middle Years Programme

The IB Middle Years Programme (MYP) was designed as a comprehensive and coherent curriculum framework that provides life skills and academic challenges to students between the ages of 11 to 16. As students are establishing their sense of self and are developing their self-

esteem, the Middle Years Programme can help them achieve success both in and out of the classroom.

The IB MYP was designed by a group of practicing teachers and administrators who wanted a programme that met the needs of middle years students and shared the philosophy of the IB Diploma Programme (DP). In the initial iteration of the MYP, emphasis was placed on developing the skills and attitudes, understanding of concepts, and the knowledge needed to participate in an increasingly global society.

It is important to note that the IB Middle Years Programme is a curricular framework, not a curriculum. Each MYP school selects the specific content to be taught at that individual school - the IB does not prescribe content in the MYP. The areas that make the IB MYP unique are: Approaches to Learning (ATL) skills, Global Contexts, Concept-based instruction, compulsory subject areas, and the Personal Project.

## MYP Subject Groups

IB Middle Years Programme schools must have classes in the following subject groups in grades nine and ten: Language & Literature (English), Language Acquisition (Foreign/World Language), Individuals and Societies (Social Studies), Science and Mathematics.

Students also must select one additional class to meet MYP requirements - either an Arts class (Band, Mariachi, Dance, Visual Arts, etc.), a Design class (21st Century Technology Literacy Skills, etc.), or Physical & Health Education (PE).

## MYP Personal Project

The MYP Personal Project is the culmination of students' experience in the MYP and invites students to demonstrate and reflect upon their experiences developing ATL Skills and Global Contexts. The Personal Project is completed in the final year of the programme - grade ten. Personal projects are independent projects - students initiate, design and develop their own projects with support from a supervisor.

## The IB Middle Years Programme and Houston MSTC

Houston MSTC is located at 9400 Irvington Blvd. in Houston, Texas. The school houses grade nine through twelve and is part of Houston Independent School District (HISD) in Houston, Texas. Houston ISD is the largest school district in the state of Texas, and the seventh largest school district in the nation. As a district, HISD serves approximately 216,106 students across 287 schools. HISD's student population is 62.16% Hispanic, 23.98% African American, 8.63% White and 3.88% Asian, with 76.99% of all students qualifying as economically disadvantaged.

### Philosophy

The philosophy section is to reflect on the mission and vision of Houston MSTC and how it aligns with the Middle Years Programme. It is also a time to gauge how much the school community will welcome the Middle Years Programme.

Currently, Houston MSTC has a mission and vision. "To create a data-informed, student-centered culture by focusing on academic and social excellence. We believe: Our students learn best in a safe learning environment when they are held to high standards."

### Next Steps

1. Meet with Leadership team to further align the mission and vision of Houston MSTC to the IB.
2. Include a section called, "values."
3. Use "values" to incorporate the IB Mission and Learner Profiles.

### Organization

The organization section ensures schools considering the implementation of the IB MYP to take a further consider the Leadership and Administrative Structures, and Resources and Support. The IB calls for a school to re-examine their leadership structures and resources and support. It is a time to reflect on funding, professional development, learning environments and scheduling.



## Leadership and Administrative Structure

At the district level, Houston ISD has an IB Programmes Manager and Advanced Academics Officer that work directly with IB Interested, Candidate and Authorized schools. The Leadership and Administrative structures in place at Houston MSTC can be viewed in Figure 1. Houston MSTC Organizational Chart.

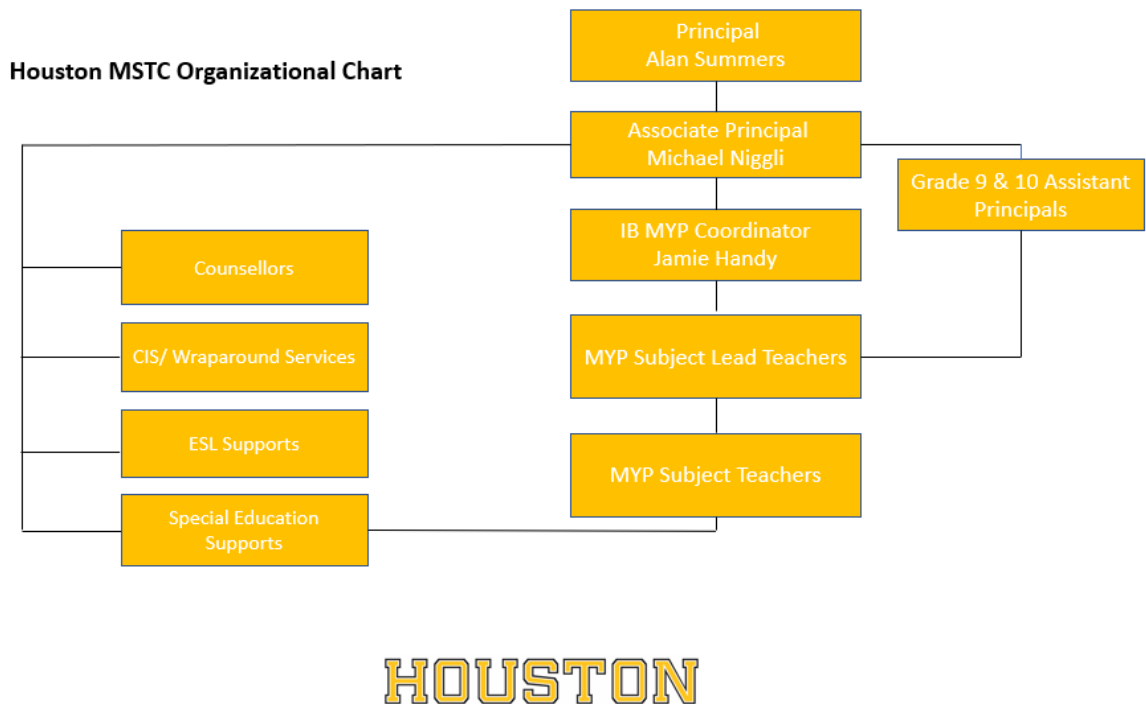


Figure 1

Houston MSTC has multiple layers of structure to support the IB MYP. Subject group teachers will be supported from the top down by the Principal, Associate Principal, grade 9 and 10 Assistant Principals and the MYP Coordinator. MYP Subject group teachers will be supported all around by their peer leaders, Counsellors, ESL, Special Education and Wraparound services. The support comes not only instructionally, by also for the social emotional learning.

## Resources and Support

Houston MSTC administration is aware of the professional development requirements for implementation. There is currently a PLC schedule that will be conducive to implementation of the IB MYP. The master schedule also meets the programme requirements. Discussions concerning the implementation of the personal project are needed. The Personal Project will

probably not be implemented until 2019 - 2020 school year. The plan for professional development is further outlined in Houston MSTC IB MYP Professional Development Plan (in Appendix A).

### Next Steps

1. Using the Professional Development Plan assign teachers to attend Subject Group training.
2. Create materials for August Pre- service.
3. Secure District resources for an introductory IB orientation.
4. Purchase Unit Planner materials.
5. Develop a plan for the Personal Project, including Personal Project supervision.
6. Begin the process of developing a language policy, assessment policy, inclusion policy and an academic honesty policy. The MYP Coordinator should take the lead in facilitating the leadership team in discussions around these policies.
7. Design and develop detailed and specific personal project policies and practices. Discussions should include how to develop personal project supervisors.
8. Align current community projects with the service in action requirements of the IB.
9. Determine School vs. District IB MYP Budget (in Appendix B).

### Curriculum

The curriculum section is to reflect on four areas: collaborative planning, written curriculum, teaching & learning, and assessment. Collaborative planning includes the time and resources needed to create unit planners that embody the subject guides for each subject group. The written curriculum and teaching and learning ensure the alignment of unit guides and ATL skills. Lastly, assessment must be viewed as how the school will standardize and assess summative task. This also includes how the grading system will translate to that of the IB.

Currently, Houston MSTC has the collaborate planning embedded into their master schedule that allow adequate release time for teachers and instructional staff to build quality unit plans and standardize rubrics. The written curriculum will be developed over the course of August pre- service training. Then it will be fine-tuned through-out the year in PLCs when ATL skills are

mapped. Lastly, interdisciplinary and cross-curricular learning will be added to align the curriculum with that of the IB.

### Next Steps

1. Begin developing Unit Planners.
2. Embed State curriculum into the IB framework.
3. Map out ATL skills.
4. Alignment of Interdisciplinary learning.
5. Standardize task rubrics for MYP YR 5 Subject groups.
6. Begin discussions regarding MYP reporting practices.

### Conclusion

Houston Math, Science, and Technology Center is ready to begin the next stage of the MYP Authorization process - submitting the application for candidacy. As a candidate school, Houston MSTC will develop an action plan that outlines plans for continued development of the IB MYP. As part of this action plan, Houston MSTC will continue to reflect on its mission and philosophy as it aligns with the IB MYP. Houston MSTC needs to address aligning MYP Service and Action requirements with current Houston MSTC service programs, determining a school budget versus what the Houston ISD's budget for IB will be, developing a plan for the Personal Project. We also need a mass introduction to engage the entire Houston MSTC community in the MYP process. Using the professional development plan for teachers, we will be able to begin discussions about the MYP assessment objectives and criteria and how those objectives align with current assessment practices, and begin to plan MYP units of instruction.

## References

Erickson, H.L. (2008). *Stirring the Head, Heart and Soul; Redefining curriculum and instruction* (Third edition). Thousand Oaks, CA: Corwin Press.

Gonzales, M. (2016). Pelham Memorial High School. IB MYP Feasibility Study.

International Baccalaureate. (2014). *MYP: Principles into Practice*. Cardiff, Wales: International Baccalaureate.

Lopez-Garcia, A. (2017). Sharpstown International School. IB MYP Feasibility Study.

What is the MYP? | International Baccalaureate. (n.d.). Retrieved December 28, 2015, from <http://www.ibo.org/programmes/middle-years-programme/what-is-the-myp1/>

Wiggins, G., & McTighe, J. (1998). *Understanding by Design* (Expanded second edition). Alexandria, VA: ASCD Publications

## Appendix A. Houston Professional Development Plan

### Spring 2018 [February 8-10, 2018, Rice Univ.]

Head of School/ IB coordinator: Implementing the MYP curriculum

- Alan Summers, Principal
- Jamie Handy, IB MYP Coordinator

### Summer 2018 [July 16-18, 2018, Austin, TX]

Subject group: Implementing the MYP curriculum

- Math, Kiah Hauser and Candance Watson- Mack
- Science, Nicole Graham and Ana Scheufler
- Social Studies, Benjamin Villarreal and Carol Fennell
- ELA, Colleen Mascarenhas and Laquita Harkless- Williams
- Language Acquisition, DeAndre Espree-Conway and Jaime Moretti
- Arts, Bridget Pauli and Wendy Bejarano
- Physical Education, Nicole Harris
- Design, Bruce Darkis

### Summer 2018 [August 6-8, 2018, Houston MSTC]

Unit Planner Professional Development

- Grade 9 (MYP 4) and 10 (MYP 5) Teachers report back to begin planning units.
- Teacher leaders lead their teams through the unit-planning process that focuses on inquiry, conceptual understanding and global contexts for learning.
- **Deliverables:** 6-unit planners that include at minimum 6 formative assessments(FA). STAAR subjects can have common assessments as 2 of 6 FAs. 1 summative assessment that is criterion-related and directly linked to the aims and objectives of the subject groups.
- **Resources:** Google Drive with Unit Planner templates, Subject guides, District curriculum documents.

### Summer 2018 [August 10- 11, 2018, Houston ISD]

District IB Training

- TBD

### Summer 2018 [August 15, 2018, Houston MSTC]

Launching the MYP

- This mandatory in-school workshop provides schools with a consistent knowledge base across all staff and acts as a specific launch point for MYP practice.
- The workshop spans one full day (six hours of instruction) with two sessions in the morning and two sessions in the afternoon.
- Grade 9 (MYP 4) and grade 10 (MYP 5) teaching staff ≈ 50 teachers

## Summer 2018 [August 20-23, 2018, Houston MSTC]

Alignment of objectives and assessment criteria

- Grade 9 (MYP 4) and 10 (MYP 5) Teachers will spend afternoon sessions of pre- service training completing unit- planning.
- **Deliverables:** Grade 9 (MYP 4) teachers will include the ATL strategies into their units previously created.
- **Deliverables:** Grade 10 (MYP 5) Teachers will also ebbed ATL strategies, but standardize their task-specific rubrics for summative assessments.
- **Resources:** Unit- plans, ATL strategies, Subject guides, Assessment criteria (aims and objectives)

## 2018 -2019 School Year [Collaborative Planning]

- MYP 4 and MYP 5 begin teaching using the unit-planners.
- All MYP teachers collaborate during weekly PLCs to fine tune and amend unit- planners.
- Meet with Subject Group Leads bi-weekly.
- Meet with Administration weekly.

### *2018- 2019 Early Release Days*

- September 21, 2018 – True Inquiry Based Teaching and Learning
- October 19, 2018 – Teaching with Technology, AID framework
- November 9, 2018 – Developing IB Learner Profiles
- January 18, 2019 – Approaches to teaching (ATL) strategies
- February 15, 2019 – Service in Action

## Summer 2019 [Houston MSTC]

Subject group: Delivering the MYP curriculum

- Teachers (TBD)

## Summer 2019 [Houston MSTC]

Implementing the Personal Project

- Select a Personal Project Coordinator
- World History and English II
- Assign mentors to students (all staff)
- Develop the Personal Project Workbook

## Appendix B. District Budget Chart

	<b>Year 0</b>	<b>Year1</b>	<b>Year 2</b>	<b>Year3</b>	<b>Year 4</b>	<b>Year 5</b>
	2017 - 2018	2018 – 2019	2019 - 2020	2020 – 2021	2021 - 2022	2022 - 2023
<b>Application Fee</b>	-	4,000	-	-	-	-
<b>Candidate Fee</b>	-	-	9,500	-	-	-
<b>Professional Development*</b>	1,850	10,000*	6,600*	6,600*	6,600*	6,600*
<b>Annual Fee</b>	-	-	-	10,500	10,500	10,500
<b>MYP Coordinator</b>	-	1 FTE	1 FTE	1FTE	1 FTE	1 FTE
<b>Total</b>	1,850	14,000 + 1 FTE	16,100+ 1 FTE	17,100+ 1 FTE	17,100+ 1 FTE	17,100+ 1 FTE

\*figures not certain FTE= Full time equivalent

