

MYP at LCA

8th Grade September 14, 2016



LEARN
REFLECT
ACT
GROW

Why are we pursuing IB accreditation?

Because we are seeking challenge.

- The challenge to grow as educators.

We must learn more about our subjects. We must design more active experiences for students. We must try new things and work very hard.

- The challenge to grow as thinkers and doers.

Students and teachers must collaborate, think, and act.

- When we are challenged together, we get closer to becoming the best we can be.

We all learn from each other. Teachers learn from students and teachers. Students learn from students and teachers.

We are still Lakewood Catholic Academy

- We are applying to become one of 626 IB schools in the United States educating students in the middle years.
- IB adds certain elements to our school, but the organization does not tell us what curriculum we must teach.
- We are still Lakewood Catholic Academy and are still a Catholic School in the Diocese of Cleveland, just as we were when LCA was founded in 2005.

Many things will not change

The core curriculum

Challenging, caring teachers

Friends

Extracurricular activities

Student Faculty basketball & volleyball games

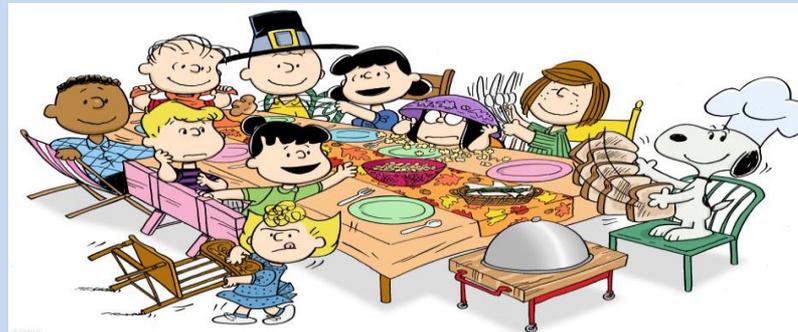
Cedar Point

Tabar essay



Some things are new, but not because of IB

- The House System
- The quieter bells
- The Amazing Race
- Library organized by genre
- One to one computers
- Thanksgiving break – a whole week off!



What impact will IB have on your last year at LCA?

1. You will learn in a more active classroom. Come to school awake and ready!
2. Assessments aren't just tests anymore. Sometimes assessments will result in cool products that you create, original ideas or stories that you put in writing, fun games or unique performances.
3. You will learn to communicate in a second language. You will have a more significant exposure to the Arts. You will read literature selections from a wider range of perspectives.
4. You will make connections. As you become more familiar with concepts, you will recognize them in many of your classes. You will also experience at least one interdisciplinary unit.
5. As a class, you will have a voice. House leaders will review IB policies. You will reflect on and provide feedback about classroom activities, assessments, and/or service experiences.

School policies

The IB Organization challenges us to think not only about our classrooms, but about our whole school environment.

- What does LCA do well?
- What should LCA do better?
- Is LCA a good place for every student?
- How do we as a school community aspire to truly exemplify the attributes of the Learner Profile?

Policy Highlights

- All policies were written, reviewed, and/or revised by groups of administrators, teachers, and parents.
- Our new House Leaders will review each of the policies and will have an opportunity to ask questions and suggest revisions.
- All policies will be reviewed each year by administrators, teachers, parents, and student leaders.

Academic Honesty Policy

- I. Provides definitions and/or examples of academic honesty and dishonesty.
- II. Describes the difference between collaboration and collusion.
- III. Provides a source for proper citation (students are given instructions and samples).
- IV. Outlines responsibilities of the school, of teachers, of students, and of families.

Language Policy

- I. Recognizes that fact that ALL teachers are language teachers. Each unit in every subject includes the introduction and development of content vocabulary.
- II. Outlines LCA's Language Acquisition programming.
- III. Reinforces the commitment to honor the language of students who come to LCA from an non-English speaking country.
- IV. States the desire to further explore ways to celebrate the cultural diversity of our LCA community.

Special Educational Needs Policy

- I. Recognizes that student needs fall on a continuum, with every student needing educational support at least occasionally.
- II. Introduces office hours for all middle years teachers.
- III. Provides information about available support.

Assessment Policy

- I. Outlines the difference between formative and summative assessment.
- II. Provides examples of assessment tasks.
- III. Provides a chart outlining the transition to MYP units and assessments over time.
- IV. Provides a teacher generated chart aligning MYP rubric scores with Diocesan letter grades.
- V. Calls for transparency and clarity when communicating expectations to students.

Assessment Tasks

Assessment is an ongoing process and can take on a variety of forms. Formative and summative assessment tasks can include: compositions, creating solutions or products in response to problems, essays, examinations, questionnaires, investigations, research, performances, presentations, labs, projects, participation in group work, films/videos, etc.

MYP Assessment Criteria

Individuals and Societies	Math
A: Knowing and Understanding B: Investigating C: Communicating D: Thinking Critically	A: Knowing and Understanding B: Investigating C: Communicating D: Applying math in real life contexts
Science	Language & Literature
A: Knowing and Understanding B: Inquiring and designing C: Processing and evaluating D: Reflecting on the impacts of science	A: Analyzing B: Organizing C: Producing D: Using Language

MYP Assessment Criteria

Language Acquisition	PE/Health
A: Comprehending spoken and visual text B: Comprehending written and visual text C: Communicating in response to spoken and/or written, and/or visual text D: Using language in spoken and/or written form	A: Knowing and understanding B: Planning for performance C: Applying and performing D: Reflecting and improving performance
Design	Visual and Performing Arts
A: Inquiring and analyzing B: Developing ideas C: Creating solutions D: Evaluating	A: Knowing and understanding B: Developing skills C: Thinking creatively D: Responding

Aligning Diocesan Scale to MYP Achievement Levels

MYP Achievement Level	Percentage Score	Letter Grade
8	100	A+
7	96	A
6	92	B+
5	88	B
4	84	C+
3	80	C
2	76	D+
1	72	D
0	Below 70	F

Approaches to learning skills and the generation of lifelong learners

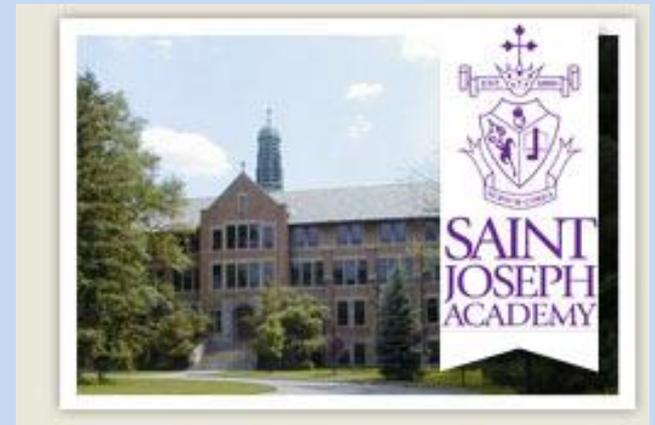


Picture by
Chloe Becker

What can students *do*?

Skill Cluster	Example of skill
Communication	Give and receive meaningful feedback
Collaboration	Exercise leadership and take on a variety of roles within groups.
Organization	Bring necessary equipment and supplies to class.
Affective	Resilience – practice “bounding back” after adversity, mistakes and failures.
Reflection	Consider ethical, cultural and environmental implications.
Information literacy	Collect, record, and verify data.
Media literacy	Understand the impact of media representations and modes of presentation.
Critical thinking	Evaluate evidence and arguments
Creative thinking	Create novel solutions to authentic problems.
Transfer	Make connections between subject groups and disciplines.

If you commit to growth, you will be prepared to succeed at any high school.



What if I have questions or just want to talk about IB/MYP?

Come see me. One of the reasons I teach at LCA is because I very much want the middle years to be a time of true growth for young people. You are the most important people in this building. As you prepare to leave LCA, please know that I value your input. I will make time for you. And I will do a better job this year and in the years to come if I know what concerns you and what you like or dislike about the IB Middle Years Program.

Thank you for your Partnership!

