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Expanding Access, Participation, and Success in International Baccalaureate Programmes: Year 1 Documentation Report

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Expanding Access, Participation, and Success in International Baccalaureate Programmes (IB Access Project)

I. Introduction

In fall 2009, the Bill and Melinda Gates Foundation funded a three-year project (IB Access Project) with International Baccalaureate (IB) to increase participation of minority students and students in poverty in the Middle Years Programme (MYP) and Diploma Programme (DP).

Goals and Objectives of Project

The IB Access Project seeks to do four things:

- Improve teacher practice in designing curriculum and assessment that prepares students for the DP by providing new resources designed for this project; professional development and instructional support.
- Improve teacher access to resources for effective assessment design including increased use of online learning environments.
- Increase teacher onsite professional support around classroom practice.
- Increase participation of low-income and minority students in the pilot districts in both certificate courses and in the full DP.

Theory of Action

The theory of action for the IB Access Project is illustrated in Figure I below. It is relatively straightforward. The theory holds that if previously excluded students are actively recruited into the MYP program, and provided with adequate encouragement and support, and encounter teachers who are prepared to assist them because they have been equipped with new tools for instruction, then a high proportion of these students will succeed.

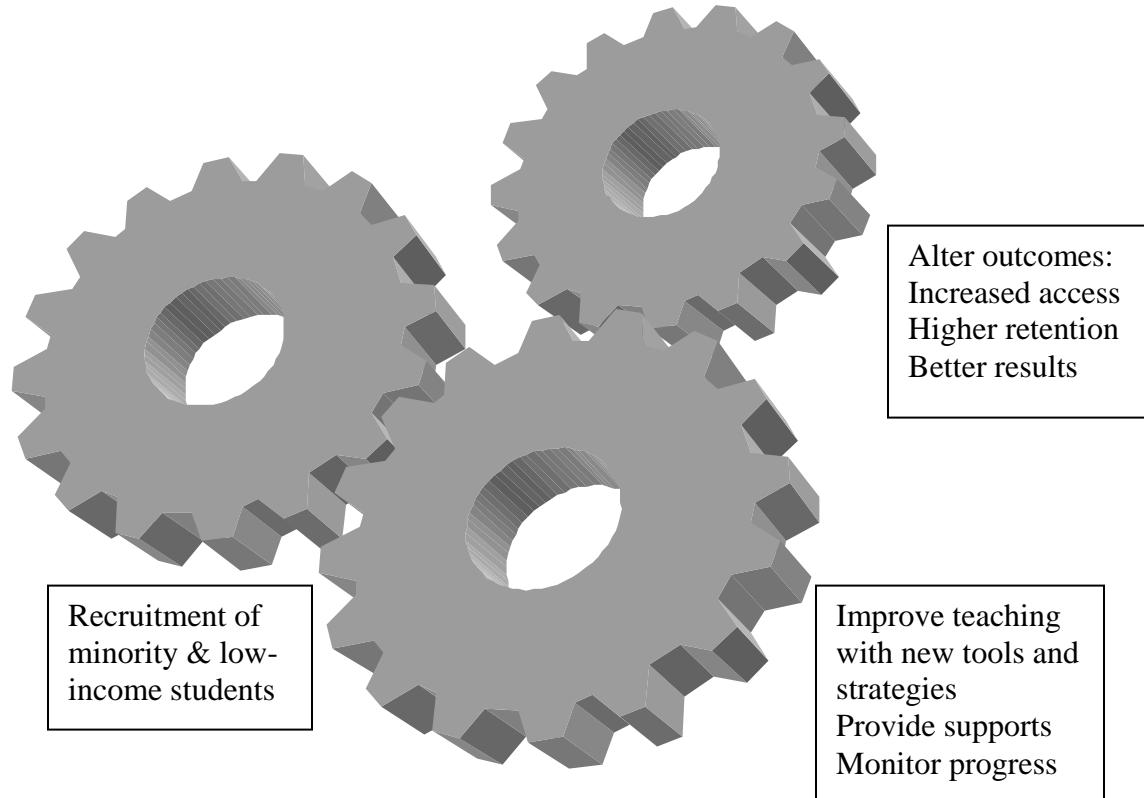
Basically the IB Access Project rests on the following assumptions:

1. Individuals are motivated to act when the potential rewards are compelling and the risks of failure acceptable.
2. Changing behavior is a powerful way of changing attitudes so that the provision of new instruction routines and tools for teachers can overcome their beliefs about who can benefit from IB, and similarly, active recruiting and provision of new supports can overcome student beliefs about their chances of success in the IB program.

The evaluation is focused on the changes in the student population, the use of the new instructional tools and participation in the professional development, the teacher

perceptions of the progress of the students and the efficacy of the new tools, and changes in the outcomes for the newly recruited students. The timeframe of the evaluation will not allow for tracking the new students' success on the IB examinations themselves, but other outcomes such as participation in the DP, attendance, course completion, and GPA as well as teacher perceptions of the students' progress, will be tracked.

Figure 1: The IB Access Logic Model Graphic



II. Background on the Pilot Districts and Schools

Four districts were visited to determine sites for this work. Three were selected: Anne Arundel County Public Schools, Maryland; Metropolitan Nashville Public Schools, Tennessee; and The School District of Palm Beach County, Florida. A total of eight high schools are included in the project: three in Anne Arundel; two in Metro Nashville; and three in Palm Beach County.

Anne Arundel County Public Schools, Maryland

Anne Arundel County Public Schools (AACPS) serves approximately 74,200 students and has 5,600 teachers among 121 schools (78 elementary schools, 19 middle schools, 12 high schools, and 12 special campuses). AACPS is the 5th largest school district in Maryland and among the 50 largest school systems in the country. With district offices located in Annapolis, Maryland, the state capital, there is considerable pressure on the

district leaders to show academic gains. The district spans the Chesapeake Bay and the I-95 corridor and is about one hour from Baltimore and Washington, DC. Kevin Maxwell is entering his fifth year as superintendent and the system operates under a Strategic Plan that focuses on academics and equity.

The IB program is administered by the Instruction and Curriculum Department in the Advanced Studies area. There is a full-time coordinator who has oversight for the Primary Years Programme (PYP), MYP, and DP programs. IB programming is currently considered a magnet program and application is made directly to one of the three high schools in the region of a student's "home" school. Currently, students make application for the MYP in eighth grade and must meet the following criteria: minimum of a "B" (3.0) grade point average in grade 7; current enrollment in, or successful completion of, Algebra I; and current enrollment in, or successful completion of, Level I or equivalent of a world language. In addition, an applicant must have scores of Proficient or Advanced in MSA reading and mathematics for Grade 7 or scores in the 60 percentile or above on nationally normed tests in reading, language, and mathematics. Successful completion of the ELP program (now the MYP program) makes a student eligible for the DP. Applications require a student and parent signature acknowledging that students accepted are expected to stay in the program for the entire school year. Counselors and teachers report that they recruit promising students into the programs at the school level.

Three high schools are fully authorized for the DP and offer magnet students the MYP, entitled the Extended Learning Program (ELP); all three are pilots in the IB Access Project. The ELP was a step to allow the schools to prepare for authorization and full-scale MYP implementation. These three comprehensive high schools—Annapolis High School, Meade Senior High School, and Old Mill High School—are all fed by middle schools that offer the ELP and MYP. The MYP in the three high schools and the feeder middle schools were all officially authorized in August 2010 following school visits in the spring.

Metropolitan Nashville Public Schools, Tennessee

Metropolitan Nashville Public Schools (MNPS) is a diverse system which resulted from the merger of the city and county systems in 1962. MNPS serves 75,809 students in 139 schools (72 elementary schools, 34 middle schools, 21 high schools, 7 special schools and 5 charter schools). Dr. Jesse Register, the Director of Schools was appointed by the nine member school board to lead the district in January, 2009. He is a veteran educator with experience as a superintendent in Chattanooga and two districts in North Carolina. Register is operating under a performance contract and the threat of a mayoral take-over of the system if he doesn't meet his goals. MNPS operates under a seven-year strategic plan that was adopted in 2007.

The district coordinator for IB programs was the DP coordinator at Hunters Lane Comprehensive High School when its DP was authorized in 2001. Three high schools in MNPS offer the IB program, and two of them are in the access project—Hillsboro High School and Hunters Lane Comprehensive High School. It is suggested that students who wish to participate in the MYP program complete advanced mathematics and language arts in middle school and have a strong academic background; however, in both pilot schools principals and teachers indicated that they encourage any student

who wants to try MYP coursework to begin the program in ninth grade. Admission to the DP requires a strong academic record with possible Advanced Placement work at the ninth or tenth grades; Honors English I and Honors English II credits; and two years of either Spanish or French.

The district coordinator is currently focused on obtaining authorization for several PYP programs and expanding the MYP programs to several middle schools. Interestingly, she is housed in the Instructional Division at the district office and reports to the Director of High Schools. The Director of High Schools was a principal at a school with an IB program in Florida and his focus is on Small Learning Communities (SLCs). The SLC focus, as it is playing out in the schools, may not be entirely compatible with the MYP and recent student alignment in academies do not parallel MYP participation. In addition, at Hunters Lane, which does not plan MYP programming for all students, MYP participation numbers are capped to allow for other programming. Moreover, a recent local newspaper article called public attention to the cost of IB and the relatively low return on the investment as evidenced by how few diplomas were being earned.

The School District of Palm Beach County, Florida

There are 184 schools in Palm Beach County and 168,342 students; it is the fifth largest school district in Florida and the 12th largest school district in the country. Palm Beach County has stability at the superintendent level with a former Palm Beach County high school principal and school board member, Dr. Art Johnson, serving as superintendent for nine and one-half years. Palm Beach County's student population continued to grow until the last several years when the entire state of Florida saw a decrease in population. This is largely a result of the struggling economy and changing public sentiment related to immigration policies.

The IB programs are administered by the Office of Choice Programs. The district has 155 choice programs which include magnets, career academies and choice schools that together enroll 32,000 students. There is an application process for the Choice Programs, including IB programs, and the applications are screened centrally. Current application criteria are as follows: 3.0 Academic GPA, Algebra I, and Spanish or French for High School credit. All three pilot schools indicate that they recruit promising students from their boundaried students who may not meet all the requirements. The district IB coordinator reports to the Director of Choice Programs who is retiring August 2010. Due to budget shortfalls, the current plan is for the Director's duties to be assumed by an Assistant Superintendent in Instruction who currently has a myriad of other responsibilities.

The Eight High Schools

Table 1 displays some basic information about the three districts and the eight high schools. Seven schools are large high schools with sizable numbers of students of color and students receiving free and reduced lunch. All but one school is majority minority, with Pahokee High School enrolling 98% minority students. That said, there are distinct differences in school cultures and populations. For example, Pahokee Middle-Senior High School, while part of a large, urban district, is located on the outer edge of the county and is rural; it is also smaller than the other schools in the project with 900

middle and high school students. Meade High School is located on a military base. Forest Hill High School is perhaps the most urban school of the eight, located on a busy artery off I-95.

All eight high schools face challenges in addition to creating more inclusive IB programming. Probably the single factor they all have in common is the very real pressure of state assessments and the focus on student performance on these high-stakes tests.

Table 1
Characteristics of the Participating High Schools
2009- 2010

Indicators	Anne Arundel County			Nashville		Palm Beach		
	Annapolis	Meade	Old Mill	Hillsboro	Hunters Lane	Atlantic	Forest Hill	Pahokee
Enrollment	1633	2243	2391	1239	1969	2300	1869	900
Minority Enrollment	62	75	46	62	73	75	81	98
% Free Lunch	30	30	18	40	54	56	63	92
MYP Enrollment	223	220		335	143	331	112	126
MYP Minority Enrollment	34	167		225	99	169	80	124
MYP Free Lunch				160	84	71		2
DP Enrollment	160	105		108	42	274	39	63
IB Diploma Minority Enrollment	29	84		31	32	142	23	58
IB Diploma Free Lunch Enrollment				19	26	50		

Note: Information contained in this chart is from the following sources: federal, state, district and school websites; interviews; and self-reports by school principals, DP, and MYP coordinators.

III. Project and Evaluation Activities

The IBO contracted with the Consortium for Policy Research in Education (CPRE) at Teachers College, Columbia University to provide documentation and evaluation of the impact of the IB Access Project. Documentation methods in the past school year included website and document reviews; student participation analysis; interviews of district and school employees; interviews of IB project staff and CPRE technical assisters; and observations of school-based and district-based professional development and support sessions, summer institutes, an IB meeting with project participants, and a curriculum writing session.

Below is a chart depicting the numbers of interviews conducted and the survey responses from teachers and administrators by school district. Interviews were conducted February - April, 2010, with the vast bulk occurring in person; because of inclement weather some of the interviews for teachers in Metro Nashville were conducted by phone during the same time frame. Teacher surveys were completed during the first day of the two-day Summer Institutes held June - August, 2010.

Interviews were coded and analyzed for patterns; quotes found later in the report are indicative of responses. Teacher surveys were coded and analyzed and tables in the report highlight particularly interesting and important findings. Teacher evaluations from the Summer Institutes will be addressed in the Year 2 report.

Table 2
Interviews and Surveys by Site

Name of District	Number of Interviews Conducted	Number of Survey Responses
Anne Arundel	26	39
Metro Nashville	15	29
Palm Beach	22	32

In addition, CPRE evaluators have participated in IB conference calls and a strategy session with IB and Gates staff.

Participation numbers, interview protocols, and the survey instrument are in Appendices A, B, and C, respectively.

IV. Conditions of Teaching

In this section, we will describe the context of each of the eight schools based on our visits, observations, and school and district websites. Then in the next section, we will report some of the interview and survey data about school climate and instructional practices in the eight schools.

Anne Arundel County Public Schools, Maryland

Annapolis High School (AHS). A large comprehensive high school, AHS has 1,633 students: 39% African American; 38% White; 18% Hispanic; and 5% Asian/Pacific Islander. AHS is located in close proximity to the district office and, for this reason, and because it was reconstituted three years ago, it has a steady stream of visitors from the district office and outside the district. A steering committee was put in place after the reconstitution that meets monthly in the planning room of the high school. The principal and all teachers reapplied for their positions and the principal was re-appointed. All of the teachers have committed to stay for three years and were put on 12-month contracts with an extra hour of work each day. For the past two school years, the school has made its Adequate Yearly Progress (AYP) targets. The additional paid time ended in July and the three-year commitment also ended. With less pay and planning time, it is

anticipated that a significant number of teachers will leave their positions through in-county transfers or will leave the district.

The IB program is well-established with a seasoned DP coordinator who has full release time. She was an IB teacher in a private school in New York City before moving to Annapolis a year ago, and her own children went through the IB program. The MYP coordinator was named prior to the 2010- 2011 school year to coordinate the ELP. She had one period of release time and had to re-apply for her position for the 2010-2011 school year. She did and was re-selected.

Meade Senior High School (MSHS). The school is located on the military base of Fort Meade and is a large comprehensive school that had 2243 students in 2009. The student population is: 58% African American; 25% White; 22% Hispanic; and 6% Asian/ Pacific Islander. In addition to the IB program, MSHS offers programs in Homeland Security, AVID, 9th-and 10th-grade Academies, Project Lead the Way, and a robust Advanced Placement (AP) program. Meade has been a diverse school for a long time and its mission statement includes language about being a school that is nurturing, respectful and culturally sensitive. Meade has been ranked by Newsweek as one of "America's Top High Schools," and the school has met its AYP goals.

Meade has an authorized DP program with a seasoned DP coordinator with no teaching responsibilities. The website includes an array of information and materials related to the IB program including a comprehensive guide. The MYP coordinator was new to the position and had one period per day to coordinate the MYP program. She re-applied for her position and was selected to continue.

Old Mill High School (OMHS). In 2009, the school enrolled 2,391 students: 54% White; 34% African American; 6% Asian/ Pacific Islander; and 5% Hispanic. OMHS made AYP during the 2008-2009 school year and, in addition to IB, offers a wide range of AP classes and an AVID program. There is also a service learning requirement at OMHS.

The IB program is struggling as the DP coordinator was transferred mid-year and the duties were assumed by the IB guidance counselor. The MYP coordinator took a family leave at the end of the school year and was applying for assistant principal positions in the district. It is unclear if she re-applied for MYP coordinator, and a new MYP/DP coordinator is listed on the school's website. There is a wealth of documents available about the IB program on the website.

Metropolitan Nashville Public Schools, Tennessee

Hillsboro High School (HHS). One of the oldest schools in Nashville, HHS is located in an affluent area of the city. Although, the school's demographics have changed dramatically in recent years, it still draws from some of the city's wealthier neighborhoods. The school serves 1,239 students in Grades 9-12. The student population is: 56% African American; 38% White; 4% Hispanic; and 2% Asian. Economically disadvantaged students comprise 41% of the student body, and special education students 16%. Based on this data, HHS is now classified as a Title I school and receives federal funds. The attendance rate is 90.6% and the graduation rate is 83%.

The DP has a well-established reputation and in 2010 25 of the 37 IB candidates received IB diplomas. The MYP coordinator is a DP teacher and has one period per day release time. Currently the school is preparing for an authorization visit in fall 2010 or spring 2011. During the 2010-2011 school year, Hillsboro will serve all 9th-grade students with the MYP program.

Hunters Lane Comprehensive High School (HLCHS). The 1,969 students at HLCHS are: 64% African American; 27% White; 8% Hispanic; and .5% Asian. HLCHS is organized in six academies: The Academy of International Baccalaureate; The Academy of Hospitality; The Academy of Marketing and Business; The Academy of Health and Human Services; The Academy of Design and Technology; and The Freshman Academy.

HLCHS received authorization to offer the IB Diploma Program in 2001, and in 2004 had the first IB Diploma Candidates to graduate in the state of Tennessee. The MYP program at HLCHS was authorized in 2006 along with programs at its three feeder middle schools. The school website indicates that there are nine teachers in the IB Academy; the program has been capped for student participation due to scheduling constraints. As of May 2007, 52 Hunters Lane students graduated as IB Diploma Candidates and 11 received the full IB Diploma.

The School District of Palm Beach County, Florida

Atlantic Community High School (ACHS). A sprawling comprehensive high school in Delray Beach, Florida, ACHS currently enrolls 2,343 students and has a large, robust IB program. The student population is: 52% African-American; 30% White; 11% Hispanic; 7% Asian-American/Pacific Islander; 3% multiracial; and less than 1% Native American. An assistant principal supervises the IB program and serves as the school's DP coordinator; and there is a part-time MYP coordinator. A B-rated school in the Florida accountability system, ACHS is ranked 52nd in Newsweek's list of top high schools in America. ACHS has a large career academy program and a JROTC program, as well as an International Culture Club, and Black Student Union.

The IB program functions as a school within a school and typically MYP and DP students attend separate assemblies from the rest of the student population. There is separate office space, secretarial and guidance staff and a wing that houses most of the IB classes. Some of the MYP and DP teachers at ACHS have served as workshop facilitators, writers, and developers for IBA.

Forest Hill High School (FHHS). An urban school that enrolls 1,869 students, FHHS operates magnet programs and academies: Environmental Science, Information Technology, Tourism and Hospitality, Engineering and Technology, Army JROTC, and IB. The student population is: 55% Hispanic; 22% White; 20% African American; 2% Asian/Pacific Islander; and less than 1% American Indian/Alaskan Native.

The MYP and DP programs are coordinated by a school facilitator with responsibilities for testing, AP, and other programs. The program is very small and currently the website has no information about the MYP program and very limited information about the DP program. There is significant turn-over in the teaching staff in the IB program

and an assistant principal has recently been assigned to help lead the IB work at the school.

Pahokee Middle Senior High School (PMSHS). Located in rural Palm Beach County, PMSHS enrolls approximately 900 students in Grades 7-12. The student population is: 35% Hispanic; 60% African American; 3% White; and 2% Unknown. PMSHS offers only two magnet programs: Air Force JROTC and the IB program. A new middle school has just been completed and an elementary school principal has been moved to the middle school as principal (formerly there was one principal for the combined middle-high school).

The IB coordinator leads both the MYP and DP program. She has limited experience with the IB program and, during the 2010-2011 school year, the middle school principal will be supervising the IB program. Teachers are given supplemental pay for working at the schools in Pahokee because of the distance they must drive to work, and even with the additional salary, the mobility of staff creates challenges to the continuity of programs. The new middle school principal will be leading the IB work in the school and has shown great interest in this project.

V. Climate and Instruction in the Target Schools

Teacher Expectations

Teachers were surveyed to determine the degree to which they believed students could be successful in rigorous coursework. Table 3 below displays their responses.

**Table 3
Teachers Expectations
(Percent Responding Agree and Strongly Agree)**

Indicators	Anne Arundel County			Nashville		Palm Beach		
	Annapolis	Meade	Old Mill	Hillsboro	Hunters Lane	Atlantic	Forest Hill	Pahokee
Students can do the work with support	86	92	100	100	100	100	79	90
Students capable of learning the Material	95	100	100	100	92	100	79	100
Students need basic skills to be ready for problem-solving	41	62	100	81	69	63	86	80
Students take responsibility for work	50	69	50	75	54	88	71	60
Student success based on effort	77	62	50	75	92	100	43	80
Use the same criteria to assess all students	59	77	100	50	54	75	57	70

Overall teachers seem to believe that students are capable of doing the work demanded by the MYP. However, about half of the teachers in four schools report that they do not use the same criteria to assess all students; so their “standards in practice” vary. There also are a number of teachers who believe that students must master the basics before they do more challenging work. And half or nearly half of the teachers in four of the schools do not feel students take responsibility for their work.

Teaching Practices

Teachers were surveyed on how prepared they felt they were to use various “best” instructional practices and the degree to which they used these instructional practices. Table 4 indicates their perceived preparedness and Table 5 shows the degree to which they indicated they use these “best” practices. The list of “best practices” is based on reviews of the research literature on instructional practices conducted by Hattie (2009) and by Corcoran and Silander (2008). Best practices are those found to have effect sizes of 0.50 or higher across all or almost all of the studies that examined their relationship to student learning. In most cases these practices were effective in all curricular areas, although their form sometimes varied slightly across content domains. This means that consistent and effective use of any one of these practices raised student learning by at least a half of a standard deviation. The classroom practices that fell into this category included:

1. Lesson and unit design (as defined by Madeline Hunter)
2. Selection of tasks with appropriate cognitive demand
3. Use of well-structured student groups (cooperative or team learning) in the classroom
4. Use of formative assessment/adaptive instruction strategies
5. Provision of feedback (really part of formative assessment)
6. Stimulating student-centered discussion (within and across groups)

These practices are described briefly in Corcoran and Silander (2008) and in more detail in the forthcoming publication by Corcoran and Stroud. In the latter piece, they are referred to as high-impact practices.

This core set of practices were used to generate items for the teachers’ survey and were referred to in the survey as “best” practices as teachers are familiar with that language. They were described in the survey in very general terms in order to determine if teachers were using any practices that were similar to those we had in mind. We also added other practices (use of rubrics, use of student work to plan, etc.) that are associated with standards and considered to be good practices even if there is not always research evidence showing high impact on learning.

The vast majority of the teachers report that they feel well-prepared to use high-impact instructional practices. Old Mill HS seems to be an exception to this general pattern. The one area in which teachers seem to feel unprepared is the use of student teams; nearly half of the teachers in six of the eight schools report being inadequately prepared.

Table 4
Preparedness to Use General Teaching Practices
(Percent Responding Fairly or Well Prepared)

Indicators	Anne Arundel County			Nashville		Palm Beach		
	Annapolis	Meade	Old Mill	Hillsboro	Hunters Lane	Atlantic	Forest Hill	Pahokee
Use student work to plan	82	85	100	100	79	88	57	50
Use rubrics	95	100	100	88	100	75	79	80
Organize a standards-based class	86	100	75	88	85	88	79	80
Use inquiry	77	85	0	88	77	75	79	90
Use student data to plan	64	92	100	94	77	100	71	70
Use criterion-related assessments	73	54	50	88	69	100	71	90
Use lesson design	77	85	50	88	77	50	57	90
Use student teams	59	77	75	63	62	50	57	50
Emphasize high-demand tasks	86	92	75	94	79	88	71	80
Emphasize student discussion	72	92	50	82	77	88	71	90
Use formative assessment strategies	77	92	100	63	84	88	79	80
Provide students with feedback	91	77	75	88	77	88	71	90

Table 5 suggests that the most frequently used practices are classrooms organized for standards-based instruction, use of formative assessments and, to a lesser degree, student discussion and feedback to students. As would be expected from the earlier responses related to preparation, use of student teams was reported to be used least. Criterion-referenced assessment also is used less frequently than other practices.

Table 5
The Use of High Impact Teaching Practices
(Percent Responding Often or Always)

Indicators	Anne Arundel County			Nashville		Palm Beach		
	Annapolis	Meade	Old Mill	Hillsboro	Hunters Lane	Atlantic	Forest Hill	Pahokee
Use student work to plan	50	46	50	94	62	50	57	70
Use rubrics	73	69	100	69	62	88	65	80
Organize a standards-based class	86	100	50	81	85	100	93	90
Use inquiry	73	85	0	56	54	63	64	80
Use student data to plan	55	69	100	69	62	88	64	70
Use criterion-related assessments	64	38	25	69	31	75	50	90
Use lesson design	77	54	50	69	85	75	57	80
Use student teams	32	62	75	50	46	63	28	30
Emphasize high-demand tasks	78	70	75	88	77	75	72	80
Emphasize student discussion	55	85	75	88	69	75	64	80
Use formative assessment strategies	73	77	100	75	69	88	78	90
Provide students with feedback	82	62	100	69	85	75	72	80

Use of IB Practices and Materials

Teachers were surveyed on how prepared they felt they were to use various MYP instructional practices and the degree to which they used these instructional practices. Table 6 indicates their perceived preparedness and Table 7 shows the degree to which they indicated they use the MYP practices.

Table 6
Teachers' Preparedness to Use IB Practices and Materials
(Percent Responding Fairly or Well Prepared)

Indicators	Anne Arundel County			Nashville		Palm Beach		
	Annapolis	Meade	Old Mill	Hillsboro	Hunters Lane	Atlantic	Forest Hill	Pahokee
Use Areas of Interaction	54	38	75	63	46	63	64	80
Use the Learner Profile	54	62	75	69	69	63	43	80
Use the MYP Unit Planner	54	38	50	63	23	50	21	70
Include international-mindedness in lessons	86	85	75	81	84	75	71	80

While the respondents feel confident about their general preparedness to teach, they are less confident about their mastery of specific IB tools and practices. Table 6 shows significant numbers are uncertain about their command of the Areas of Interaction, the Learner Profile, and the MYP Unit Planner.

Part of the challenge is lack of common planning time with other MYP teachers. One science teacher reported four times as much departmental planning with non-MYP teachers as interdisciplinary planning with MYP teachers. Another teacher indicated that teacher planning is not supported by the administration.

Table 7
Teachers' Reported Use of IB Practices and Materials
(Percent Responding Often or Always)

Indicators	Anne Arundel County			Nashville		Palm Beach		
	Annapolis	Meade	Old Mill	Hillsboro	Hunters Lane	Atlantic	Forest Hill	Pahokee
Use Areas of Interaction	36	23	0	25	54	63	43	80
Use the Learner Profile	23	46	75	31	38	63	14	70
Use the MYP Unit Planner	14	15	25	13	8	38	7	60
Include international-mindedness in lessons	50	61	75	63	70	75	50	80

Table 7 shows a wide range of responses in teacher use and practices with the use of the MYP Unit Planner generally being the least used practice and international-mindedness in lessons being the most used practice. The range and variation in responses, even within a district, suggests little consistency in daily practice in MYP classrooms.

Table 8
Teachers Attitudes Toward and Beliefs About IB
in the Participating High Schools
(Somewhat Agree and Strongly Agree Responses)

Indicators	Anne Arundel County			Nashville		Palm Beach		
	Annapolis	Meade	Old Mill	Hillsboro	Hunters Lane	Atlantic	Forest Hill	Pahokee
What I have learned through IB has improved my teaching	82	69	100	94	92	88	57	80
The MYP has the potential to benefit my students	91	100	100	94	100	100	93	100
The MYP prepares students for the IB diploma program	95	92	100	81	85	75	86	100
The MYP is consistent with our other instructional initiatives	86	77	75	63	54	88	50	60
My colleagues believe the MYP has improved learning	55	62	50	56	85	50	57	70
The MYP has fostered teacher collaboration	73	69	100	69	77	75	50	80
The MYP has contributed to a sense of prof. community	73	85	75	69	69	75	57	80
I am more enthusiastic about teaching due to the MYP	82	77	100	75	92	75	79	80

Table 8 shows that the teachers are highly positive about the impact of the MYP on their students, their teaching, and their school.

VI. Development and Support Activity

The IB Access Project's theory of change is predicated on the design and execution of two major support strategies for teachers to help them meet the project's goals of providing greater access and increased success for historically underrepresented students. The first support is the development of tools including new curricular units, assessment resources, and online and blended professional development supports. The development work was led by staff at the IB with support from Harvard Project Zero.

Tool development was planned in the following areas: MYP units, assessment task banks, website, online professional development, blended professional development, classroom videos, and recruitment materials.

MYP Units. MYP Units were previously described as Course Companions or Curriculum Companions. Additionally there was language in the proposal about supplemental instructional materials. All this is included in comprehensive MYP Units currently in the final stages of development. Units include unit overviews, standards and objectives, fundamental concepts, command terms, assessments and links with videos and other materials. Thirteen teachers have been developing these units and there will be six to eight units per subject area (Language A, Language B, Science and Mathematics) rolled out in the fall. The decisions about what units to develop were based on what kids needed to enter the DP program and what is often difficult for them. Common core frameworks in mathematics and English framed development as did the standards addressed in the three pilot districts. Review of the initial development was done by staff at Harvard Project Zero and IBO curriculum staff in Cardiff. IBO staff will help the eight target schools work with the units by visiting the schools in the fall when the units are first piloted.

Assessment Task Banks. Assessment Task Banks are formative and summative assessment items that can be used with the MYP Units or as stand-alone assessments. The assessments can be arrayed in different ways to create flexibility for the teacher. The items are almost complete and will be up on the Web by mid-September. They were developed by teachers, for the most part, and reviewed by internal and external reviewers, including DP examiners. There are rubrics and explanatory notes and in the future, student exemplars might be included. There will be ways for teachers to receive guided assistance in how to help students be successful with the assessment demands, recognizing that DP-type assessments are difficult for many students. In the development of Language A assessments, there was an attempt to select passages from literature that was more diverse and comprehensive in nature and, perhaps, more relevant to the Access project target population.

Website. A website is currently in development that will support the work of the Access project. Planned for launch October 1, 2010, the original audience will be teachers, coordinators, and administrators in the eight pilot schools and districts with some guests receiving access. The website will offer teachers in the pilot schools access to all curriculum and professional development resources associated with the project. The MYP Units and Assessment Task Bank will be posted on the website in a user-friendly format that will have links and pull-down menus for easy access to additional information and resources. The website will also feature two types of professional

development opportunities: online professional development and blended professional development. They are described more fully below.

Online Professional Development. The Online Professional Development will include mentoring in the four core content areas in the Access project that will use forums around assessment and live chats. Resources that are IB-generated and user generated will be posted for discussion and the mentees will operate as a learning community or cohort. The mentoring is scheduled to start with up to 16 mentees per mentor and will run throughout the school year. Mentors are well-respected consultants. Mentors will work with mentees to develop individualized learning plans around assessment practices.

There is also Online Professional Development planned that will run for four to six sessions and will not be subject specific. Planned workshops are on the following topics: English Language Learners, special needs learners in MYP and DP programs, and counseling strategies. Teachers will sign up and participate as a cohort and plans are for these sessions to start in October, 2010.

Blended Professional Development. The Blended Professional Development is primarily an online workshop that will include some on-site assistance. Currently it is planned that each core content area in the Access project will have two workshops: one focused on curriculum development and one focused on assessment practice. There will be a workshop leader who will go to each of the schools participating once during the course of the workshop. These workshops are scheduled to start October 1, 2010 and will run 8-10 sessions. The on-site support will be conducted like a clinic with participants receiving support and assistance around their specific challenges.

Classroom Videos. The development of Classroom Videos was planned in support of the Access project. The videos were designed to showcase exemplary teaching in MYP classrooms that included students whom the Access project is targeting. This resource was eliminated due to budgetary constraints; the development and support of the website was more costly than anticipated.

Recruitment Materials. The development of Recruitment Materials was planned to assist with recruiting students who historically have been underrepresented in the MYP and DP programs. These materials will not be developed at this time due to the budget challenges stated above. There is still interest, however, in trying to develop some recruitment materials and tools and the decision to eliminate this will be reconsidered as the project continues.

On-site Professional Learning. On-site Professional Learning is the second support strategy and is being led by CPRE staff and consultants whom have a long history of supporting the implementation of IB programs. They made site visits to the schools; assisted with project design and coordination; planned for the preparation of the coaches; led workshops intended to support improvements in classroom practice; and provided technical support to the districts on recruitment.

Support activity did not begin until late winter (Metro Nashville) and spring (Anne Arundel and Palm Beach) due to the delay in district boards approving the project. Palm

Beach's board of education did not approve the project until early April. In addition, most of the professional development days had been scheduled before the project was approved in the districts and finding opportunities to meet with core teachers and coordinators was a challenge. Lack of common planning time creates challenges for onsite support activities as well as other challenges that will be discussed later in this report.

VII. School Responses to the Project

All teachers interviewed were aware of their school's involvement in the Access project and overwhelmingly, teachers were interested in and supportive of the goals. There were teachers who indicated that they had asked to be part of the project because its focus on inclusion of all students in high-level coursework was a personal or professional belief.

MYP and IB is my personal philosophy. We should be inclusive. Kids tell me they hate math, and I ask them to give me a chance to prove that they can do it.

(Mathematics Teacher)

Another teacher indicated that teaching "in an MYP way" helped her teach better.

As a teacher it helps me have more coherent and cohesive lessons. I look at the end and make it more relevant. IB stretches you to plan lessons around good questions. You identify what is important about the learning.

(Language A Teacher)

One teacher reported that she was excited about school-wide implementation because the program was good for every student.

I am proud that we serve a diverse group of students. They are diverse not only in ethnicity. But also in learning styles. They all can excel in MYP if we get the teaching and support right.

(Language B Teacher)

There was almost universal agreement that virtually every student could benefit from MYP coursework and the large majority could be successful, especially with support. What was less clear, however, was the belief that most students, or even more students than currently served would be successful in the DP program. There were mixed reasons for respondent's lack of conviction about this belief. One stated that very few of the students currently in the DP program were successful in obtaining the diploma.

....and these are the best students in our school, bar none.

(Language A Teacher)

Another teacher indicated that many students saw the DP as too difficult and time-consuming. They thought it took too much time and they could not do other things, especially extracurricular activities that they thought were important.

In some communities they don't see life after this [high school].

They only see football.

(Language B Teacher)

There were several teachers interviewed that agreed that students could be successful in MYP but not DP because they either didn't have the talent or motivation. Some suggested that "weeding students out," as one teacher expressed it, was a good thing.

I am a biologist and I believe in survival of the fittest.

(Science Teacher)

Several MYP coordinators indicated that the biggest obstacle to student success in the DP program was the teachers in the DP courses. They suggested that the current DP teachers expected students with certain academic backgrounds and behavior and would find it difficult to teach students who did not fit the current "model" of a DP candidate.

Some of the teachers in DP won't accept some of our students.

I feel quite sure of that. For this to work, some of the DP teachers would need to change or be moved out.

(MYP Coordinator)

There also appears to be a divide in some schools between MYP teachers and DP teachers. Another teacher reported lack of communication between MYP and DP teachers. Others talked about a clear distinction between MYP and DP teachers with the DP teachers having more status and rank.

It would be nice if MYP were not the red-headed stepchild.

(Mathematics Teacher)

One said that she thought the DP teachers didn't even know of the Access project, and if they did, they most likely wouldn't support its goals.

Teachers were concerned about all the other demands on them in addition to teaching MYP students and supporting students with special needs or who were struggling. They talked about lack of parent involvement and administrators who didn't understand the need to give teachers time to collaborate.

I use my personal time to collaborate. We used to have time during our learning team days but it was taken away from us...[It's] not a priority.

(Language B Teacher)

Lack of time to do good work was a pervasive theme. Lack of time to plan and collaborate is a concern of most teachers, however, regardless of the program or school context. Not only were teachers concerned about the demands of their jobs and finding enough time to plan and teach and re-teach students, both MYP and DP coordinators interviewed felt very stretched for time. In all eight schools, DP coordinators had more release time to do the work of coordinating the program than do MYP coordinators. DP

coordinators, too, however, expressed concern about the demands of the job. Some felt that they were undercompensated for their responsibilities.

It is ridiculous that they don't pay IB coordinators. We spend time before and after school and all summer long. I have suggested to the district that if they want a strong IB program they have to resource it. And that means the people who do the work.

(DP Coordinator)

A common theme was concern about all the other competing programs in the school. One teacher explained that in his school there was an AVID program, several magnet programs, a behavior and character-building program and literacy initiatives. He expressed frustration that every year there was something new that often distracted him and his colleagues from teaching the students.

We have a county focus on DI [differentiated instruction]. And now our school must add a Signature program [that the community helps select]....it is like alphabet soup here. Teachers survive this [latest program] and then go back to their teaching. We have really good teachers here but it is frustrating.

(Language A Teacher)

In several schools, there was concern about turn-over of staff and keeping a common core of teachers who would learn together and work together to plan, design and deliver quality instruction to their students.

We lose teachers every year. Every year this school opens without a full staff. It is a hard place to work. I hope we can get teachers who will commit to stay with this program and stay with these students.

(MYP Coordinator)

In many cases, however, this project created a sense of excitement and hope. There were teachers who indicated that for the first time in their career the administration was scheduling their planning time with more intentionality around shared planning with their MYP colleagues. Others indicated that they were veteran teachers and for the first time they were being compensated to plan with colleagues from other schools and that they were finding the professional dialogue rewarding and renewing.

As a teacher I am feeling more prepared and confident. I believe it is going to show up in the success of my students.

(Language A Teacher)

We have had MYP sessions at the three different high schools. They have been really good discussions. We got two units planned. That was great. And the support

sessions for this project are helpful.
(Language A Teacher)

We have a network with MYP teachers from the other schools. This is the first time this has happened to any extent in my experience in this district. Typically schools are four walls you don't get through. When we actually got together, when we did it face to face, it was exciting. I am very enthusiastic about being included in this work.

(Mathematics Teacher)

VIII. Year 1 Findings

There was a wealth of information gleaned from our data. We have extracted some of the more salient findings in two areas: promising indicators,; and challenges.

Promising Indicators:

- Overall teachers seem to believe that students are capable of doing the work demanded by the MYP.
- The vast majority of the teachers report that they feel well-prepared to use high-impact instructional practices (this may be due to variations in understanding of what the practices are or may be socially biased responses).
- Teachers are highly positive about the impact of the MYP on their students, their teaching, and their school.
- Most teachers believe that more students, including under-represented students, can be successful in MYP with supports.
- Some schools already have strategies to identify individual students or groups of students who are struggling or experiencing difficulties and provide additional support.
- Most teachers seem willing to have the support of project staff and consultants and are open to classroom visits and coaching.
- Teachers are especially positive about having opportunities to network and plan with teachers from other schools that teach the same content.
- School principals were knowledgeable about and interested in the project and the goals for this work; they expressed strong belief that their teachers could work

successfully with more students and with students who heretofore had not been in IB programming.

- The Summer Institutes were well attended and, for the most part, teachers were engaged and excited about their collective work.

Challenges:

- About half of the teachers in four schools report that they do not use the same criteria to assess all students; so their “standards in practice” vary. There also are a large number of teachers who believe that students must master the basics before they can do more challenging work.
- Nearly half of the teachers in four of the schools do not feel students take much responsibility for their work.
- One area in which teachers seem to feel unprepared is the use of student teams; nearly half of the teachers in six of the eight schools report being inadequately prepared.
- While the respondents feel confident about their general preparedness to teach, they are less confident about their mastery of specific IB tools and practices. Significant numbers are uncertain about their command of the Areas of Interaction, the Learner Profile, and the MYP Unit Planner.
- Part of the challenge of collaborative planning and focusing on MYP elements like the areas of interaction is lack of common planning time. This also creates challenges for providing support to the core teachers in the Access project.
- Some teachers expressed concern that impediments to student success, particularly for students of color and poor students, existed because of teacher attitudes and beliefs that IB coursework and especially DP programming was for students who had especially strong academic backgrounds and portrayed positive attitudes toward learning.
- The MYP training teachers and administrators received appears to have mixed results on practice; in many cases there is no evidence of use of core MYP practices and strategies even when teachers and administrators report participation in workshops.
- It is difficult to get accurate student participation numbers from schools and districts and will be even more difficult to determine student success and

increases in student participation, especially given the short duration of this project.

- One of the major goals of this project, use of new resources to help teachers support the target learners, was not addressed during Year 1 implementation so the efficacy of the project's core strategy remains to be tested.

IX. Further Research Around Emerging Issues

There remains compelling questions around the range and variation in responses related to teacher practice in MYP classrooms which suggest further research. The evaluation team is limited to on-site data collection but we will explore other ways to better determine the extent to which teachers are using MYP components and “big effects” practices. One strategy would be to use CPRE’s technical assisters and IB staff to help triangulate the teacher self-reports (from interviews and the survey). The degree to which the practices are evident in day-to-day instruction might differ from the practitioner’s perspective and an outside trained observer.

Plans for Year 2 data collection to include student focus groups have shifted due to the delayed start of the project. We expect Year 2 project implementation will engage teachers in deep use of support mechanisms and coaching and implementation of IB-developed tools and resources. We would expect that teacher and principal interviews in early 2011 and the teacher survey in spring, 2011 will help us determine the degree to which these project components are in play in the schools.

The findings suggest further research in areas of beliefs and expectations and coordination and communication between and among MYP and DP practitioners. Schools are very busy places and if collaboration is not designed into the work and valued by administrators, it is our experience that it won’t happen.

In Year 2 we want to look more closely at how the district supports the work of the schools. In each of the three districts the district IB coordinator is committed to the program and the students. None of the district coordinators have served as school-based administrators and the demands of comprehensive high schools often usurp fidelity of programming. It will be critical to determine how building administrators, district administrators, and teacher leaders work together to support the students in IB programs.

The amended Year 2 documentation, research, and evaluation timeline is as follows:

How are the new resources and supports being implemented in the schools, and what are early indicators of impact?

- How are teachers responding to the new resources and supports? Are resources in specific content areas used more? Deemed more useful or of higher quality?
- How are students responding to the new resources and supports? Are resources in specific content areas used more? Deemed more useful or of higher quality?

- Are teacher perceptions about IB changing? If so, how?
- Are assessment practices within the school changing? If so, how?
- Are there any other observable changes in the schools?

In addition, background demographics of students, teachers and support personnel will be collected including information about students seeking and gaining admission to IB programs, retention of students and teachers in IB coursework, and recruitment strategies.

Research Methodology

- Analysis of current participation and performance patterns
(Document and web review and interviews of key players)
- Perceptions of teachers and key players
(Teacher Survey)
- Analysis of Resources and Support
(Interviews of key players, coach telephone interviews, logs, and questionnaires)

Timeline of Activities

October- December 2010	Development of interview protocols Web and document reviews for updates/ changes
January- February 2011	Onsite collection of data
March 2011	Development of survey instrument
March 2011	Mid-year Update
April 2011	Survey administration
May 2011	Coach interviews/ updates Data analysis
June 2011	Annual Report development
July 2011	Annual Report and Research Update submitted to IBA

Deliverables

- Mid-year update on evaluation activities and feedback on resources
- Annual report that includes baseline conditions and implementation of IB curricula and assessments, use of supports and resources, coaches' activities, student recruitment and participation and student performance
- Year-end update on evaluation activities and feedback on resources

X. Conclusion

The overwhelming belief that more students, and students who may not have the strong academic backgrounds of traditional IB students, can be successful in IB programming is indeed a very compelling and positive finding of Year 1 work. For teachers and

school-based administrators to continue to make the adaptations necessary to ensure the success of non-traditional IB students, coordinated work is essential. This will be the challenge of Year 2.

We believe that the challenge will be met with carefully designed support at the district, school, and classroom levels. This support must include opportunities for collective learning and problem-solving. Time and budget will both be challenges; one district has already expended all its grant resources for Year 2.

As teachers become more confident in their abilities to work with students who may have different needs from students they previously taught in courses with high cognitive demands, and as they become proficient in teaching MYP coursework and using “big effects” strategies, we believe that the students will be more successful.

In Year 2 the tools and resources developed by IB and their partners will be available to the teachers in the eight schools for the first time (see Appendix D for descriptions of the IB resources developed for MYP teachers in the pilot schools). In Year 2, we will collect data on the impact of these resources on teacher practice, and, to some degree, on student outcomes.

Recommendations for Year 2 implementation can be found in Appendix E.

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International Baccalaureate Access Project Appendices

Appendix A: Student Participation Data by School

Appendix B: Interview Protocols

Appendix C: Teacher Survey Protocol

Appendix D: Expanding Access, Participation, and Success of Under-represented Students in the DP

Appendix E: Recommendations

Appendix A
Student Participation Data by School

Anne Arundel County: Annapolis High School

Student Participation (2009-2010)

MYP	ELL	Gender		Ethnicity				FRL
		Male	Female	Asian	Black	Hispanic	White	
9th		49	63	10	9	6	86	
10th		48	63	1	6	2	102	
TOTAL								

DP	ELL	Gender		Ethnicity				FRL
		Male	Female	Asian	Black	Hispanic	White	
11th		34	48	2	7	3	70	
12th		18	60	4	13	0	61	
Certificate		n/a	n/a	n/a	n/a	n/a	n/a	
TOTAL								

Projected Student Participation (2010- 2011)

MYP	ELL	Gender		Ethnicity				FRL
		Male	Female	Asian	Black	Hispanic	White	
9th		62	67	7	10	9	103	
10th		44	54	9	5	5	79	
TOTAL								

DP	ELL	Gender		Ethnicity				FRL
		Male	Female	Asian	Black	Hispanic	White	
11th		34	48	2	7	3	70	
12th		33	38	5	11	4	51	
Certificate								
TOTAL								

Diploma Activity

DIPLOMAS	ELL	Gender		Ethnicity				FRL
		Male	Female	Asian	Black	Hispanic	White	
# of IB Diploma candidates		18	60	4	13	0	61	
# IB diplomas		9	37	1	6	0	39	
# of IB certificate students		n/a	n/a	n/a	n/a	n/a	n/a	
# of IB certificates		n/a	n/a	n/a	n/a	n/a	n/a	
TOTAL								

Anne Arundel County: Meade High School

Student Participation (2009-2010)

MYP	ELL	Gender		Ethnicity				FRL
		Male	Female	Asian	Black	Hispanic	White	
9th		62	50	3	70	10	29	
10th		58	50	6	61	17	24	
TOTAL		120	100	9	131	27	43	

DP	ELL	Gender		Ethnicity				FRL
		Male	Female	Asian	Black	Hispanic	White	
11th		31	26	1	41	6	9	
12th		18	30	4	24	8	12	
Certificate		0	0	0	0	0	0	
TOTAL		49	56	5	65	14	21	

Projected Student Participation (2010- 2011)

MYP	ELL	Gender		Ethnicity				FRL
		Male	Female	Asian	Black	Hispanic	White	
9th		39	82	15	58	6	41	
10th		34	51	16	30	8	31	
TOTAL		73	133	31	88	14	72	

DP	ELL	Gender		Ethnicity				FRL
		Male	Female	Asian	Black	Hispanic	White	
11th		24	40	13	18	4	29	
12th		17	22	4	21	1	13	
Certificate		0	0	0	0	0	0	
TOTAL		41	62	17	39	5	42	

Diploma Activity

DIPLOMAS	ELL	Gender		Ethnicity				FRL
		Male	Female	Asian	Black	Hispanic	White	
# of IB Diploma candidates								
# IB diplomas								
# of IB certificate students								
# of IB certificates								
TOTAL								

Anne Arundel County: Old Mill High School

Student Participation (2009-2010)

MYP	ELL	Gender		Ethnicity				FRL
		Male	Female	Asian	Black	Hispanic	White	
9th								
10th								
TOTAL								

DP	ELL	Gender		Ethnicity				FRL
		Male	Female	Asian	Black	Hispanic	White	
11th								
12th								
Certificate								
TOTAL								

Projected Student Participation (2010- 2011)

MYP	ELL	Gender		Ethnicity				FRL
		Male	Female	Asian	Black	Hispanic	White	
9th		35	59	13	14	4	63	
10th		40	47	17	20	1	49	
TOTAL		75	106	30	34	5	112	

DP	ELL	Gender		Ethnicity				FRL
		Male	Female	Asian	Black	Hispanic	White	
11th		23	43	3	15	2	46	
12th		39	60	11	26	2	60	
Certificate								
TOTAL		62	103	14	41	4	106	

Diploma Activity (2009—2010)

DIPLOMAS	ELL	Gender		Ethnicity				FRL
		Male	Female	Asian	Black	Hispanic	White	
# of IB Diploma candidates								
# IB diplomas								
# of IB certificate students								
# of IB certificates								
TOTAL								

Nashville Public Schools: Hillsboro IB World High School

Student Participation (2009-2010)

MYP	ELL	Gender		Ethnicity				FRL
		Male	Female	Asian	Black	Hispanic	White	
9th	0	167	168	7	199	19	110	160
10 th None	-	-	-	-	-	-	-	-
TOTAL	0	167	168	7	199	19	110	160

DP	ELL	Gender		Ethnicity				FRL
		Male	Female	Asian	Black	Hispanic	White	
11th	0	17	23	5	5	1	29	3
12th	0	13	24	6	4	0	27	6
Certificate	0	13	18	2	7	1	21	10
TOTAL	0							

Projected Student Participation (2010- 2011)

MYP	ELL	Gender		Ethnicity				FRL
		Male	Female	Asian	Black	Hispanic	White	
9th	2	161	145	6	175	8	115	139
10th	4	167	168	7	199	19	110	160
TOTAL	6	328	313	13	374	27	225	299

DP	ELL	Gender		Ethnicity				FRL
		Male	Female	Asian	Black	Hispanic	White	
11th	0	19	15	1	11	3	19	9
12th	0	20	20	2	4	1	33	7
Certificate	0	29	50	5	17	4	53	18
TOTAL	0	68	85	8	32	8	105	35

Diploma Activity

DIPLOMAS	ELL	Gender		Ethnicity				FRL
		Male	Female	Asian	Black	Hispanic	White	
# of IB Diploma candidates		13	24	6	4	0	27	6
# IB diplomas		9	16	5	0	0	20	2
# of IB certificate students		23	29	8	7	2	35	11
# of IB certificates		15	16	5	3	1	22	8
TOTAL		60	85	24	14	3	104	27

Nashville Public Schools: Hunters Lane High School

Student Participation (2009-2010)

MYP	ELL	Gender		Ethnicity				FRL
		Male	Female	Asian	Black	Hispanic	White	
9 th	0	36	47	2	43	9	29	46
10th	0	26	34	2	37	6	15	38
TOTAL		62	81	4	80	15	44	84

DP	ELL	Gender		Ethnicity				FRL
		Male	Female	Asian	Black	Hispanic	White	
11th	0	11	16	3	16	2	6	15
12th	0	1	11	1	8	0	3	8
Certificate		1	2	0	2	0	1	3
TOTAL		13	29	4	26	2	10	26

Projected Student Participation (2010- 2011)

MYP	ELL	Gender		Ethnicity				FRL
		Male	Female	Asian	Black	Hispanic	White	
9th	0	37	44	2	38	22	19	
10th	0	34	24	1	30	5	22	
TOTAL	0							

DP	ELL	Gender		Ethnicity				FRL
		Male	Female	Asian	Black	Hispanic	White	
11th	0	15	23	1	24	4	9	
12th	0	8	12	3	12	1	4	
Certificate	0	4	1	1	2	0	2	
TOTAL	0	27	36	5	38	5	16	

Diploma Activity

DIPLOMAS	ELL	Gender		Ethnicity				FRL
		Male	Female	Asian	Black	Hispanic	White	
# of IB Diploma candidates	0	8	12	3	12	1	4	
# IB diplomas	0							
# of IB certificate students	0	1	0	0	0	0	1	
# of IB certificates								
TOTAL								

Palm Beach County School District: Atlantic High School

Student Participation (2009-2010)

MYP	ELL	Gender		Ethnicity				FRL
		Male	Female	Asian	Black	Hispanic	White	
9th	2			28	32	32	89	45
10th	0			42	12	23	73	26
TOTAL	2			70	44	55	162	71

DP	ELL	Gender		Ethnicity				FRL
		Male	Female	Asian	Black	Hispanic	White	
11th	0			30	11	22	67	22
12th	1			42	11	26	65	28
Certificate								
TOTAL	1			72	22	48	132	50

Projected Student Participation (2010- 2011)

MYP	ELL	Gender		Ethnicity				FRL
		Male	Female	Asian	Black	Hispanic	White	
9th		122	109	26	50	42	105	
10th		67	79	29	16	23	82	
TOTAL								

DP	ELL	Gender		Ethnicity				FRL
		Male	Female	Asian	Black	Hispanic	White	
11th		59	65	36	12	14	64	
12th		52	66	11	4	10	25	
Certificate								
TOTAL								

Diploma Activity (2009—2010)

DIPLOMAS	ELL	Gender		Ethnicity				FRL
		Male	Female	Asian	Black	Hispanic	White	
# of IB Diploma candidates	0	64	69	42	11	26	65	28
# IB diplomas		62	53	40	7	23	56	23
# of IB certificate students	0	0	0	0	0	0	0	0
# of IB certificates								
TOTAL								

Palm Beach County School District: Forest Hill High School

Student Participation (2009-2010)

MYP	ELL	Gender		Ethnicity				FRL
		Male	Female	Asian	Black	Hispanic	White	
9th		30	41	7	13	34	17	
10th		17	24	3	6	17	12	
TOTAL		47	65	10	19	51	29	

DP	ELL	Gender		Ethnicity				FRL
		Male	Female	Asian	Black	Hispanic	White	
11th		11	17	4	4	9	11	
12th		6	5	3	1	2	5	
Certificate								
TOTAL		17	22	7	5	11	16	

Projected Student Participation (2010- 2011)

MYP	ELL	Gender		Ethnicity				FRL
		Male	Female	Asian	Black	Hispanic	White	
9th		42	43	6	10	44	23	
10th		30	33	6	11	30	16	
TOTAL		72	76	12	21	74	39	

DP	ELL	Gender		Ethnicity				FRL
		Male	Female	Asian	Black	Hispanic	White	
11th		13	16	3	5	11	9	
12th		9	9	2	2	6	7	

Certificate							
TOTAL		22	25	5	7	17	16

Diploma Activity (2009—2010)

DIPLOMAS	ELL	Gender		Ethnicity				FRL
		Male	Female	Asian	Black	Hispanic	White	
# of IB Diploma candidates		6	5	2	3	2	4	
# IB diplomas		3	2		1	2	2	
# of IB certificate students								
# of IB certificates		3	3	2	2		2	
TOTAL		6	5	2	3	2	4	

Palm Beach County School District: Pahokee Middle/Senior High School

Student Participation (2009-2010)

MYP	ELL	Gender		Ethnicity				FRL
		Male	Female	Asian	Black	Hispanic	White	M
9th		30	54	4	30	48	1	2
10th		20	22	0	21	20	1	
TOTAL		50	76	4	51	68	2	2

DP	ELL	Gender		Ethnicity				FRL
		Male	Female	Asian	Black	Hispanic	White	
11th		13	17	1	16	19	3	
12th		11	22	0	9	22	2	
Certificate								
TOTAL		24	39	1	25	41	5	

Projected Student Participation (2010- 2011)

MYP	ELL	Gender		Ethnicity				FRL
		Male	Female	Asian	Black	Hispanic	White	M
9th		30	38	1	30	36		1
10th		30	54	4	30	48	1	2
TOTAL		60	92	5	60	84	1	3

DP	ELL	Gender		Ethnicity				FRL
		Male	Female	Asian	Black	Hispanic	White	
11th		18	14	0	12	19	0	
12th		13	13	1	4	18	3	
Certificate								
TOTAL		31	27	1	16	37	3	

Diploma Activity

DIPLOMAS	ELL	Gender		Ethnicity				FRL
		Male	Female	Asian	Black	Hispanic	White	
# of IB Diploma candidates		11	22	0	9	22	2	
# IB diplomas			2					
# of IB certificate students								
# of IB certificates								
TOTAL								

Appendix B
IB Access Study: Interview Protocols

IB Coordinator Interview Protocol

Principal Interview Protocol

Teacher Interview Protocol

District IB Coordinator Interview Protocol

District Data Administrator Interview Protocol

Technical Assistance Providers Interview Protocol

IB Staff Interview Protocol

Superintendent or Key Leader Interview Protocol

IB Access Study
School IB Coordinator Interview

Name:

Date:

Explain the purpose of the research, the benefits to the system, and share consent form.

1. Tell me a little bit about your background and preparation. How long have you been the Diploma Coordinator/ MYP Coordinator? What other jobs have you held in the school/ district?
2. What are the most critical things to know about this school? Student body? Strengths? Weaknesses? Performance?
3. What have been the most significant accomplishments at the school in the past two years? The greatest challenges?
4. How long has there been an IB program at this school? Is it authorized? When?
5. What are the strengths of your IB program? The challenges?
6. What are your duties as Diploma Coordinator/ MYP Coordinator? How much time do you have to do this job? Do you have other responsibilities?
7. How much time do you work with teachers? Students? Parents? Can you describe some of this work?
8. What kind of IB professional development have your teachers been involved in? Who delivered it? Have you participated?
9. What kind of support for IB do you get from the district? Are there policies or practices that support or impede IB participation? What about resource allocation?
10. How do students get into the IB program? Is there a strategy to include students of color and/ or students in poverty in the IB program?

11. What is performance like for IB students? What about students of color and/ or students in poverty?
12. This grant is about greater access for poor students and students of color. Can you talk about what that means to you?
13. Ultimately, this grant hopes to improve student performance through better teacher practice and assessment strategies. What do you think needs improving in teacher practice? Teacher assessments?
.
14. Do you use data to help you make decisions about instruction? How accessible and user-friendly are student data?
15. You will be participating in this grant for three years. What would be a positive outcome for you and your school, teachers and students?
16. Anything else I should know about the IB program in your school?

IB Access Study Principal Interview

Name:

Date:

Explain the purpose of the research, the benefits to the system, and share consent form.

1. How long have you been a school administrator? At this school? What was your preparation to become an administrator?
2. What are the most critical things to know about this school? Student body? Strengths? Weaknesses? Performance?
3. What have been the most significant accomplishments at the school in the past two years? The greatest challenges?
4. How long has there been an IB program at this school? Is it authorized? When?
5. How involved are you in the IB program? Is there an administrator that supervises this program other than you?
6. Have you participated in IB professional development? How useful was it?
7. What kind of support for IB do you get from the district? Are there policies or practices that support or impede IB participation? What about resource allocation?
8. How do students get into the IB program? Is there a strategy to include students of color and/ or students in poverty in the IB program?
9. What is performance like for IB students? What about students of color and/ or students in poverty?
10. This grant is about greater access for poor students and students of color. Can you talk about what that means to you?

11. Ultimately, this grant hopes to improve student performance through better teacher practice and assessment strategies. What do you think needs improving in teacher practice? Teacher assessments?
12. Do you use data to help you make decisions about instruction? How accessible and user-friendly are student data?
13. You will be participating in this grant for three years. What would be a positive outcome for you and your school, teachers and students?
14. Anything else I should know about the IB program in your school?

IB Access Study
IB Teacher Interview

Name:

Date:

Explain the purpose of the research, the benefits to the system, and share consent form.

1. Tell me a little bit about your background and preparation. What do you teach? How long have you been a teacher? At this school? Anything else you've taught?
2. What are the most critical things to know about this school? Student body? Strengths? Weaknesses? Performance?
3. What have been the most significant accomplishments at the school in the past two years? The greatest challenges?
4. What are the strengths of your IB program? The challenges?
5. What are your biggest strengths and challenges in teaching IB?
6. What is the role of the Diploma Coordinator at your school? Do you work directly with him/ her? In what way?
7. What kind of IB professional development have you been involved in? Who delivered it?
8. When you participate in external IB professional development, is there follow-up in the school to help you use what you have learned?
9. What kind of support for IB do you get from the district? Are there policies or practices that support or impede IB participation? What about resource allocation?
10. Do you have much involvement with the parents of IB students? If yes, can you describe it?

11. How do students get into the IB program? What do you believe are the minimum academic prerequisites and personal qualities required for success in the program?
12. Is there a strategy to include students of color and/ or students in poverty in the IB program?
13. What is performance like for IB students? What about students of color and/ or students in poverty? Not sure.
14. This grant is about greater access for poor students and students of color. Can you talk about what that means to you?
15. Ultimately, this grant hopes to improve student performance, what do you think it would take to do that? Do you believe it is possible to expand access to the program and improve performance?
16. Do you feel changes are needed in teacher practice and assessment strategies? What would you like help on in your practice? Assessments?
17. Do you use data to help you make decisions about instruction? How accessible and user-friendly are student data?
18. You will be participating in this grant for three years. What would be a positive outcome for you and your students?
19. Anything else I should know about the IB program in your school?
.

IB Access Study
District IB Coordinator Interview

Name: _____ Date: _____
Explain the purpose of the research, the benefits to the system, and share consent form.

1. Tell me a little bit about your background and preparation. How long have you been in your role? What other jobs have you held in the school/ district?
2. What are the most critical things to know about your district? Student body? Strengths? Weaknesses? Performance?
3. What have been the most significant accomplishments in the district in the past two years? The greatest challenges?
4. How long has there been an IB program in the district? Is it an expanding program?
5. How many schools have IB programming? (PYP, MYP, Diploma program)?
6. What are the strengths of your IB program? The challenges?
7. What is your role in IB?
8. What does a typical week look like for you?
9. Do you work with parents, advocates or community groups? Can you describe that?
10. What kind of support for IB does the district provide? Are there policies or practices that support or impede IB participation? What about resource allocation?
11. How do students get into the IB program? Is there a strategy to include students of color and/ or students in poverty in the IB program?
12. What is performance like for IB students? What about students of color and/ or students in poverty?
13. This grant is about greater access for poor students and students of color. Can you talk about what that means to you?
14. Ultimately, this grant hopes to improve student performance through better teacher practice and assessment strategies. What do you think needs improving in teacher practice? Teacher assessments?

15. Are data used to help you make decisions about instruction? How accessible and user-friendly are student data?
16. You will be participating in this grant for three years. What would be a positive outcome for your district?
17. Anything else I should know about the IB program or your district?

IB Access Study
District Data Administrator Interview

Name:

Date:

| Explain the purpose of the research, the benefits to the system, and share consent form.

1. Tell me a little bit about your background and preparation. How long have you been in your role? What other jobs have you held in the school/ district?
2. What are the most critical things to know about your district? Student body? Strengths? Weaknesses? Performance?
3. What have been the most significant accomplishments in the district in the past two years? The greatest challenges?
4. What is performance like for IB students? What seem to be the minimum academic prerequisites for success in the program?
5. This grant is about greater access for poor students and students of color. Can you talk about what that means to you?
6. Ultimately, this grant hopes to improve student performance in the IB program, what do you think it would take to do that? Do you think it is possible to expand access to the program and improve performance at the same time?
7. What do you think needs improving in teacher practice? Teacher assessments?
8. Are data available to help IB teachers make decisions about instruction? How accessible and user-friendly are student data?
9. Do you track the performance of IB students? Are there reports available?
10. You will be participating in this grant for three years. What would be a positive outcome for your district?
11. Anything else I should know about the IB program or your district?

Technical Assistance Providers
Interview Protocol

Name:

Date:

1. Describe the work you have been doing this year in the schools.
2. Describe work in districts around recruitment.
3. What do you understand to be the Theory of Action in the overall project and how is that guiding decisions about his work?
4. How do you make decisions about what to do in each of the schools?
5. What have been the successes this year?
6. What have been the challenges?
7. What are you plans for year two work?
8. What are the issues that have emerged from year one's work?
9. Anything I didn't ask you that you think it is important for me to know to understand your work this year?

IB Resources and Materials Development Interview Protocol for IB Staff

Name: _____ Position: _____ Date: _____

In the Access Project description it refers to a variety of new tools and resources that will be developed. For each of the following:

1. Please describe what stage of development you are at,
 2. the process of development,
 3. who has been involved and in what capacity,
 4. what your plans are for rolling the resource out to schools (who is the target population and how they will be used) and
 5. how these tools will specifically aid the target population in this project

1. Course companions
 - MYP Curriculum Companions (why French and Spanish)?.

2. Instructional strategies guides

3. Supplemental materials

4. Assessment tools

5. Assessment item banks
 - Assessment Task Banks

6. Online learning environments (JESS)
 - Assessment design center

 - Student Scaffolding PD

7. Blended professional development
 - Online Curriculum and Assessment PD

8. Website

9. Anything else?

10. From the point of view of the IB organization:
 - What is the rationale for the design of the new materials?

- What is the theoretical frame for the design of a set of materials that will address the learning needs of a broader range of students?
 - How was that determined?
11. In the organizing meeting with district IB coordinators and school teams videos showcasing best practices in IB classrooms were planned. When and why was it determined not to develop this resource? Was there input from districts or schools?
 12. What has been the response to resources and tools?
 13. What are districts and schools saying to you that they need to achieve the access and student achievement goals of this project?
 14. Anything I didn't ask you that you think it is important for me to know to better understand the IB resource development process.

IB Access Study
Superintendent or Key Leader Interview

Name:

Date:

Explain the purpose of the research, the benefits to the system, and share consent form.

1. Tell me a little bit about your background and preparation. How long have you been in your role? What other jobs have you held in the school/ district?
2. What are the most critical things to know about your district? Student body? Strengths? Weaknesses? Performance?
3. What have been the most significant accomplishments in the district in the past two years? The greatest challenges?
4. How long has there been an IB program in the district? Is it an expanding program?
5. What are the strengths of your IB program? The challenges?
6. What is your role in IB?
7. What kind of support for IB does the district provide? Are there policies or practices that support or impede IB participation? What about resource allocation?
8. How do students get into the IB program? Is there a strategy to include students of color and/ or students in poverty in the IB program?
9. What is performance like for IB students? What about students of color and/ or students in poverty?
10. This grant is about greater access for poor students and students of color. Can you talk about what that means to you?
11. Ultimately, this grant hopes to improve student performance through better teacher practice and assessment strategies. What do you think needs improving in teacher practice? Teacher assessments?
12. Are data used to help you make decisions about instruction? How accessible and user-friendly are student data?
13. You will be participating in this grant for three years. What would be a positive outcome for your district?
14. Anything else I should know about the IB program or your district?

Appendix C **General Teacher Survey**

June, 2010

Dear Teacher:

This survey of International Baccalaureate (IB) teachers is being conducted by a research team of the Consortium for Policy Research in Education (CPRE) at Teachers College, Columbia University. CPRE was hired in 2009 by International Baccalaureate America to conduct the documentation and evaluation of the three-year Access project funded by the Bill and Melinda Gates Foundation. The documentation and evaluation focuses on providing formative feedback about the implementation of the project, and documenting the impacts of the project on students, teachers, schools and districts. This survey is a source of data for the documentation and evaluation.

Your candid responses on this survey will help us understand more about the implementation of the International Baccalaureate program in your school. **Your responses to this survey are completely confidential.** Any answer you give will be combined with those of others and reported in aggregate form. **No individuals will be identified in any reports produced from these data.** Do not put your name on this survey or the attached envelope. The data obtained from this survey will be analyzed by an independent evaluation team not employed by your district. All data from this survey will remain in the sole possession of members of the CPRE research team.

Thank you for your time in completing this survey.

Sincerely,

Thomas B. Corcoran
Director
Consortium for Policy Research in Education
Teachers College, Columbia University

INSTRUCTIONS

Please use a pencil or pen (blue or black ink) to complete this survey. When answering a question, please completely fill in the circle appended to the response you wish to give. If you wish to change your answer, erase your first answer completely.

Remember there is no right, preferred, or wrong answers to the questions in this survey. In addition to information about the International Baccalaureate program, the survey includes items that ask you to make judgments about the current policies, conditions and practices in your school. We are asking you to be candid in reporting your experiences and perspectives on these issues. All of your responses will be kept confidential. If there is a question you do not wish to answer or one that does not apply to you, you may skip it. We hope you will answer as many questions as possible.

When you have completed the survey, please return it to the MYP Coordinator at your school. It will be returned in a sealed envelope to the independent evaluation team.

I. TEACHING PRACTICE

1. How would you describe your current role in your school? (Mark only ONE that best describes your primary position.)

- Science Teacher
- Language Arts/English Teacher
- MYP Coordinator
- DP Coordinator
- Guidance Counselor
- Arts, Music, or Drama Teacher
- Computer or Technology Teacher
- Language B (Foreign Language) Teacher
- Humanities (History, Geography) Teacher
- Mathematics Teacher

- Other: _____
(please specify)

		Yes	No
2.	Are you a department chairperson?	<input type="radio"/>	<input type="radio"/>
3.	Are you a grade team leader?	<input type="radio"/>	<input type="radio"/>
4.	Are you on the “Core Team?”	<input type="radio"/>	<input type="radio"/>
5.	Are you state certified to teach the subject you selected in question 1?	<input type="radio"/>	<input type="radio"/>
6.	Are you IB certified (completed IB teacher training workshop in the subject area selected in question 1)?	<input type="radio"/>	<input type="radio"/>

If yes, what is the highest level you have completed?

Level 1	Level 2	Level 3
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Please indicate your level of preparation in the primary subject that you teach.

None	Some Coursework	College Minor	College Major	Graduate Degree
<input type="radio"/>				

8. Please mark the grade level(s) you teach this year. (Mark ALL that apply).

9th	10th	11th	12th
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Please mark the extent to which you disagree or agree with each of the following statements:

Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
-------------------	-------------------	----------------	----------------

- a. The achievement of my students is primarily due to factors beyond my control.
- b. If my students have adequate time, they can master the knowledge and skills expected of them.
- c. My students are not ready for problem solving until they have acquired the basics.
- d. Many of the students that I teach are not capable of learning the material I am supposed to teach them.
- e. My students assume responsibility for their work.
- f. I use the same criteria for all students to judge the quality of an assignment.
- g. My students cannot work in groups without close supervision.

Please mark the extent to which you disagree or agree with each of the following statements:

Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
----------------------	----------------------	-------------------	-------------------

<p>h. My students' success is based more on ability than effort.</p> <p>i. The International Baccalaureate MYP program has the potential to benefit my students.</p> <p>j. What I have learned through International Baccalaureate has improved the quality of my teaching.</p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>												
<p>10. Please indicate how prepared you feel to do each of the following:</p> <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right; padding-right: 10px;">Not</td> <td style="text-align: right; padding-right: 10px;">Adequately</td> <td style="text-align: right; padding-right: 10px;">Somewhat</td> <td style="text-align: right; padding-right: 10px;">Fairly Well</td> <td style="text-align: right; padding-right: 10px;">Very Well</td> <td style="text-align: right; padding-right: 10px;">Not applicable</td> </tr> <tr> <td style="text-align: right; padding-right: 10px;">Prepared</td> <td></td> </tr> </table>		Not	Adequately	Somewhat	Fairly Well	Very Well	Not applicable	Prepared	Prepared	Prepared	Prepared	Prepared	
Not	Adequately	Somewhat	Fairly Well	Very Well	Not applicable								
Prepared	Prepared	Prepared	Prepared	Prepared									
<p>a. Organize a standards-based classroom for the subject(s) I teach.</p> <p>b. Use rubrics to assess student work.</p> <p>c. Use inquiry-based instruction.</p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>												
<p>d. Use student work to plan instruction.</p> <p>e. Use student data from test results to plan instruction.</p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>												
<p>f. Use areas of interaction with my students.</p> <p>g. Use criterion-referenced assessments.</p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>												
<p>h. Use the Learner Profile.</p> <p>i. Use the MYP Unit Planner.</p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>												
<p>j. Include international-mindedness in my teaching.</p> <p>k. Use of lesson design.</p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>												
<p>l. Use of unit questions to guide student learning.</p> <p>m. Use of student-centered discussion.</p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>												
<p>n. Use of student learning teams.</p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>												

Please indicate how prepared you feel to do each of the following:

	Not Prepared	Adequately Prepared	Somewhat Prepared	Fairly Well Prepared	Very Well Prepared	Not applicable
--	-----------------	------------------------	----------------------	-------------------------	-----------------------	-------------------

o. Use of formative assessments/ adaptive instruction.	<input type="radio"/>					
p. Use of tasks requiring high cognitive demand.	<input type="radio"/>					
q. Use of descriptive feedback to students.	<input type="radio"/>					

11. Please indicate the degree to which you use the following practices to guide your work in the classroom.	Never	Sometimes	Often	Always	Not applicable
a. Standards-based instruction.	<input type="radio"/>				
b. Rubrics to assess student work.	<input type="radio"/>				
c. Inquiry-based instruction.	<input type="radio"/>				
d. Student work to plan instruction.	<input type="radio"/>				
e. Student data from test results to plan instruction.	<input type="radio"/>				
f. Areas of interaction.	<input type="radio"/>				
g. Criterion-referenced assessments.	<input type="radio"/>				
h. Learner Profile	<input type="radio"/>				
i. MYP Unit Planner.	<input type="radio"/>				
j. International-mindedness.	<input type="radio"/>				
k. Unit questions to guide student learning.	<input type="radio"/>				
l. Lesson design.	<input type="radio"/>				

Please indicate the degree to which you use the following practices to guide your work in the classroom.

	Never	Sometimes	Often	Always	Not applicable
--	-------	-----------	-------	--------	----------------

m. Student-centered discussion.	<input type="radio"/>				
n. Student learning teams.	<input type="radio"/>				
o. Formative assessments/ adaptive instruction.	<input type="radio"/>				
p. Tasks requiring high cognitive demand.	<input type="radio"/>				
q. Descriptive feedback to students	<input type="radio"/>				

II. THE INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAM (MYP)

12. Please mark the extent to which you disagree or agree with each of the following statements:

Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
-------------------	-------------------	----------------	----------------

a. I understand the purpose of the IB Middle Years Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The IB Middle Years Program is consistent with other instructional initiatives in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. There is consensus among colleagues in my school that the IB Middle Years Program has improved learning for our students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The IB Middle Years Program has fostered greater collaboration among teachers within my department, grade level and/ or team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I am more enthusiastic about teaching as a result of the IB Middle Years Program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The IB Middle Years Program has contributed to a sense of professional community in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

III. IB MIDDLE YEARS PROGRAM (MYP) PROFESSIONAL DEVELOPMENT

		Yes	No		
13. Have you attended any professional development (teacher training) for IB?		<input type="radio"/>	<input type="radio"/>		
14. Please mark the frequency with which you have done the following:	Never	1-2 times per year	Less than once a month	1-2 times per month	Once a week or more
a. Attended professional development sessions related to IB Middle Years Program led by school staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Attended professional development sessions related to IB Middle Years Program led by IB staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Met with other MYP teachers in my school in small study groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Participated in district-wide MYP professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Please mark the usefulness of the following:	Not Useful	Somewhat Useful	Very Useful	Extremely Useful	Not Applicable
a. Attended professional development sessions related to IB Middle Years Program led by school staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Attended professional development sessions related to IB Middle Years Program led by IB staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Met with other MYP teachers in my school in small study groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Participated in district-wide MYP professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IV. SUPPORT FOR INSTRUCTION

16. If you need instructional assistance in your classroom, whom do you consult? (Mark all that apply.)

- Principal
- Assistant Principal
- Department Chair
- DP Coordinator
- MYP Coordinator
- Grade Team Leader
- Other teachers in my department
- Other teachers in the school

Other _____

- (please specify)

17. Please indicate how frequently the following occur:	Never	Rarely (e.g., a few times a year)	Sometimes (e.g., once or twice a month)	Often (e.g., once or twice a week)		
a. I meet with other teachers in my department or on my team to analyze student work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
b. I meet with other teachers who teach the same students to analyze performance data in relation to standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
c. I meet with other teachers who teach the same students to discuss the needs of individual students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
d. Faculty in my department share information about effective curricula.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
e. I observe other teachers teach a class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
f. Other teachers observe my teaching. (e.g. planning and coordinating curriculum)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
18. Please indicate whether the following staff provides the specified types of classroom support. (Mark all that apply.)	Frequently engages me in conversation about my instruction	Regularly meets with me to discuss my instruction.	Observes my teaching	Provides feedback regarding my instruction	Looks at my students' work	Not applicable
a. Principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Department Chair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. MYP Coordinator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. DP Coordinator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Other teachers on my team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Other teachers in my department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Other teachers in the "core group"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

V. SUPPORT FOR STUDENTS

19. Please indicate to what extent you agree or disagree with the following statements:

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
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a. We provide adequate support to students in their efforts to be successful in MYP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. We actively recruit students of color and poor students into the MYP program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. We provide safety nets for students in the MYP program who may need additional support to be successful in their coursework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. We actively engage parents in the support of students in the MYP program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. We adequately prepare all students in MYP to continue and be successful in the Diploma Program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. We adequately plan as a MYP team to ensure students are engaged in a work load that is manageable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. We employ a wide variety of instructional strategies that assist students in being successful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. We adequately differentiate instruction in our classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. We use a variety of formative assessments to inform instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. We give special attention to students of color and poor students to ensure that they continue on and will be successful in the Diploma Program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. We routinely review instructional strategies to determine those that are most useful in helping our students learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

VII. CONTEXTUAL INFORMATION

20. How many years have you taught, including this school year? _____

21. How many years have you been at this school? _____

22. What is your average class size? _____

23. Are you: Male Female

0 0

24. Do you describe yourself as:

O African-American

O Asian-American

O Hispanic

O Native American

O White, Non Hispanic

O Multiracial

Other: _____
(please specify)

**YOU HAVE COMPLETED THIS SURVEY.
THANK YOU VERY MUCH FOR YOUR TIME!**

Appendix D

Expanding Access, Participation, and Success of Under-Represented Students in the Diploma Programme

Scope of Work – IB Resource Development

The IB will develop resources aimed at MYP teachers in grades 9 and 10 and will focus on four subject areas: Mathematics, Science (Biology and Chemistry), Language A and Language B (Spanish and French). Work is in the following areas:

Project Website: The IB has partnered with Triple A Learning to develop a secure, user-friendly online learning environment to deliver these new resources to participating pilot schools. This website, called Bridge to Success (bridgetosuccess.ibo.org) will provide teachers in the pilot schools access to the new IB resources described below. The website will launch in the month October.

Curriculum Resources

This project will enhance support to teachers for improved curriculum and assessment practice in grades 9 and 10 of the Middle Years Programme by delivering interactive, online curriculum resources, including the following:

- **A searchable assessment task bank**

The Assessment Task Bank is a searchable collection of assessment tasks based on the forms of assessments students encounter in the Diploma Programme, but developmentally appropriate for 9th and 10th grade students. These tasks are designed to offer students early exposure to the Diploma Programme assessments and to provide teachers with early formative assessment information about students' preparation for the Diploma.

Tasks are currently available in four subject areas: Mathematics, Science, Language B, and Language A. These tasks are linked to the MYP units available on this site, but may also be used independently.

To develop the tasks, the IB worked with a team of skilled DP educators, many of whom have served as examiners, workshop leaders, and other leadership roles in the organization.

The IB anticipates that teachers will select relevant tasks and administer them directly to students of the course of the school year. The IB is currently developing a student tracking document that will allow teachers to capture students' performance on specific tasks and over time.

The total number of tasks that will be offered to pilot schools is 200. The IB will offer 10-20 tasks per subject area during the month of October and will roll out the remaining tasks through the end of 2010.

- ***MYP Units***

These MYP units were designed to offer detailed examples of MYP instruction that prepares a wide range of 9th and 10th grade MYP students for the Diploma Programme. Each unit was crafted to reflect the framework of the MYP, the preparation necessary successful entry into the Diploma Programme, the conceptual big ideas important for deep disciplinary knowledge, and activities and assessment to engage all students.

In order to produce these resources, the IB worked with a team of MYP practitioners, many of whom have worked as workshop leaders, moderators, and other leadership roles in the organization. The teams considered the DP standards work done by EPIC, the draft Common Core Standards, IB publications, and their own experience to identify specific skills, content, and concepts to address in each unit. In addition, the team collaborated with an advisory group at Harvard Project Zero to develop the units and connect to big disciplinary ideas.

Each unit includes:

- The unit planner
- A unit overview outlining the lesson sequence with objectives, resources and a description of the instructional activities
- Student handouts and teacher directions
- Summative assessments that meet the requirements for the prescribed tasks for MYP moderation

These units can be used in several ways:

- Direct instruction: Each unit has sufficient detail that it can be taught directly
- Adaptation: Units can be modified and adapted to suit a teacher's needs
- Facilitate dialog: Units can be used as models and catalysts for discussion among teacher teams as they develop your own units.

The IB will develop a total of 25 units. In the month of October, the IB will present 1-2 units per subject area and will roll out the remaining units over the course of 2010.

Professional Development

- ***Online Professional Development Workshops:*** This model will rely on experts in curriculum development, assessment and student scaffolding to lead the professional learning in both online and face-to-face workshops.
 - *Curriculum and Assessment Blended Workshops:* The IB will offer subject specific workshops in the following subject areas: mathematics, Language B (Spanish and French), Language A, and Biology. In each of these subject areas, the IB will pilot two workshops, one focused on MYP curriculum development and another focused on assessment practice in the MYP. Workshops will take place primarily online, but will also include a face-to-face, one-day workshop in each of the three participating school districts. The workshops content was created by teams of experienced MYP practitioners who will serve as the workshop leaders. Many on the team have served as face-to-face or online workshop leaders for the IB. Additional workshop development was undertaken by Triple A Learning, an organization with considerable experience as a vendor for online IB workshops. These workshops will be delivered from October 25-December 17.
 - *Student Support Workshops:* These online only workshops will be offered in the following subject areas: Supporting students with Special Education Needs, Supporting English Language Learners, and Student Guidance. Workshop content was developed by a team of MYP practitioners, some of whom have served as IB workshop leaders. Additional workshop development was undertaken by Triple A Learning. These workshops will run for 4-5 session and will be delivered in early 2011.
- ***Assessment Support Centre:*** The Assessment Support Centre is a web-based tool for mentoring and peer support around IB assessment practice. The Assessment Support Centre provides teachers with several different types of groups to support collaboration and improvement in assessment practice.

Mentoring Groups: Mentors will work with mentees to develop individualized development plans aimed at improving assessment practice. This service will also offer teachers the opportunity to seek informal support from mentors and form collaborative groups with colleagues. Mentoring will be offered in the four target subject areas and the mentors are experienced MYP practitioners, workshop leaders, moderators, site visitors, and curriculum writers. Eight mentors will provide support in four subject areas. The maximum capacity for this service is 32 teachers per subject area, but it we anticipate that given the other professional development opportunities, the number of teachers will be significantly.

Mentoring will be offered to registered teachers in each pilot school district from October 25-May1.

Subject Groups: All website users will be asked to identify one of the four target subjects upon registration. Users who select a subject area will automatically be joined to a group dedicated to their subject area. Here, they will be able to access subject specific resources, share resources, pose questions and present ideas, and collaborate with colleagues from participating pilot schools.

User Created Groups: The Assessment Support Centre will also offer teachers the opportunity to create their own collaborative groups.

APPENDIX E

Recommendations

1. Whatever pressure IBA can exert on pilot schools to allocate blocks of time for teacher collaboration will help move the planning and implementation of quality instruction forward in these schools.
2. Explicit reminders for district and school leaders about the primary purpose of this project, that is, increased access and success of minority and students in poverty in MYP and DP programs would be beneficial. Recruitment of non-traditional MYP and DP students should be a priority, and this may mean new sections will have to be programmed for both the MYP and DP in order to accommodate the increasing number of IB students.
3. Encouraging and helping the districts and/or schools to include MYP or DP participation in their data systems would enable teachers to pay closer attention to data and help them (and us) track the access and success of students in these programs.
4. Being consistent with language around instructional practices will help teachers develop a common language and common expectations. So the CPRE work and the other project components should discuss the language they use and agree on common terms.
5. Consistent assessment criteria will yield a better understanding of quality work, both for students and teachers, and the use of assessment tools currently under development by IB will assist in more consistency in assessment practices.
6. The importance of setting high expectations for all students needs to be constantly reiterated and school and district mechanisms to identify students who are struggling in the MYP and IB need to be in place. Similarly, safety nets and supports for students need to be available and easily accessible to students and families.
7. Student collaboration in classrooms is an important practice in student success; especially for students who have historically not been exposed to rigorous content. Teachers need to develop structures and strategies to enhance these practices.
8. Teachers need explicit instruction and support in using the following MYP components: Areas of Interaction, the Learner Profile, and the MYP Unit Planner.