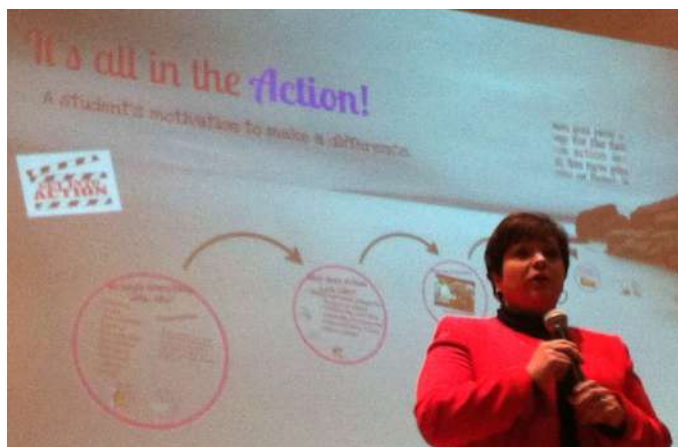


# LHS IB NEWSLETTER



JANUARY 21, 2015

**Dr. Crespo**, the Thompson School District Chief Academic Officer, welcomes all 135 IB educators from across the district to the IB preK-12 Collaboration Day on January 20 and spoke of her experience with and support of the IB.



## LET THE 2015-2016 REGISTRATION BEGIN!

## OPEN DOORS – CHOOSE IB

### **IB Student Vertical Outreach**

Students across the district are making their final decisions about what they plan to register for next year. During last week's IB Student Vertical Outreach activities, IB students, staff and community members helped younger IB students understand what the IB Programme at LHS is.

### **IB increases writing skills, success**

On Monday, January 12, Mr. Zimmerle from the Mechanical Engineering Department at CSU presented to the MYP sophomores and DP juniors about the importance of

communication skills. His top criteria for choosing a graduate student is being able to write clearly and concisely, a skill that IB focuses on throughout. "Your effectiveness," Mr. Zimmerle said, "will be largely determined by your ability to write."



### **Challenge yourself. Choose IB.**

On Tuesday, DP students Kyle, BillieAnna and Dawson presented to

the MYP English classes about what the Diploma Programme is all about. These student perspectives about the benefits and expectations of this rigorous programme gave aspiring IB Diploma candidates a clear view of the road ahead.

### **IB attracts motivated students.**

On Wednesday, five LHS IB teachers (Mr. Morrison, Madame Theisen, Mrs. Clark, Mr. Jones and Mr. Hoberg) and 13 MYP and DP students visited the 8<sup>th</sup> grade advisory periods. The LEMS principal, Di Worner, said, "This was the best visit from LHS we have had yet." Many LEMS students expressed plans to continue in IB.

### **Caring Celebration**

IB students and staff nominated and recognized the following members of our community for their caring nature: Kolby D. (Fr.), Jaime T. (So.), Tehya W. (So.), Mr. Hoberg and Ms. Jantz. Thank you for making LHS a compassionate place where everyone is valued.



### **We are open-minded.**

#### **January**

We understand and appreciate our own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. We are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.



## What is IB?

### An IB Education is:

#### Inquiry-based

Sustained inquiry forms the centerpiece of the written, taught and assessed curriculum in IB programmes. IB programmes feature structured inquiry both into established bodies of knowledge and into complex problems. In this approach, prior knowledge and experience establish the basis for new learning, and students' own curiosity provides the most effective provocation for learning that is engaging, relevant, challenging and significant.

#### Conceptual

Conceptual learning focuses on broad and powerful organizing ideas that have relevance within and across subject areas. They reach beyond national and cultural boundaries. Concepts help to integrate learning, add coherence to the curriculum, deepen disciplinary understanding, build the capacity to engage with complex ideas and allow transfer of learning to new contexts. PYP and MYP students encounter defined sets of key concepts, and students in the DP and IBCC further develop their conceptual understanding.

#### Focused on Skill Development

Students develop skills that have relevance across the curriculum that help them "learn how to learn". Approaches to learning (ATL) skills can be learned and taught, improved with practice and developed incrementally. They provide a solid foundation for learning independently and with others. ATL skills help students prepare for, and demonstrate learning through, meaningful assessment. They provide a common language that students and teachers can use to reflect on, and articulate on, the process of learning.

IB programmes identify the five ATL skill categories as: Communication, Social/Collaboration, Thinking, Research and Self-management skills.

"IB Continuum: What is an IB Education?." *IBO.org*. IBO, Aug. 2013. Web.

"Understanding IB Philosophy: Approaches to learning (ATL)." MYP: From principles into practice. Cardiff, Wales: IBO, 2014. 20-21. Web.



## OUR FIRST EVER IB PREK-12 COLLABORATION DAY

While students were sleeping in on Tuesday, January 20, IB teachers from LHS, Lucile Erwin Middle School and Coyote Ridge Elementary School met at LHS to work together for the first time ever. These teachers teach across the IB continuum in the Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP) discussed three commonalities that unite the IB Programmes: inquiry-based learning, conceptual instruction and the approaches to learning skills. The six facilitators were IB experts, brought in from around the state.

We began with a keynote presentation by a Colorado Springs MYP Coordinator who told the story of IB students at the Air Force Base putting their learning into action. From knitting 500 hats for Afghan babies in 5<sup>th</sup> grade to leading a breast

cancer awareness campaign in middle school to making 1,000 origami cranes for the family of a classmate that died in high school, these students embodied the IB commitment to service.

The connections made across the IB continuum and among our teachers were profound. In the session about inquiry-based education, we were reminded that curiosity is the core of all learning. In the ATL session, nearly all the DP and MYP teachers agreed that the most important skills for the students to enter their classes with are self-management and thinking skills.

The conceptual session reminded us to find the commonalities between our classes that increase transfer skills. Teachers were glad to have the opportunity to focus on their craft and better understand where our IB students are coming from and where they're going.