Addison Central School District

_Inquiry into the International Baccalaureate_  
*Primary Years, Middle Years, and Diploma Programs*

**Feasibility Study**

September 28, 2016

**Feasibility Study Members:**

Peter Burrows, Superintendent of Schools  
Caitlin Steele, Director of Teaching and Learning

**PYP Workgroup:**

Co-Facilitators: Fernanda Canales and Steve Lindemann  
Members: Catherine Canavan, Christina Johnston, Sue Sears, Jen Kravitz, Jessica Lynch, Amy  
Clapp, Mike Lenox, Sarah Flinn, Susan Ogilvie, Tracey Harrington, Jennefer Eaton, Andrea  
Way, Tom Buzzell, Jenny Johnson, Deb Levesque, and Jen Kane

**MYP Workgroup:**

Co-Facilitators: Patrick Reen, Catherine Dieman, and Scott Sivo  
Members: Wendy Cohen, Jennifer Billings, Barbara Collette, Sara Nadeau, Courtney Krahn, Rob  
DeBruyn, Janelle Perry-Askew, Faith Scaramucci, Sabrina Case, Jeff Clark, Noah Hurlburt,  
Kerianne Severy, Deb Karpak, and Natasha Causton

**DP Workgroup:**

Co-Facilitators: William Lawson and Vicki Wells  
Members: Silas St. James, Susan Arenson, Chris Giorgio, Kate Carroll, Jay Harrington, Michele  
Magnano, Kylie Wolgamott, and Arianna Bailey

Many thanks to all of the ACSD faculty, staff, and administrators who contributed time, energy, and insights to this inquiry.
Executive Summary

ACSD’s IB Inquiry

Addison Central School District’s (ACSD) Strategic Plan identifies an Educational Success goal to “establish an educational framework based on the [ACSD] vision and mission that provides for the needs of each student in [ACSD]” (p. 10). Additional goals require us to engage our communities and develop systems to support the learning of all students. With these three collaboratively developed foundational goals in mind, ACSD faculty and administration have engaged in an eighteen-month inquiry into the education programs of the International Baccalaureate (IB), including the Primary Years Program (PYP), Middle Years Program (MYP), and Diploma Program (DP). ACSD’s inquiry process has included extensive reading and professional conversations at the department, school, and district levels; attendance at IB conferences; visits to IB World Schools; and ongoing communication with regional IB consultants. This study synthesizes much of that collective learning in response to three central questions:

1. Do the International Baccalaureate programs match the vision, mission, and core values of Addison Central School District?
2. Does International Baccalaureate provide a framework that will enable us to realize the objectives we have laid out in our ACSD Strategic Plan?
3. Is a three-year transition from our current model of teaching and learning to an International Baccalaureate model feasible?

IB Philosophy and Programs

The mission of the International Baccalaureate is “to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.” The IB framework is student-centered, emphasizing a constructivist approach to knowledge and real world local and global contexts for learning. Through the organization’s philosophy, its Learner Profile, and its Approaches to Learning, the IB framework is designed to develop the academic, physical, and personal potential of each child.

ACSD has actively explored three of the IB’s four programs, the Primary Years Program – designed for all students aged 3 to 12, the Middle Years Program – for all students aged 11 to 16, and the Diploma Program – a rigorous two-year academic program for 16 to 19-year-olds. Not every ACSD junior and senior would choose to enroll in the complete DP program, but in the Vermont policy context requiring personalized learning and flexible pathways to graduation, pursuing an IB diploma would be one potential path. The IB’s fourth program, the Career Program or CP, could – down the line – represent another path for ACSD students. In the meantime juniors and seniors could continue to study at the Hannaford Career Center, participate in alternative programs, and earn college credit through dual enrollment. However, an “IB for all” approach to program
implementation would emphasize opportunity and accessibility to DP courses for a majority of Middlebury Union High School (MUHS) students.

**Gap Analysis**

An important element of this feasibility study is the gap analysis which identifies key differences between ACSD’s current practices and where we would hope to be as a learning community fully recognized as a district of IB World Schools by 2019, the end of a three-year application and candidacy period. This analysis addresses gaps across seven categories: vision, mission, and direction; professional learning and collaborative planning; curriculum and assessment; teaching practices; scheduling; resources; and support. Some of these gaps are significant, pointing to real challenges that will require collaborative problem-solving, thoughtful budgeting, and careful coordination of efforts across our unified district over time. Importantly, many of these gaps highlight opportunities for meaningful professional development and collective learning. None seem insurmountable.

**Staffing**

Meeting the requirements of the three IB programs across the district would require a few important shifts in staffing. Because IB requires all students grades two and up to have access to world language and culture instruction, we would need to hire more language teachers. This study proposes adding 2.5 FTE new positions over the course of the next two school years. These would include one additional full time world language teacher at Middlebury Union Middle School and 1.5 FTE additional world language positions shared across four rural elementary schools (Bridport, Cornwall, Salisbury, and Shoreham). This is a foundational approach, and our ACSD World Language department is considering how to grow further in the years ahead.

Each of the IB programs implemented in ACSD would require one or more IB coordinators. We expect that a coordinator position of 0.4 FTE would suffice for the Diploma Program at the high school. Because the Middle Years Program would span two schools (serving 7th and 8th graders at the middle school and 9th and 10th graders at the high school) and serve more students, we think a 0.6 FTE coordinator position would be appropriate. Coordinating the Primary Years Program across seven schools would be a bigger job. We expect to need at least 1.5 FTE IB coordinators in that role. We would expect to meet these staffing needs through a reassignment of roles within the district rather than a series of new hires.

**Professional Development**

IB requires a commitment to ongoing professional development, but neither the culture nor the cost of continued professional learning would be new to ACSD. Our master agreement and school and district budgets already support work like this. Existing funds could be used to train teachers in IB
content, curriculum design, and teaching practices. The trainings provided by the International Baccalaureate Organization are research based and considered best practice. One big expense going forward would be in providing required training to all elementary school educators in year two of candidacy. Bringing IB trainers to ACSD to train on site (as opposed to sending teachers out to conferences) reduces this cost considerably. We would plan on taking this approach in the summer or fall of 2017. While every elementary teacher would need to be trained, we could have fully authorized Middle Years and Diploma Programs without training every teacher across the middle and high schools in these first three years.

Because so many ACSD faculty and administrators participated in IB workshops through the eighteen month inquiry process, we are well on our way to meeting the minimum professional development requirements for authorization. However, this study not only identifies the gaps between current training and minimum requirements but also outlines a commitment to going well beyond that minimum to train and support faculty and support staff for a strong roll out of IB over these three years.

Expenses and Anticipated Revenue Streams

There would be other expenses – beyond staffing and professional development – involved in pursuing authorization as a district of IB World Schools. These include relatively small expenses associated with IB assessments and the larger expenses of annual fees, which we would expect to be as low as $16,000 for the application fees in the first year (2016-2017) and as high as $38,000 in years two and three, dropping off somewhat in subsequent years. We would expect to cover these various expenses (fees, assessments, staffing, and professional development) through existing local funds, partnerships with local organizations, and grants.

Recommendation to the ACSD Board

After thorough and extended inquiry into the International Baccalaureate programs, all of ACSD’s school and district administrators and the majority of our IB workgroup members agree that pursuing IB World School status for each of our nine schools is desirable. This study concludes that although working through the extended application-candidacy-authorization process over the next three years would be challenging, achieving formal authorization by 2019 is feasible and affordable. District leadership recommends that we move forward with nine school applications in April 2017 and aim to be a full district of IB World Schools by the 2019-2020 academic year.
Contents

Executive Summary ........................................................................................................ 2

Introduction
  Why IB? ...................................................................................................................... 7
  IB in the Addison Central Context .......................................................................... 8
  Purpose of the Study .................................................................................................. 8
  Inquiry and Engagement .......................................................................................... 9
  Statement of Transparency ....................................................................................... 10

IB Program Overview
  IB Philosophy ........................................................................................................... 10
  Learner Profile .......................................................................................................... 10
  Program Structures .................................................................................................. 11

Review of Literature
  Benefits of IB ........................................................................................................... 12
  Challenges to Implementation .................................................................................. 13

Expected Impact
  On Students ............................................................................................................... 15
  On Faculty ................................................................................................................ 15
  On Community ......................................................................................................... 16

Gap Analysis
  Vision, Mission, and Direction ............................................................................... 17
  Professional Learning and Collaborative Planning ............................................... 18
  Curriculum and Assessment .................................................................................... 19
  Teaching Practices .................................................................................................... 20
  Scheduling ................................................................................................................ 21
  Resources .................................................................................................................. 21
  Support ...................................................................................................................... 23

Implementation Plan .................................................................................................. 24

Funding a Transition to IB
  Expenses .................................................................................................................... 26
  Potential Funding Sources ........................................................................................ 27

Statement of Feasibility ............................................................................................... 28

References .................................................................................................................... 29

Appendix A. Specific Professional Development Requirements .................................. 31
Tables

Table 1. Projected staffing needs ................................................................. 22
Table 2. Four-year implementation plan ......................................................... 25
Table 3. Costs associated with professional development .................................... 26
Table 4. Annual fees .................................................................................. 26

Table A1. PYP at seven schools, professional development required and completed .......... 31
Table A2. MYP at MUMS, professional development required and completed .................. 32
Table A3. MYP at MUHS, professional development required and completed .................... 33
Table A4. DP, professional development required and completed ................................. 34
Introduction

Why IB?

The mission of the International Baccalaureate (IB) is “to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.” The organization enacts its mission collaboratively with schools, known as IB World Schools, school districts like Addison Central, and other partners. IB’s various programs – including the Primary Years Program (PYP) for students aged 3-12, the Middle Years Program (MYP) for ages 11-16, and the Diploma Program (DP) for ages 16-19 – are student-centered, emphasizing not only the intellectual, but also the physical and personal development of every child. Each program embodies much of what is known about best practices in education (drawing on the work of renowned educational thinkers like John Dewey, Lev Vygotsky, Jean Piaget, and Howard Gardner) without prescribing a narrow set of pedagogical approaches. Each program emphasizes inter- and transdisciplinary learning¹ to support students in becoming knowledgeable, open-minded, principled, inquiring, and articulate. Each emphasizes personal responsibility and encourages a willingness to take risks, to consider the perspectives of others, and to be changed by the learning process.

After eighteen months of exploring IB, Addison Central School District’s three workgroups – inquiry teams of teachers and administrators – have determined that the PYP, MYP, and DP programs align well with the district’s vision that “all students will reach their full academic potential and be prepared for success as engaged citizens” (ACSD Vision). Taken together, these three programs would lend a common language to our education community spanning nine schools and would provide much needed curricular coherence across grade levels from Pre-K through 12. IB would serve as a powerful framework to advance our district mission “to provide an innovative, rigorous, and supportive educational community that inspires a passion for learning and cultivates empathy and responsibility” (ACSD Mission) and that working toward full IB World School status over the next three years would do much to increase both excellence and equity across our nine schools. Why IB? In the words of our IB workgroup members:

“It’s good teaching. It’s about learning. It’s about honoring our students as humans, now. Not pre-humans who are important only later when they are bigger and older. It’s about giving their learning back to them to allow it to be lasting and authentic and real.”
- PYP workgroup member

“IB is an opportunity to create equality and consistency across all schools in the district, which is a major goal of our strategic plan. Students will have a shared experience and language as they move vertically through the district and transition between buildings.”
- MYP workgroup member

¹ Interdisciplinary learning involves connecting different subjects through common themes or topics of study. Transdisciplinary learning goes beyond connecting content to integrating knowledge and skills across disciplinary divides in order to develop holistic understandings.
“I love the idea of being in a district that lives and breathes international mindedness.”
- DP workgroup member

IB in the Addison Central Context

We believe International Baccalaureate is a good fit for Middlebury and its surrounding communities. The programs emphasize international-mindedness and language learning as essential elements of developing global perspectives. They embrace local culture while seeking to develop students’ understanding of and engagement with cultures across the globe. A key tenet of the IB programs is that authentic learning is personally motivated and leads to socially responsible action. This philosophy aligns well with the Vermont context, which embraces local identity and with Vermont education, which emphasizes personalized learning and community engagement. Engaging in the process of becoming a district of IB World Schools presents an excellent, mission-driven opportunity to collaborate with local organizations. It also offers a concrete framework through which we can advance our local work in line with Vermont’s legislative and state board policies around personalized learning and proficiency-based grading. For these reasons, we feel that becoming an IB community is desirable. The purpose of this study is to assess the extent to which such a shift is feasible.

Purpose of the Study

In the Guide to School Authorization document for each of the three International Baccalaureate programs (PYP, MYP, and DP), the organization recommends that before applying for candidacy, each school should conduct a study to assess the feasibility of meeting IB World School standards and adopting requisite practices within a three-year time frame (IBO, 2010a, 2010b, 2010c). This district-wide feasibility study has been designed to align with that school-level recommendation. As such, its four-part purpose is to (1) analyze the IB philosophy and the structure and requirements of each program; (2) compare findings from this analysis with the current reality of the district; (3) define actions required to implement the programs; and (4) make a recommendation to the ACSD unified board based on the feasibility of becoming a district of IB World Schools. The study is guided by three core questions:

1. Do the International Baccalaureate programs match the vision, mission, and core values of Addison Central School District?
2. Does International Baccalaureate provide a framework that will enable us to realize the objectives we’ve laid out in our ACSD Strategic Plan?
3. Is a three-year transition from our current model of teaching and learning to an International Baccalaureate model feasible?
Inquiry Process and Stakeholder Engagement

Adopting the International Baccalaureate framework would impact stakeholders across the ACSD community, including students, faculty and staff, administrators, parents, and community members. For this reason, we have included stakeholders from each of these groups in our inquiry process.

Inquiry Process:
- ACSD Leadership Team determined that IB encapsulates our mission statement, and administrators unanimously supported further inquiry into IB.
- Three IB workgroups organized to develop a deeper understanding of each of three IB programs. These groups were responsible for
  - Researching IB as a means to meet the needs of all of our students, and
  - Considering the potential of this framework to support progress toward goals laid out in ACSD’s Strategic Plan.
- Workgroup members met monthly to consolidate learning and report on their findings regarding IB approaches to curriculum, teaching, and learning.
- Members of each group served as liaisons with their school’s full faculty and communicated learnings to the ACSD Leadership Team.
- Faculty groups read and discussed IB program documents together.
- Faculty and administrators attended IB conferences and site visits to existing IB World Schools.
- The Leadership Team (including workgroup co-facilitators and all other school and district administrators) collaborated to synthesize the learning from the three groups into a series of documents delineating commonalities between the IB vision and ACSD’s current reality and identifying gaps.
- Throughout this process, we have consulted with regional coordinators employed by IB as well as coordinators and administrators working at IB World Schools.

Stakeholder Engagement:
- The full ACSD faculty was introduced to IB through program-specific workshops during a district-wide inservice day.
- The superintendent and principals held conversations at school faculty meetings.
- Workgroups presented to the ACSD school board and hosted a series of community forums in each town to inform parents and interested community members of the ongoing inquiry process.
- Principals facilitated conversations in information sessions during Back to School Nights and Open Houses.
- Each school was provided with flyers introducing the relevant IB programs, outlining the inquiry process and ACSD’s next steps, and providing interested parties with web links to additional information.
- The same information with additional details regarding information sessions was posted on the district website.
Statement of Transparency

Workgroup participants volunteered to engage in this inquiry process. The study was conducted in the spirit of open-minded inquiry for the purpose of assessing the extent to which the IB framework matches the established vision, mission, and values of ACSD and whether adopting this framework will enable us to realize the objectives laid out in our Strategic Plan. Throughout this process, the feasibility study committee has emphasized transparency and reflective practice and has shared learning with stakeholders including students, faculty, staff, parents, community members, and school boards. District administrators and IB workgroup members reviewed a draft of this study at a series of sessions designed to solicit feedback, critique, and critical engagement to ensure authentic representation of our collective learning and to allow for informed decision-making.

IB Program Overview

IB Philosophy

The International Baccalaureate is philosophically informed by a belief that through education we can create a better world. IB curricula and pedagogy are learner-centered, inquiry-based, and action-driven. The organization’s philosophy is captured concisely by its 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.

This mission aligns well with ACSD’s vision and mission and would offer a unifying framework through which our nine schools could come together to engage in mission-driven work to increase excellence, equity, and engagement for all of our students.

Learner Profile

A core element of the International Baccalaureate framework is the IB Learner Profile. IB learners are expected to be “thinkers,” “communicators,” “risk-takers,” and “inquirers.” They strive to be “knowledgeable,” “open-minded,” “principled,” “caring,” “balanced,” and “reflective.” IB elaborates on each of these characteristics through we-statements as in, “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” (IBO, 2013).

The Learner Profile attributes are transdisciplinary by nature, and all members of an IB learning community are expected to develop and practice them over time. They align with the Transferable Skills detailed in ACSD’s Essential Learning Outcomes (ELOs), which describe proficiencies toward which students strive in becoming inquirers, communicators, respectful citizens, critical and creative thinkers, responsible and reflective learners, and problem solvers. Both the IB Learner Profile and ACSD’s Transferable Skills emphasize the skills and attributes necessary for active participation as informed and responsible citizens at scales ranging from local to global.

Program Structures

The Primary Years Program (IBO, 2007).

- Designed for students aged 3-12 (PreK-5/6).
- Students begin to build the attributes of the Learner Profile.
- Includes a three-part curriculum
  - The Written Curriculum (what we want students to learn)
  - The Taught Curriculum (how learning experiences are designed), and
  - The Assessed Curriculum (how we know students met these learning targets).
- Units of Inquiry are the building blocks of a Program of Inquiry, a collaboratively developed map of learning experiences for students grades preK-5/6.
- Teaching practices emphasize
  - Constructivism (a student-centered approach to teaching),
  - Inquiry, collaborative planning, and
  - Active reflection.
- Culminates in an extended, collaborative inquiry project known as the PYP Exhibition.

The Middle Years Program (IBO, 2014).

- Designed for ages 11-16, grades 6-10. (Can be adapted to a four-year program to accommodate current school structures.)
- Curriculum is organized conceptually, framed in terms of
  - Global Contexts,
  - Interdisciplinary Key Concepts, and
  - Subject-specific Related Concepts.
- Requires adoption of the MYP Unit Planner.
- MYP instruction emphasizes collaborative, inquiry-oriented learning and personalization.
- Includes two extended projects (the Personal and Community Projects) which require sustained, in-depth inquiry, and lead to student-initiated service and/or action.
- The Learner Profile and Approaches to Learning promote self-regulation, self-awareness, self-efficacy, and active learning skills.
The Diploma Program (IBO, 2015a).
- For ages 16-19 (grades 11 and 12).
- Designed “to develop students who have excellent breadth and depth of knowledge and who flourish physically, intellectually, emotionally, and ethically” (IBO, 2016, n.p.).
- Course requirements are concrete and specific.
- Requires students to
  - Write an extended essay and
  - Engage in a personalized project known as Creativity, Action, Service (CAS).
- Standardized examinations.
- Emphasizes interdisciplinary content along with international and intercultural dimensions.
- Focuses on building higher-order cognitive skills.

Review of Literature

The International Baccalaureate framework is well established. The Diploma Program has existed since 1968, and the Middle Years and Primary Years Programs were established in the mid- and late-nineties, respectively. Currently, authorized IB programs exist in over 5,000 schools worldwide (IBO, 2014). As such, the IB programs, especially the DP are well researched. This brief review of relevant literature addresses benefits and challenges of implementing IB programs as presented in research produced or summarized by the International Baccalaureate Organization (IBO) itself and by independent researchers.

Benefits of IB

“Chicago’s Use of the International Baccalaureate: An Education Success Story that Didn’t Travel” (Reviewed in the IB Community Blog, 2015).
- Draw attention to a 2012 study describing positive longitudinal effects of a 1997 policy implementing the DP in thirteen low-income public schools in Chicago.
- “The report suggests that the Chicago Public School Students, many of whom were low-income, first generation, minority students, who participated in the IB Diploma [Program] from 2003-2009, exhibited high university attendance and persistence rates”
- The blog and the original study both aimed at shining a light on an often missed point: IB programs can be highly effective at meeting the learning needs of disadvantaged youth.

- Study based on large-scale quantitative study exploring accessibility to and participation in IB programs by economically disadvantaged students.
- As of 2012-2016, 60% of public schools in the US that offer one or more IB programs were designated Title I schools.
• In Title I schools offering the Diploma Program, one third of all DP exam takers qualified to receive free and reduced-price lunch.
• According to study findings, “DP students from Title I schools enroll in college at the same rate as DP students from US public school generally (82%). Low-income DP students from Title I schools also enroll at very high rates (79%). This rate is comparable to overall DP student postsecondary enrollment and substantially higher than the national average for low-income students (46%)” (n.p.).

• The study involved surveys and interviews of current DP students.
• The author concluded that the IB DP curriculum is effective at delivering its mission. However, he argued that his study could not disentangle the effects of curriculum and instruction from the culture and leadership of the school. Each played a key role in effecting the IB mission.

• “The researchers define[d] ‘academic persistence’ as the individual ability to direct personal resources towards the achievement of academic tasks and goals” (p. 1).
• The study findings were positive, indicating that the DP program design provides a high-quality education, engages students as active agents in their own learning, and supports students intellectually, cognitively, and personally to develop academic persistence.

Challenges to Implementation

• Studied “the extent to which the unique aspects of [IB] programs contribute to positive student outcomes.”
• Presented a series of common themes “illuminative of both barriers and successes experienced by teachers and administrators in regard to implementing International Baccalaureate programs” (p. 171).
• Challenges included the “logistics of recruiting and retaining IB teachers” (p. 175); pressure around “the necessity of balancing the IB philosophy with state and district requirements” (p. 176); and, in four of the eight schools studied, “bureaucracy and lack of support from the district office as a challenge” (p. 176).

NOTE: In the ACSD context, school and district administrators are fully supportive of a transition to IB, so this last challenge is not likely to be a problem. The pressure that Texas teachers expressed to balance IB program requirements with those of the district and state would likely be less intense in Vermont where education leaders value but put less pressure on standardized testing. However, we would have to address the challenge of recruiting, training, and retaining IB teachers proactively.
The Texas study also pointed out several successes:

- In all eight schools studied, “Principals, IB coordinators, and teachers agreed that the IB training had helped them to become lifelong learners and the school to become a learning community” (p. 177);
- Administrators claimed that “their teachers had become stronger, more creative instructional leaders since participating in professional development for the IB program” (p. 177); and
- “All of the schools described the program’s focus on higher-level, creative thinking and learning, particularly the focus on the inquiry method, as an important advantage of the IB program” (p. 178).

“Reflections on the International Baccalaureate Program: Graduates’ Perspectives” (Taylor & Porath, 2006).

- The study collected retrospective views from sixteen IB DP graduates from the class of 2000 (just finishing their undergraduate studies) and the class of 1996 (beginning to establish themselves in careers).
- The majority of participants indicated that through IB they developed skills in critical, flexible thinking, experienced a wide range of topics and depth of learning, and were engaged in an intellectually stimulating curriculum.
- About a third of participants indicated that while they were in the program, they did at times find the workload to be “excessive, unmanageable, and/or detrimental to their well-being” (p. 149) However, retrospective opinions indicated the the workload was manageable as long as students did not fall behind on homework or studying.
- Fourteen of the sixteen participants “indicated that they have carried forward a strong work ethic; critical thinking, organizational, time management, and communication skills; a broader perspective of the world; and life-long friendships” (p.149).

“Program Transition Challenges in International Baccalaureate Schools” (Hallinger, Lee, and Walker, 2011).

- The authors explored what they described as “transition problems” associated with students moving from one IB program to another.
- Authors surveyed IB Program Coordinators globally to identify concerns and inform recommendations for implementation. The authors focused their study on the transition from the MYP into the DP.
- Conclusions
  - “Transition problems” were reported less frequently for school systems that had adopted the full continuum of IB programs as opposed to a partial continuum (only two of the three core programs).
  - It is valuable for “curriculum leaders at the school level to develop strategies that articulate and enhance links between the [PYP.] MYP and DP in ways that harmonize the students’ experience without losing the strengths of each program” (p. 132).
The authors suggested a series of strategies for reducing potential problems. These included, “intensifying teachers’ cross-program interaction, intentional and opportunistic cross-program teaching, backwards mapping of curriculum objectives, organizing opportunities for cross-program student interaction, and staff position switching” (p. 132).

Expected Impact

On Students

Faculty and administrators are excited about a wide range of impacts an IB framework would likely have on ACSD’s student body. We expect students to benefit from inquiry-driven, project-based, personalized learning, and we expect them to grow through proficiency-based assessment, especially inasmuch as IB engages students in self-assessment and reflection to inform active learning. We expect a cohesive PreK-12 IB framework to increase students' independent research skills, transdisciplinary understandings, access to world languages, and awareness of global issues and contexts. We are hopeful that the service components of IB will inspire students in terms of both local engagement and global citizenship as they develop a stronger sense of self, community, place, and personal responsibility. Importantly, faculty and administrators are committed to an “IB for all” approach to program development across all nine schools to increase excellence and equity for ACSD’s students. In the words of IB workgroup members:

“Students would benefit because for the first time they will be given choice every year in their education so that their learning becomes more personalized and more independent.”
- PYP workgroup member

“By the time students reach high school, they will be more practiced in metacognitive practices like reflection.”
- MYP workgroup member

“The CAS program will provide a comprehensive opportunity for students to personalize their own learning under Act 77.”
- DP workgroup member

On Faculty

IB offers a cohesive framework through which the ACSD teaching community could pursue a wide range of initiatives originating at the national, state, and local levels. IB's rigorous curricular requirements, including aims and objectives in each program, meet or exceed standards outlined in the Common Core and Next Generation Science Standards and align well with locally developed Essential Learning Outcomes (ELOs). IB's teaching and learning practices address Vermont's mandates to reconstruct school cultures around personalized learning, flexible pathways, and proficiency-based grading. The programs’ shared emphasis on community engagement, service, and citizenship resonate with the goals outlined in ACSD’s Strategic Plan. Whether ACSD adopts an IB framework or not, we as a school system are required to adapt to these various mandates from district, state, and national levels. An IB framework, though, could serve as a concrete structure
through which to advance these various initiatives cohesively. The process of becoming a district of IB World Schools would offer faculty across ACSD a cohesive sense of direction; a common language to discuss teaching and learning; rigorous, ongoing professional learning and reflection; and myriad opportunities for collaboration with colleagues. We expect this would positively impact the culture and climate of our newly unified district, and we hope it would positively impact recruitment and retention of high quality faculty, administrators, and staff.

In written feedback in response to a draft of this study, workgroup members shared:

“As a teacher I feel a lot of pressure to ‘do it all.’ I NEVER have time to get everything done and I feel like I’m doing my students a disservice by rushing through lessons and units because we have to get to the one in the kits we use. . . . However, if we are planning units of inquiry collaboratively with not only grade level teams but vertically with the whole school, they will be able to get the skills we are trying to reach using all of these kits and boxes but in a way more engaging and rigorous way.”

- PYP workgroup member

“I believe that the level of collaboration necessary to plan transdisciplinary units will help to build a culture of respect within and across schools. Such collaboration will serve to innovate and strengthen teaching practices.”

- PYP Workgroup member

“We (as all educational districts are) are a collection of professionals who have been trained in different colleges, universities, and programs. We each have experienced different professional development opportunities, often with different focuses and sometimes with competing messages. Unifying the way we organize, provide, and assess learning would allow for increased levels of discourse and move us forward as an organization.”

- MYP workgroup member

“I think teaching in an IB school will be very rewarding as a teacher.”

- DP workgroup member

**On Community**

We hope and expect that the impact of IB on the Middlebury-area community would be profound. Fully enacting the IB framework with its emphasis on local engagement and service learning would require teachers and students to tap into the expertise of community members and give back in the form of community involvement and action. In particular, we see this as an opportunity to increase collaboration between Addison Central’s schools and key local education institutions including Middlebury College, the Community College of Vermont, the Lake Champlain Maritime Museum, Shelburne Farms, and the Vermont Folklife Center, among others. We hope that increased student engagement in local service would have long-term effects on the community as these students grow into actively engaged adult citizens. Finally, we expect adopting IB would positively impact enrollment, not only because of the name recognition and associated rigor of IB would appeal to students and parents with ambitious college enrollment goals, but especially because we expect the culture and practices of an IB district would engage, attract, and retain students with diverse goals and interests. In workgroup members’ words:
“PYP and IB as a whole require students and faculties to act and reflect. In the process of taking action, students will reach out and give back to the local and global communities.”
- PYP workgroup member

“To whatever end we are able to raise and foster more inquisitive, open-minded learners, that's a win for the community.”
- MYP workgroup member

“I think a rigorous and engaging curriculum would make Addison County a place that families will want to live and raise their children.”
- DP workgroup member

Gap Analysis

The ACSD Leadership Team has a strong vision for what a district of IB World Schools could look like here in Addison County. Many of our IB workgroup members share that vision. Both groups agree, however, that in working through the transition from consideration to application to candidacy and authorization over the course of three short years, we would have some important gaps to fill. This section identifies those gaps.

Vision, Mission, and Direction

As discussed above, the IB mission and vision align well with the mission and vision of ACSD. Core beliefs around academic success, responsibility, empathy, and engaged citizenship resonate across both. A notable gap is that ACSD’s mission statement does not mention international mindedness or global contexts. Writing these concepts into official district documents would be a first step toward embedding and developing them throughout our PreK-12 curricula and teaching practices. Besides promoting an understanding of global community, all of the ACSD schools have room to grow in terms of teaching responsible action within and beyond the school community. While this sense of personal and collective responsibility is taught in pockets, it is not yet central to or systematic within ACSD’s educational practices. Aligning with IB would provide meaningful opportunities to expand upon our own mission and strengthen our mission-driven teaching and learning.

IB also connects to the three foundational goals of our Strategic Plan:

**Educational Success.** We will build a culture of innovation and continuous improvement that personalizes learning experiences, provides equitable opportunities, and results in high learning outcomes and achievement for all students.

**Community.** We will engage our communities in improving outcomes for all students.

**Systems.** We will develop operational and educational systems to support learning for all students.
Taken together, these goals emphasize a whole-student, whole-community approach to increasing excellence and equity for all ACSD students across schools and grade levels. IB would offer an articulated PreK-12 framework for advancing this work. An IB approach to teaching and learning would support students in developing academic skills, civic-mindedness, and social and emotional health. The framework, grounded in thematic concepts that cut across subjects and grades, would challenge students to question and explore real-world experiences and to solve real-world problems to the benefit of their community. The IB philosophy enacted in ACSD would foster deep connections between the community, its schools, and students while grounding students in an understanding of time and place - within Vermont and beyond - preparing them to be members of a global community. An “IB for all” implementation plan would be essential to enacting ACSD’s Strategic Plan through the IB framework for teaching and learning.

Professional Learning and Collaborative Planning

Throughout the inquiry process, among administrators and educators alike, two significant needs surfaced consistently across contexts, content areas, and grade levels: (1) the need for collective professional learning, and (2) the need for time to build upon our current curriculum and teaching practices in line with the IB philosophy and framework.

Administrators and faculty would require targeted training in course content, curriculum design, and assessment practices. In documents produced through this inquiry process, faculty identified a need for opportunities to dig into the Learner Profile, Approaches to Learning, and other key attributes of an IB education at the PYP, MYP, and DP levels. Some expressed hope for additional opportunities to visit IB World Schools to see this framework in action. Others identified a need to allocate professional development time for reading and discussion groups, collective learning of and adaptation to IB lingo (terms like markband and markscheme), peer-to-peer teaching, and practice working with IB approaches, especially calibrating local assessments to external IB evaluation models. In a transition to IB, teachers would need extensive time for collaboration to develop common understandings and common assessments (including work on assessment policies, schedules, tasks, rubrics, and grading practices). They would need opportunities to collaborate horizontally (within grade levels), vertically (across grade levels), and across subject areas to ensure coherence across contexts. IB requires that schools support collective learning and collaborative planning by dedicating time for these tasks. Increasing collaboration, though, is not just a matter of providing time. As one workgroup member expressed, “Some educators may be resistant to increased collaboration; it may feel threatening to them to have their curriculum viewed by critical (in the kindest sense of the word) eyes.” Moving beyond this would require attention to the professional learning cultures throughout our schools.

In some places the cultural shift toward such collaboration is already underway. At Mary Hogan, for example, team-based collaborative planning and reflection occurs weekly for 40 minutes among most grade-level teams. ACSD faculty have collaborated across schools around general best practices and specific programs, including the Bridging Project and the Vermont Mathematics Initiative. At the high school, some departments participate in extensive collaborative planning. However, across
ACSD rigorous horizontal, vertical, and transdisciplinary collaborative planning does not take place regularly or systematically. Though the desire to engage in the work is there, from the IB perspective, collaborative planning is a significant gap in the ACSD context, and we would need to develop structures and systems at the school and district level to fill that gap.

**Curriculum and Assessment**

Whether ACSD adopts an IB framework or not, faculty need continued professional learning and collaboration time dedicated to aligning the written and taught curriculum to standards including the Common Core State Standards, Next Generation Science Standards, C3 Framework for Social Studies State Standards, and our local Essential Learning Outcomes (ELOs) which incorporate learning targets from each of these documents as well as a series of transferable skills. Our district still has work to do in revising our graduation requirements from traditional Carnegie units (seat-time credits) to concrete and measurable proficiencies with flexibility in the ways students can demonstrate their learning and earn credit. As educators, we need to develop our understanding of and skills in standards-based teaching and learning and proficiency-based assessment. These things would be important first steps in adopting and adapting to IB practices over the three-year candidacy period.

An IB curriculum must align not only with a rigorous set of standards, but also with additional requirements connected to each program. In the PYP, this would include evolving our existing scope and sequence plans at each school (typically designed by individual teachers or small groups at the classroom or grade level) to a Program of Inquiry, a collaboratively developed map of an IB education across all content areas, PreK-5. In the MYP, it would include identifying and training a team of subject-group leaders to guide curriculum design. All MYP faculty would need to familiarize themselves with the sixteen Key Concepts and individual subject areas’ Related Concepts. In the DP, many courses would need to be redesigned, rebuilt, or replaced to meet specific criteria of IB courses. Across all three programs, faculty would need to determine effective practices for integrating the Learner Profile traits and Approaches to Learning into the curriculum. These big shifts are understandably daunting to some teachers. Importantly though, we would not be required to have all of this redesign completed by the time of authorization. Rather, we would need to demonstrate significant progress and to communicate a plan for continuing the transition in year four and beyond.

For the MYP and DP levels, teams of high school educators from content-area groups conducted detailed analyses of the alignment and gaps between current ACSD curricula and practices and an IB ideal. The documents they produced would be invaluable for mapping a transition to guide MUHS to authorization. Key insights from those documents include science teachers’ reflection on the vast difference between the current, multi-course model to the DP expectation of immersion in a single science course over two years. One science teacher argued that the depth and breadth students would experience through the DP model “far outweighs any concern we might have about a student being ‘limited’ to one science. The benefits of their increased understanding of science is worth it.”
Math and Social Studies teachers made similar observations around the overall it would take to align their programs with DP requirements. Perhaps the most significant curricular gap would be in meeting the IB requirement for providing language instruction to all students, ages seven and up. While MUHS currently offers French, Spanish, and Latin, MUMS offer French and Spanish, and Weybridge, Ripon, and Mary Hogan offer Spanish starting in 3rd grade, four of our elementary schools offer no world languages. Providing world language learning to all students would require not only a new language policy and additional language teachers, but also a shift in the culture of language instruction across the district. As MUHS language teachers wrote in their gap analysis,

Because language is currently an optional elective, our department tends to only work with a certain cross section of highly motivated college-bound students. Adapting to work with every student in our population will be a new challenge for us, and we will need additional training in the area of differentiation to ensure we are meeting the needs of ALL students.

The transition would be a challenge, but this kind of collective, reflective practice among teachers bodes well.

Transitioning to an IB framework would require careful attention not only to what we teach but also to how we assess what students learn. Throughout ACSD, there are currently tools in place to assess student learning. This represents a solid start. However, ACSD does not have a unified assessment policy or established set of procedures for communicating and using assessment results to inform instruction. As educators, we do not consistently provide students with feedback to inform and improve their learning or involve students extensively in assessing their own work to monitor personal progress. On the most basic level, developing our schools into IB World Schools would require us to adopt a series of official IB assessments and assessment practices, but more generally, the transition would require authentic reflective practice around what we assess and how, including how we might consistently provide opportunities for students to participate in and reflect on the assessment of their own work.

Finally, developing an IB curriculum and assessment program would involve expanding ACSD’s community connections, identifying community mentors to support student work, and creating opportunities for students to share their learning through structures like the PYP’s learning exhibitions, the MYP’s personal and community projects, and the DP’s focus on Creativity, Action, and Service (CAS). The current ACSD curriculum does not systematically provide for meaningful student action in response to students’ own needs and the needs of others. We have started the work of closing this gap by establishing a Community Partnership Council and hiring a Council Coordinator.

Teaching Practices

Addison Central School District is fortunate to have a highly skilled teaching force in general, and many of the teaching practices currently in use throughout the district align well with practices promoted through and required by the International Baccalaureate programs. However, as with our
curriculum, IB-aligned teaching practices are not systematically or cohesively employed across subject areas, grade levels, and schools. To close the gap over the next three years, faculty would need training in and time to practice several key approaches. These include the constructivist model (including a critical look at its philosophy, applications, and best practices) and inquiry-based learning models in general. Teachers would need support to engage students in reflective practices around how, what, and why they are learning. They would need additional training in analyzing data to inform teaching and learning. They would need opportunities to study and develop effective service-learning models. Because the learning process simultaneously involves learning language to construct meaning, all teachers in an IB school are considered teachers of language. Developing skills in this area across our faculty would take targeted training. An IB approach requires students to become actively responsible for their own learning. It develops student attitudes and skills that allow for meaningful student action in response to students’ own needs and the needs of others. These are areas of needed growth in ACSD.

Scheduling

Some of the gaps between current ACSD curriculum and practices and those required for IB authorization would be closed through adaptations to school and district schedules. Daily and weekly school schedules would have to make room for second language study and additional requirements in the arts and sciences. In some schools, the school day may need to be longer to fit in all curricular requirements. Block schedules may have to give way to IB-required year-long courses. Teachers at the PYP level would need to rethink their schedules into transdisciplinary rather than subject-specific time. Each school may have to rethink how it delivers specials (e.g., arts, PE, library) and special services. In a multi-tiered system of student support, these scheduling changes would necessitate stronger Tier I classroom instruction and a reduced reliance on push-in and pull-out Tier II and III interventions. Teacher schedules would need to be redesigned to accommodate extensive collaborative planning and reflective practice. School and district administrators are actively grappling with what common planning time might look like, not only at the building level, but across all schools, to ensure vertical and horizontal alignment across the district. This attention to scheduling is focused not only in terms of days and weeks of instruction and planning, but also in terms of years of professional learning, collaboration, and curricular redesign. As one school administrator said, “Scheduling cannot be addressed in isolation. Changes in schedules must be based on a significant change in how we think about education.”

Resources

Resources required to become IB World Schools fall into four broad categories: staffing, building space, technology, and transportation. (Additional budgetary items, including fees and training costs are addressed below.) To meet the world language requirements for IB over the next few years, we would need to hire at least 2.5 more language teachers, an additional 1.0 FTE to have nearly two full-time language teachers at the middle school, and 1.5 FTE to have two full-time language teachers across the six rural elementary schools. Additional staffing gaps could probably be filled by training
faculty already working in our schools. For instance, we would need to identify and train four IB coordinators, one (0.4 FTE) to oversee the Diploma Program, one (0.6 FTE) to coordinate the Middle Years Programs across the middle and high schools, one (0.5 FTE) to coordinate the Primary Years Program at Mary Hogan, and at least one (1.0 FTE) to support the Primary Years Programs across the six rural elementary schools. IB coordinators would be required to have time in their schedules allocated to this work. The Diploma Program would also require a coordinator for the CAS program, though this position may be filled by current faculty, including in part the work-based learning coordinator at MUHS.

<table>
<thead>
<tr>
<th>School</th>
<th>MUHS (DP)</th>
<th>MUHS &amp; MUMS (MYP)</th>
<th>Mary Hogan</th>
<th>Ripton, Weybridge</th>
<th>Bridport, Cornwall, Salisbury, Shoreham</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students (2015)</td>
<td>329</td>
<td>538</td>
<td>488</td>
<td>96</td>
<td>331</td>
</tr>
<tr>
<td>Current World Language Teachers</td>
<td>5 @ MUHS</td>
<td>.8 @ MUMS</td>
<td>1.0</td>
<td>.5</td>
<td>0</td>
</tr>
<tr>
<td>Additional World Language Teachers</td>
<td>0</td>
<td>+ 1.0 @ MUMS (new position)</td>
<td>0</td>
<td></td>
<td>+ 1.5 (new positions)</td>
</tr>
<tr>
<td>IB and CAS Coordinators</td>
<td>.4 (coor.)</td>
<td>.3 (CAS)</td>
<td>.6</td>
<td>.5</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Table 1. Projected staffing needs.

Any added instructors and coordinators would need designated work spaces within district buildings. However, finding existing spaces to accommodate faculty would not be a prohibitive challenge. Schools could benefit from more collaboration spaces for teachers and students alike, but these could be developed over time through thoughtful, low-budget redesigns of existing spaces (i.e., furnishing existing media and learning centers to accommodate multiple modes of learning).

Technology resources and instruction are inconsistent across ACSD’s schools, though this will improve with new technology department hires for the 2016–2017 school year. Despite current inconsistencies, IB workgroups reported that basic technology infrastructure is in good shape and adequate to implement the IB programs. One area for growth is in more fully integrating information and communication technologies into subject-area and transdisciplinary studies, rather than relying primarily on stand-alone classes to teach tech. This work will move ahead with or without the adoption of IB.

Faculty groups participating in gap analyses for the Middle Years and Diploma Programs identified a few contexts in which additional transportation resources would be useful. At both the middle and high schools, teachers pointed to a need for more late and early buses to accommodate differentiated student schedules along with transportation options for students to engage in community-based learning, service, and action projects.
Support

ACSD’s IB inquiry process was initiated in response to the district’s Strategic Plan, which describes a vision, mission, and series of priorities that were collaboratively developed by community members, board members, administrators, teachers, support staff, students, and parents in the 2014–2015 academic year. We have focused our exploration on determining the extent to which the IB programs match the vision, mission, and core values of Addison Central School District and the potential of an IB framework to support our work toward achieving the objectives laid out in the Strategic Plan.

As outlined in the section “Inquiry Process and Stakeholder Engagement” above, we have provided many opportunities for parents and community members to learn about International Baccalaureate and our IB inquiry process. Principals have solicited feedback in various ways, and this feedback has been mostly positive. However, ACSD administrators and workgroup members are sensitive to the fact that some community members may still not have a complete understanding of the IB programs. One PYP workgroup member wrote, “Over time, I think that parents will come to embrace IB.” If we choose to go forward with IB, we will have the challenge and responsibility of explaining the change in a way that students, families, and community members understand and can support.

In some places throughout the district, IB-like work is already underway and has been enthusiastically embraced by teachers. Teacher leaders have partnered with Castleton College to offer a credit-bearing course on project based learning focused on inquiry and transdisciplinary learning. Several teachers, including groups from Shoreham and Salisbury, are participating. At Cornwall School, teachers are investigating a transdisciplinary theme by choice this year, and the faculty has altered their working schedules to make time to develop IB’s collaborative practices. As part of their ongoing collaborative process, teachers at Weybridge are working with the PYP unit planners to develop to K–6 transdisciplinary units in order to better understand the components of the PYP and how they fit together. At MUHS, the English and Social Studies departments are currently working on the development of units through the MYP unit planning tool.

Principals and district administrators universally support a move toward the International Baccalaureate framework to increase excellence and equity for all students across ACSD. Teachers’ perspectives are more mixed. The vast majority of IB workgroup members are supportive of going ahead with IB applications. Only two reported that they feel a three-year transition is not feasible. In anonymous surveys, workgroup members identified a few specific concerns (e.g., a lack of flexibility in DP course design, scheduling challenges, expense, equity of access to IB across all school and for all students).

After describing these challenges, workgroup members also identified what they would need to support them in the three-year transition process. They named access to IB materials and trainings; a deeper understanding of how to serve all students through the IB framework (including students on IEPs, 504s, and EL plans); and systems to support and monitor personalized learning projects.
including the PYP Exhibition, MYP Community and Personal Projects, and DP Extended Essay and CAS. They want welcoming spaces for staff to meet, plan, and collaborate; a supervision and evaluation model that reinforces the IB framework; and effective IB coordinators to support their efforts. Most of all, though, workgroup members expressed a need for time for common planning and collaboration, professional learning, and various other aspects of designing and implementing a new curriculum for ACSD.

Implementation Plan

Transitioning to an IB framework across nine schools would be a big undertaking. As one administrator said, accomplishing this would require us to hold “a vision for a level of excellence” and build “a system that supports it.” In the words of workgroup members:

“The task of getting IB up and running over a 2.75 year period is daunting. It would need to be ‘all hands on deck,’ and responsibilities would need to be divided in a thoughtful but reasonable way.”  – MYP workgroup member

“Having the vested support of the administration, board, and broader community are requisite to carrying this out successfully.”  – PYP workgroup member

While many details of an implementation plan would be mapped out at the school level, some broad strokes are critical for considering the feasibility of a shift to IB and the sustainability of that shift at the district level. Table 2 below maps the basics of an implementation plan across the next four years. It identifies each year by its phase in the process; Year 1 (2016-2017) represents the consideration phase, ending with formal application. Years 2 (2017-2018) and 3 (2018-2019) are candidacy years focusing on training and implementation, respectively, and ending in the spring of 2019 with the external authorization process. Year 4 (2019-2020) is the target year by which point, ideally, all nine ACSD schools would be officially recognized as IB World Schools. Much would need to happen between now and then.

Table 2 outlines anticipated changes in staffing (including hiring new language teachers and allocating time for IB coordinators), identifies new learning opportunities that we would expect to roll out to students in the years ahead, maps some of the curriculum and assessment projects required to make the IB framework a reality in ACSD, and identifies trainings to be prioritized to support the transition at each phase between now and full authorization.

One PYP workgroup member made the point, “As we transition, we need to ensure that we can afford to have the appropriate levels of support including coordination, professional development opportunities, coaching, and a collaborative structure. IB will not work if we do not build a strong enough structure for it to exist.” The ACSD leadership team agrees with this statement and is committed to providing the support needed.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase</strong></td>
<td><strong>Staffing</strong></td>
<td><strong>Student Learning Opportunities</strong></td>
<td><strong>Curriculum Projects</strong></td>
</tr>
<tr>
<td>Consideration and Application</td>
<td>Identify IB coordinators Identify CAS coordinator</td>
<td>World languages offered at three of seven elementary schools</td>
<td>Map existing practices to inform transition Begin designing Units of Inquiry (PYP) and interdisciplinary units (MYP) Develop common assessment philosophy and statement Evaluate scheduling at building and district levels Develop policies around foreign language, access, academic honesty Define “IB for all”</td>
</tr>
<tr>
<td><strong>Candidate (Training)</strong></td>
<td>Add world language faculty Fund coordinator time Hiring informed by IB philosophy and needs</td>
<td>Provide world language instruction to all Middle Years students PYP: Training in exhibition MYP: Training in Personal/Community Projects</td>
<td>Design Units of Inquiry (PYP) and subject-specific and interdisciplinary units (MYP) Design learning experiences around Learner Profile and ATL Begin refining, redesigning, and/or replacing courses for DP Develop policy on assessment and grading Revise scheduling at building and district levels</td>
</tr>
<tr>
<td><strong>Candidate (Implementation) and Authorization</strong></td>
<td>Add world language faculty Hiring informed by IB philosophy and needs</td>
<td>Provide world language instruction to all students grades 2 and up Provide student learning opportunities required for authorization across all programs DP: Implement CAS, TOK, and extended essay</td>
<td>Build Programs of Inquiry (PYP) Refine learning experiences around Learner Profile and ATL Refine, redesign, and or replace courses for DP Refine assessment plan</td>
</tr>
<tr>
<td><strong>World School Status</strong></td>
<td>Hiring informed by IB philosophy and needs</td>
<td>Additional offerings in arts, sciences, and humanities Additional community based learning opportunities Additional DP courses</td>
<td>Reflect and plan forward</td>
</tr>
</tbody>
</table>

Table 2. Four-year implementation plan.
Funding a Transition to IB

Expenses

Costs associated with implementing the IB programs fall within three major categories: fees for application, candidacy, and authorization; expenses for professional development, including in some cases travel and lodging; and assessment fees for students, paid by the schools. Tables 3 and 4 below outline those costs by category.

<table>
<thead>
<tr>
<th>Training Options</th>
<th>PYP</th>
<th>MYP</th>
<th>DP</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-school PD</td>
<td>In-school PD</td>
<td>Launching the MYP on-site training</td>
<td>Online</td>
</tr>
<tr>
<td>$440/teacher*</td>
<td>$2,400 (up to 50 participants)*</td>
<td>$360/teacher**</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>Online</td>
<td>Face-to-face PD</td>
<td></td>
</tr>
<tr>
<td>$360/teacher**</td>
<td>$360/teacher</td>
<td>$592 + travel/teacher*</td>
<td></td>
</tr>
<tr>
<td>Face-to-face PD</td>
<td>Face-to-face PD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$592 + travel/teacher*</td>
<td>$592 + travel/teacher*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required of all PYP teachers and administrators</td>
<td>One MYP subject area training per discipline sufficient for authorization</td>
<td>Required of all teaching DP courses</td>
<td></td>
</tr>
</tbody>
</table>

Table 3. Costs associated with professional development.

* Price reflects a 20% discount on face-to-face PD available under district model pricing for 6-10 schools.

** Price reflects a 40% discount on online PD available under district model pricing.

<table>
<thead>
<tr>
<th>Year</th>
<th>Application Fee</th>
<th>Candidate Y2 Fee</th>
<th>Candidate Y3 Fee</th>
<th>Annual School Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>$1,600 (x7)</td>
<td>$3,800 (x7)</td>
<td>$3,800 (x7)</td>
<td>$3,324 (x7)</td>
</tr>
<tr>
<td></td>
<td>* due at the time of application</td>
<td>* due Sept. 1</td>
<td>(includes verification visit)</td>
<td>* due Sept. 1</td>
</tr>
<tr>
<td>Year 2</td>
<td>$1,600 (x2)</td>
<td>$3,800 (x2)</td>
<td>$3,800 (x2)</td>
<td>$3,920 (x2)</td>
</tr>
<tr>
<td>Year 3</td>
<td>$1,600</td>
<td>$3,800</td>
<td>$3,800</td>
<td>$4,548</td>
</tr>
<tr>
<td>Year 4</td>
<td>$16,000**</td>
<td>$38,000***</td>
<td>$38,000***</td>
<td>$35,656***</td>
</tr>
</tbody>
</table>

Table 4. Annual fees.

** Price reflects 60% discount on application fee available to 6-10 schools applying in one application window (IBO, 2016c).

*** Price anticipates a similar discount in subsequent years. We are awaiting confirmation from IB on these numbers.
If ACSD were to aim to hit the minimum requirements for staffing and training, the district could probably achieve authorization over the next three years within the current budget. Far beyond the minimum requirements, as funding allows in the first few years of implementation, we would emphasize additional professional development for teachers, administrators, and support staff around breaking down barriers to learning for ALL students; inclusionary practices for special education staff and others; language acquisition; technology integration; proficiency-based assessment; and service learning and community engagement. Taken together, these learning themes would contribute to a robust roll-out of International Baccalaureate through targeted professional development over the course of three years.

Potential Funding Sources

PYP workgroup members were articulate in expressing their desire to make IB happen in ACSD:

“My greatest fear is that this amazing opportunity will be approved but not given the amount of time and funding required to do it well.”

“All of our children deserve these opportunities, even if it costs more or takes more work to provide them.”

The ACSD Leadership Team agrees. Meeting the basic requirements of IB authorization would be a significant investment, and as noted above, we would intend to go beyond those basic requirements. For this reason, our long-term implementation plan would tap into multiple sources of funding.

Whether we go ahead with IB or not, our district budgeting process this year will address equity across nine different schools as we consider how to share resources and staff efficiently and effectively. A thoughtful evaluation of existing resources and expenses will help us to do so sustainably. This may include a reallocation of local money through the district unification process to meet the staffing and resource needs of all of our nine schools.

While many aspects of a transition to IB could be funded through existing ACSD funds, we are also pursuing a series of grants to cover the considerable fees associated with the IB application, candidacy, and authorization processes.

IB offers a series of workshops for the PYP, MYP, and DP programs that emphasize differentiation, accommodation, assessment, and collaborative planning for full inclusion of learners with diverse needs. These workshops align well with the spirit of Consolidated Federal Program grants under which ACSD receives funding each year.

Regionally, four grant-making organizations - Middlebury College, Language in Motion (LiM), the Bay and Paul Foundations, and the Rowland Foundation - may be appropriate sources of funding for targeted IB-related work. ACSD has been collaborating with Middlebury College around the
potential for a Middlebury College Partnership Grant. We hope to confirm details in the near future. Language in Motion (a separate Middlebury College program) offers Addison County teachers professional development grants to support their growth as teachers of language and culture. Individual grants of up to $2,000 per teacher might support participation in IB training for a few teachers each year, especially teachers working in world languages, ELL, English, and social studies.

The Bay and Paul Foundation, based out of New York, has funded many projects related to sustainability, culture, education, and the arts in Vermont. One of Bay and Paul’s five areas of focus is PreK-12 Transformative Learning Practices. Bay and Paul Foundations grants would be an especially good fit for professional development around the PYP Exhibition, MYP Personal and Community Projects, and the DP Creativity, Action, Service (CAS) program. The next online funding inquiry period for Bay and Paul grants is anticipated to begin soon.

The Rowland Foundation (TRF), based out of South Londonderry, Vermont, funds sabbaticals and professional learning opportunities for secondary educators in Vermont schools to engage in extended inquiry projects. TRF seeks proposals which “will lead to systemic change in the school, particularly in its culture and climate”; “are visionary and comprehensive,” impacting a large percentage of the population served by the school; and “are sustainable after The Rowland Foundation completes its funding” (The Rowland Foundation, n.d.). Applications for 2017 Rowland fellowships are due in December.

**Statement of Feasibility**

“There are always going to be unknowns, but I feel like we are at the point where it’s time to take a leap of faith.”  
- MYP workgroup member

After thorough and extended inquiry into the International Baccalaureate programs, all of ACSD’s school and district administrators and the majority of our IB workgroup members agree that pursuing IB World School status for each of our nine schools is desirable. As one workgroup member wrote, “The inquiry has demonstrated that this program is an ideal match to the goals of the strategic plan.” This study concludes that although working through the extended application-candidacy-authorization process over the next three years would be challenging, achieving formal authorization by 2019 is feasible and affordable. District leadership recommends that we move forward with all school applications in April 2017 and aim to be a full district of IB World Schools by the 2019-2020 academic year.
References


Appendix A. Specific Professional Development Requirements

<table>
<thead>
<tr>
<th>School</th>
<th>Principal(s) Trained</th>
<th>Faculty Trained</th>
<th>Remaining Need (minimum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridport Central School</td>
<td>PYP Exhibition</td>
<td>PYP Curriculum Model (x2)</td>
<td>11 educators</td>
</tr>
<tr>
<td></td>
<td>PYP Curriculum Model</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cornwall School</td>
<td>Head of School</td>
<td></td>
<td>15 educators</td>
</tr>
<tr>
<td>Mary Hogan School</td>
<td>PYP Curriculum Model</td>
<td>PYP Curriculum Model (x3)</td>
<td>39 educators</td>
</tr>
<tr>
<td></td>
<td>Head of School</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PYP Curriculum Model</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ripton Elementary</td>
<td>PYP Curriculum Model</td>
<td>PYP Curriculum Model</td>
<td>7 educators</td>
</tr>
<tr>
<td>Salisbury Community</td>
<td>PYP Exhibition</td>
<td>PYP Curriculum Model</td>
<td>16 educators</td>
</tr>
<tr>
<td></td>
<td>PYP Curriculum Model</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PYP Curriculum Model</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Action</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shoreham Elementary</td>
<td>PYP Curriculum Model</td>
<td>PYP Curriculum Model</td>
<td>13 educators</td>
</tr>
<tr>
<td></td>
<td>Head of School</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Written Curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PYP Curriculum Model</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>IB Standards for Principals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weybridge Elementary</td>
<td>Written Curriculum</td>
<td>PYP Curriculum Model (x2)</td>
<td>5 educators</td>
</tr>
<tr>
<td></td>
<td>PYP Curriculum Model</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>New to the PYP</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table A1. PYP at seven schools, professional development required and completed.
<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Minimum training completed?</th>
<th>By whom?</th>
<th>When?</th>
<th>Name of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and literature</td>
<td>✓</td>
<td>Courtney Krahn</td>
<td>May 2016</td>
<td>Language and Literature</td>
</tr>
<tr>
<td>Mathematics</td>
<td>✓</td>
<td>Jennifer Billings</td>
<td>May 2016</td>
<td>Mathematics: Implementing the MYP Curriculum</td>
</tr>
<tr>
<td>Individual and societies</td>
<td>✓</td>
<td>Sara Nadeau</td>
<td>May 2016</td>
<td>Individuals and Societies</td>
</tr>
<tr>
<td>Sciences</td>
<td>✓</td>
<td>Janelle Perry-Askew</td>
<td>May 2016</td>
<td>Sciences</td>
</tr>
<tr>
<td>Language acquisition</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts (visual and performing)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical/health education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education/504/ELL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td></td>
<td>Scott Sivo</td>
<td>May 2016</td>
<td>MYP Head of School</td>
</tr>
</tbody>
</table>

Table A2. MYP at MUMS, professional development required and completed.
<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Minimum training completed?</th>
<th>By whom?</th>
<th>When?</th>
<th>Name of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and literature</td>
<td>✓</td>
<td>Sabrina Case</td>
<td>May 2016</td>
<td>Language and Literature</td>
</tr>
<tr>
<td>Mathematics</td>
<td>✓</td>
<td>Kerriane Severy</td>
<td>May 2016</td>
<td>Mathematics Implementing the MYP Curriculum</td>
</tr>
<tr>
<td>Individuals and societies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language acquisition</td>
<td>✓</td>
<td>Natasha Causton</td>
<td>June 2016</td>
<td>Language Acquisition for the MYP</td>
</tr>
<tr>
<td>Arts (visual and performing)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical/health education</td>
<td>✓</td>
<td>Deb Karpak</td>
<td>June 2016</td>
<td>Physical and Health Education</td>
</tr>
<tr>
<td>Special Education/504/ELL</td>
<td>Not required</td>
<td>Faith Scaramucci</td>
<td>May 2016</td>
<td>Individuals and Societies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Abigale Stannard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td>✓</td>
<td>Cathy Dieman</td>
<td>May 2016</td>
<td>MYP Head of School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bill Lawson</td>
<td>June 2016</td>
<td></td>
</tr>
</tbody>
</table>

Table A3. MYP at MUHS, professional development required and completed.
<table>
<thead>
<tr>
<th>Diploma Program Subject Group</th>
<th>Name of Course</th>
<th>By whom?</th>
<th>When?</th>
<th>Allows him/her to teach . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studies in language and literature</td>
<td>Language A: Literature</td>
<td>Kate Carroll, Chris Parizzi(?)</td>
<td>Nov. – Dec. 2015 Prior to employment at ACSD</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics SL</td>
<td>Michele Magnano</td>
<td>June 2016</td>
<td></td>
</tr>
<tr>
<td>Individuals and societies</td>
<td>History</td>
<td>Susan Arenson</td>
<td>June 2016</td>
<td></td>
</tr>
<tr>
<td>Sciences</td>
<td>Sciences</td>
<td>Jay Harrington</td>
<td>Nov. – Dec. 2015</td>
<td></td>
</tr>
<tr>
<td>Language acquisition</td>
<td>Lengua B (Cat 2) in Spanish</td>
<td>Arianna Bailey</td>
<td>Nov. – Dec. 2015</td>
<td></td>
</tr>
<tr>
<td>Arts (visual and performing)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory of Knowledge</td>
<td>TOK</td>
<td>Jeffrey Clark</td>
<td>June 2016</td>
<td></td>
</tr>
<tr>
<td>Creativity, Action, Service</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education/504/ELL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education/Health</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td>✓</td>
<td>Bill Lawson</td>
<td>July 2015</td>
<td>DP Head of School</td>
</tr>
</tbody>
</table>

Table A4. DP, professional development required and completed.