The PYP at Running Springs
What is it and what are its benefits for students?

IB Parent Education Night - January 28, 2021
Brandi Gower, IB PYP Coordinator
Introductions

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How to Make the Presentation Screen Bigger

Option 1:
1. Click on the 3 vertical dots in the lower right corner
2. Click “Change Layout”
3. Choose “Spotlight” → This will hide other participants

Option 2:
1. Hover your mouse over the screen that I’m presenting to you
2. Click the “pin” icon → This will “pin” my screen so that the view is larger
What is the PYP programme?

THE IB CONTINUUM

Primary Years Programme
Ages 3-12

Middle Years Programme
Ages 11-16

Diploma Programme
Ages 16-19

Career-related Programme

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What does the IB strive to achieve?

IB Mission Statement:

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
What does Running Springs strive to achieve?

Running Springs Mission Statement:

The staff and community of Running Springs Elementary School are dedicated to providing a rigorous education which will empower all students to achieve academic success, embrace lifelong learning through inquiry, and become productive, globally-aware citizens. Redhawks will strive to create a better world through intercultural understanding with a respect for others and the earth we share.
What characteristics do you want your child to develop over the course of their education?

What kind of person do you want your child to become?
Central Idea

“Big Idea”

Participating in the IB programme can give students the tools they need to be successful and make a difference in the world.
How does an IB PYP education help your child develop the tools they’ll need?

- Intercultural Understanding and Respect
- Academics
- Active, Lifelong Learning
Academics

Concept-Based Teaching

- Moving toward more concept-based and less topic-based
  - Concepts are universal/global → They have relevance anywhere in the world.
  - Concepts are timeless → They are relevant at any time.
  - Concepts allow students to make connections within and between disciplines.
# Topics vs. Concepts

<table>
<thead>
<tr>
<th>Topics</th>
<th>Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Revolution</td>
<td>Revolutions, conflicts, change</td>
</tr>
<tr>
<td>U.S. Constitution</td>
<td>Government, rights, responsibility</td>
</tr>
<tr>
<td>Native Americans</td>
<td>Populations, resources, culture</td>
</tr>
<tr>
<td>California Gold Rush</td>
<td>Migration, resources</td>
</tr>
<tr>
<td>Statue of Liberty</td>
<td>Symbols, identity, freedom</td>
</tr>
</tbody>
</table>
7 Key Concepts:

- **Form**: What is it? What are its features?
- **Function**: What is its purpose? How does it work?
- **Causation**: Why is it like that?
- **Change**: How is it changing?
- **Connection**: How is it linked to other things?
- **Perspective**: What are the points of view?
- **Responsibility**: What is our responsibility?
Academics

Concept-Based Teaching

2nd Grade: Who We Are

- **Central idea**: People’s actions, choices and decisions impact the lives of others.
- **Related concepts**: Impact, progress
- **Key concepts**:
  - **Connection**: how the actions of others impact our lives
  - **Causation**: the reasons people choose to act
  - **Responsibility**: our responsibility to make a difference
5th Grade: Sharing the Planet

- **Central idea**: Revolutions can lead to change.
- **Related concepts**: revolution, conflict
- **Key concepts**:
  - **Causation**: causes of revolutions
  - **Change**: how revolutions change people and governments
  - **Perspective**: different points of view during revolutions
Concept-based teaching leads to... transdisciplinary learning (learning across multiple subject areas)!

1st grade: Who We Are

Concept: Rules and laws, health, safety

Central idea: Choices, rules, and behaviors affect health and safety.

- Social studies: rules and laws in society
- Writing: grammar rules
- Math: rules of addition and subtraction
- Technology: digital citizenship
6th grade

Transdisciplinary Learning

Transdisciplinary Theme: Where We Are in Place and Time

Central Idea: Civilizations impact the way our world progresses.

Transdisciplinary Learning:

● Social Studies: Ancient civilizations
● Reading: Stories from *Wonders* and novel studies that teach about the ancient civilizations
● Writing: Expository (informational) writing
● Math: Geometry
Concept-based teaching also leads to... learning that is relevant to current events!

- Human migration (Gold Rush, immigration during 1800s, immigration now)
- Health and safety (rules/laws, microbiomes, pandemics)
- Climate (weather, water cycle, climate change)
Academics

Inquiry

- Sparks students’ natural curiosity
- Encourages more questions from the students
- Develops their abilities to ask higher-level questions
- Teaches students how to find the answers
- The teacher moves away from being “the sage on the stage” and moves toward being “the guide on the side”
Academics

Inquiry

- Wonder Wall/Board
- See, Think, Wonder
- Philosophical Chairs
- Inquiry Journals
- KWLA Charts
- Research
- Self-Motivated Inquiry
Examples

I WONDER...

What I Know!

There are 3 branches of government.
- In charge of making laws.
- Rules are made to keep us safe.
- Help with National Security.
- Give us privileges or rights (Everyday as well).

What I learned!

1. The President is in charge of the US.
2. President, Vice President, Justices, House of Representatives, Senate (Congress).
3. Men and women are not equally treated.
4. Skin color and gender weren’t considered as important.
5. The government’s rules help keep our country safe.
6. Based on their age (Rule), they may get the rules.
7. Presidents are elected by the people.
8. Voting can change rules.

Who are the people back in our government?
- Did men and women react the same?
- Did women get to vote before?
- Were people treated differently?
- What was the government like then?
- Did other countries have the freedom back then?
- How did the president get elected?
- How can rules or laws change?
Academics

Critical Thinking

Bloom’s Taxonomy

- Remember: Recognizing and recalling facts
- Understand: Understanding what the facts mean
- Apply: Applying the facts, rules, concepts, and ideas
- Analyze: Breaking down information into component parts
- Evaluate: Judging the value of information or ideas
- Create: Combining parts to make a new whole

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Examples of Higher-Level Thinking

[Diagram with various elements and text related to higher-level thinking processes.]

[Table with grades and justifications for different subjects and qualities.]
How does an IB PYP education help your child develop the tools they’ll need?

- Intercultural Understanding and Respect
- Active, Lifelong Learning
- Academics
Intercultural Understanding and Respect

2nd Language

All IB World Schools must offer a second language other than the language of instruction.

- Spanish
- Rosetta Stone coming very soon for every student!
- Our goal: Dedicated Spanish teacher who will build a foundation of Spanish, foster a respect for other languages, and support our IB units
Intercultural Understanding and Respect

Open-Mindedness

- Learning about shared experiences with others around the world (through concept-based learning and class discussions)
- Potential connections to other schools/students around the world (PenPal Schools, video conferencing with a class in another country, etc.)...

MORE ABOUT THIS COMING SOON IN OUR PRESENTATION! :)
How does an IB PYP education help your child develop the tools they’ll need?

Academics

Intercultural Understanding and Respect

Active, Lifelong Learning
Five skills that help students become self-regulated, successful learners:

- **Communication**: Listening, speaking, reading, writing, presenting, non-verbal
- **Social**: Accepting responsibility, cooperating, resolving conflicts, group roles and decision-making
- **Thinking**: Comprehension, analysis, synthesis, metacognition
- **Self-Management**: Time management, motor skills, organization, personal decision-making
- **Research**: Asking questions, observing, recording
Approaches to Learning (ATL) Skills

- Communication
- Social
- Thinking
- Self-Management
- Research

A Few Examples at Running Springs:

- **Kindergarten**: Creating a scene of daily life from long ago
- **2nd Grade**: Completing guided research about different historical figures and are writing paragraphs about them.
- **3rd Grade**: Collecting data about wolves to determine how traits are inherited
Student-Initiated Action

Students can take action in a variety of ways:

- Participating in the learning community
- Advocating for positive social or environmental change
- Advocating for social justice, human rights or equality
- Designing and/or planning ways to address local, national or global issues
- Making positive lifestyle changes in response to learning
Action and Open-Mindedness Come Together!

UN Sustainable Development Goals

- 17 goals global goals to achieve a “better and more sustainable future for all” by 2030
Action and Open-Mindedness Come Together!

UN Sustainable Development Goals

● One of our 5th grade classes is currently focusing on one goal (Affordable and Clean Energy)
● They are connecting with students from around the country and the world who are also focusing on that same goal (Flipgrid)
● Our 6th grade students will also focus on the UN Sustainable Development Goals as their final unit of inquiry of the school year, which will eventually transition into the PYP Exhibition
What do we want students to become by the end of their school career with OUSD?

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

**INQUIRERS**
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**KNOWLEDGEABLE**
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**THINKERS**
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**COMMUNICATORS**
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**PRINCIPLED**
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**OPEN-MINDED**
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**CARING**
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**RISK-TAKERS**
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**BALANCED**
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**REFLECTIVE**
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.
The IB Learner Profile at Running Springs

- Redhawk Tickets
- Positive Behavior Referral
- Awards Assemblies
- Essential Agreements Across Campus
- Picture Books
- *Wonders* Stories
- Recognizing Classmates
- Quotes on marquee
- Padlet -- Student Action and the Learner Profile
The IB Learner Profile at Running Springs
Let’s hear from some of our students!

Which learner profile attribute are you best at demonstrating and why?

YouTube Video: Learner Profile Student Interviews
(Click the link above)
An IB PYP education brings all of these elements together into one framework:

- **Academics**: Concept-based teaching, inquiry
- **Intercultural Understanding and Respect**: Second language learning, global connections
- **Active, Lifelong Learning**: Student action, 21st century skills
- **Developing strong character**: Learner Profile
The IB Program within Orange Unified

- Currently, Running Springs is running the PYP program
- The district is undergoing Facilities Planning and there is discussion about bringing the middle years program (MYP) to Running Springs, making it TK-8th grade
- Canyon High School is currently running the IB Diploma Programme which is a rigorous academic program designed to challenge students to be aware of the world around them. The emphasis of Canyon's International Baccalaureate Programs are:
  - (1) in-depth coverage of subject matter
  - (2) critical analysis of related higher level thinking skills
  - (3) fostering student responsibility for self learning and independent study.
An IB diploma is a desirable factor in the college admissions process; college credit can be earned from successful completion of IB exams.

A diploma candidate is required to take six IB courses and six IB exams.

- Students choose courses from the following subject groups: studies in language and literature; language acquisition; individuals and societies; sciences; mathematics; and the arts.
- Exams are given in May for each IB class.
  - Students take 2 tests in their junior year and 4 in their senior year.
  - Tests are categorized as Higher Level (HL) and Standard Level (SL). Diploma students must take at least 3 HL exams and score a minimum of 24 out of a possible 42 in order to attain an IB diploma.
Canyon High School IB Programme

- For more information about Canyon High School’s IB Programme, you can view their IB Student Handbook.
### Section 3

**Entry requirements and application process**

Acceptance rates for the 20 most popular institutions among survey respondents  

<table>
<thead>
<tr>
<th>University or college</th>
<th>IB candidates acceptance rate</th>
<th>Total population acceptance rate</th>
<th>IB candidates versus total population (percentage points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Florida</td>
<td>82%</td>
<td>42%</td>
<td>+40%</td>
</tr>
<tr>
<td>Florida State University</td>
<td>92%</td>
<td>60%</td>
<td>+32%</td>
</tr>
<tr>
<td>Brown University</td>
<td>18%</td>
<td>9%</td>
<td>+9%</td>
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<tr>
<td>Stanford University</td>
<td>15%</td>
<td>7%</td>
<td>+8%</td>
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<tr>
<td>Columbia University</td>
<td>13%</td>
<td>9%</td>
<td>+4%</td>
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<tr>
<td>University of California - Berkeley</td>
<td>58%</td>
<td>26%</td>
<td>+32%</td>
</tr>
<tr>
<td>Harvard University</td>
<td>10%</td>
<td>7%</td>
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<tr>
<td>New York University</td>
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<td>30%</td>
<td>+27%</td>
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<td>University of Michigan - Ann Arbor</td>
<td>71%</td>
<td>51%</td>
<td>+20%</td>
</tr>
<tr>
<td>University of Miami</td>
<td>72%</td>
<td>30%</td>
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<tr>
<td>Cornell University</td>
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<tr>
<td>Duke University</td>
<td>28%</td>
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<td>University of Pennsylvania</td>
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<td>14%</td>
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<td>Yale University</td>
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<tr>
<td>University of Central Florida</td>
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<td>47%</td>
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<tr>
<td>Boston University</td>
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<td>58%</td>
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<td>University of California - Los Angeles</td>
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<td>University of Virginia</td>
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<td>UNC Chapel Hill</td>
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<td>32%</td>
<td>+31%</td>
</tr>
<tr>
<td>Princeton University</td>
<td>16%</td>
<td>8%</td>
<td>+8%</td>
</tr>
</tbody>
</table>
"The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education."

- Martin Luther King, Jr.
"Education is not the learning of facts, but the training of the mind to think."

- Albert Einstein
Thank you!

For more information:

Email: bgower@orangeusd.org

IB Website: www.ibo.org

Running Springs Website: https://www.orangeusd.org/running-springs-elementary-school
  ● “Academics” → “International Baccalaureate (IB)”