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MYP Community Project Global Goals for Sustainability

Presenter
Karen Corson
Bend, Oregon



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- MYP Coordinator (.5)
- Language & Literature teacher
- NBCT English as a New Language
- MA Multicultural Education
- Oregon Administrative Credential
- ESOL endorsement
- *(a grandma anyday now!)*



Karen Corson



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Take 5 – Turn n’ Talk

MYP Colleagues

- Name/Role at School Site
- Type of School Y3 or Y5
- Location

Community Project Status

- Have you read the Projects Guide?
- Are you implementing the 8GCP yet?



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ATL: Self-management

App – Bio (links)

- PPTs for Staff and Students
- Supervisor Meeting Prompts A-B-C-D
- Student Presentation Exemplars (2)
- 8GCP Process Journal (doc and pdf)
- 8GCP Process Journal (separated – Google slides)
- Community Project Cycle (poster)



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Meet Pilot Butte Middle School – Authorized in 2014

About us...

Y3 Students at our school site

240 8th grade students – 61% SES, Sped – 38, EL-17 – 4 Life Skills

Our district has 5 middle schools (87 MS students are considered homeless).

Master Schedule

8 classes (50 minute periods) Design/PE-Health (Day1/Day2 in Grade 8)

Prior experience with 8GCP

One year of trying out the systems and service piece of the 8GCP in 2015-16

New changes for our second year

Teacher who began the 8GCP and led it the previous year, took a new job in October 1, 2016 and we started 8GCP started November 1, 2016

Time for Risk-Taking!



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Results in Numbers....

THE GLOBAL GOALS For Sustainable Development



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Good Health & Well-Being

13 GIANTS devoted their project to helping
TEEN DEPRESSION

19 GIANTS devoted their project to raising
awareness for ABUSED WOMEN AND
CHILDREN

8 GIANTS devoted their project to enhancing
YOUTH SPORTS



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Poverty & Zero Hunger

89 GIANTS devoted their project to helping those who in NO POVERTY and ZERO HUNGER



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Innovation

12 GIANTS devoted their project to raising awareness of DISEASES, CANCER and FINDING A CURE



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Life on Land

23 GIANTS devoted their project to
ANIMAL and EQUINE SHELTERS

31 GIANTS devoted their project to the
ENVIRONMENT



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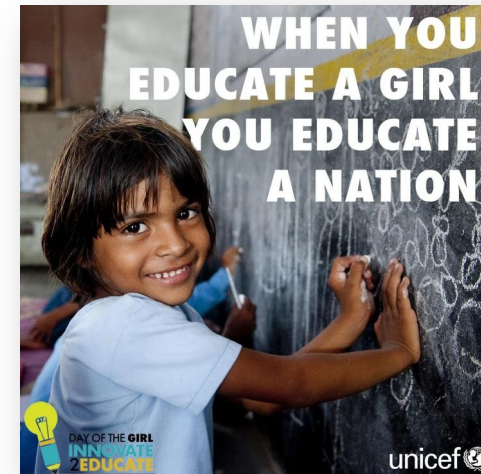


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Quality Education

27 GIANTS devoted their project to
LOCAL and GLOBAL EDUCATION



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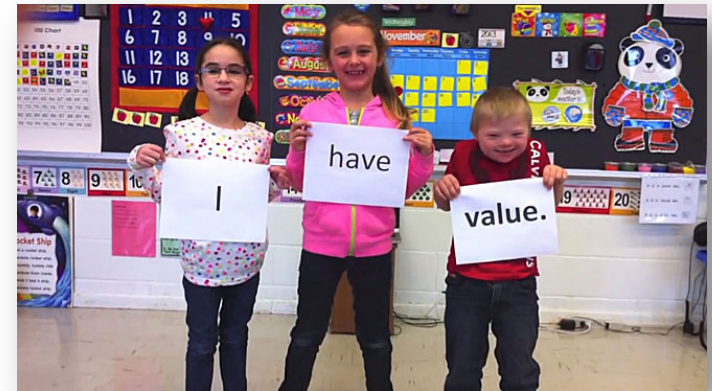


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Peace & Justice

9 GIANTS devoted their project
to helping the DISABLED and
those with SPECIAL NEEDS



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Sustainable Cities & Communities

13 GIANTS devoted their project to helping the ELDERLY



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A “Giant” Thank You!

SERVICE
AS ACTION



- THOUSANDS of dollars were raised
- HUNDREDS of cans, books, and articles of clothing were collected
- HOURS were put in by our Giants and many LIVES were changed



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**LP Traits for today: An open-mind, critical/creative
thinking and communication.**
Perhaps our journey can help your journey.



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Giants in Action



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**Together, we can inspire communities around the world
and share resources/ideas to make it happen.**



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Why did we bring in the UN's Global Goals to the 8GCP?



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IB's Mission Statement (excerpt)

“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.”



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A call to educators



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What are the UN's 17 Global Goals?

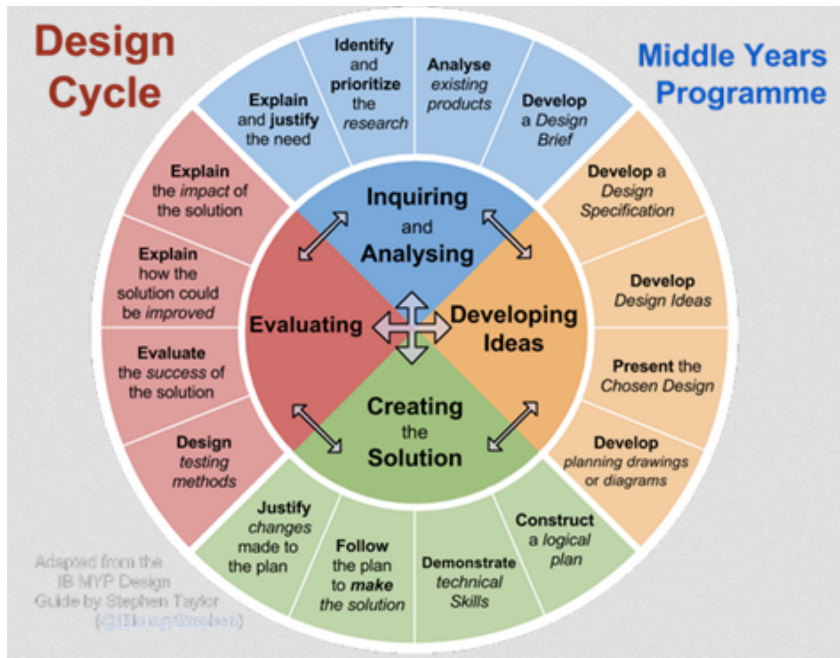
Presentation created in several languages by notable individuals



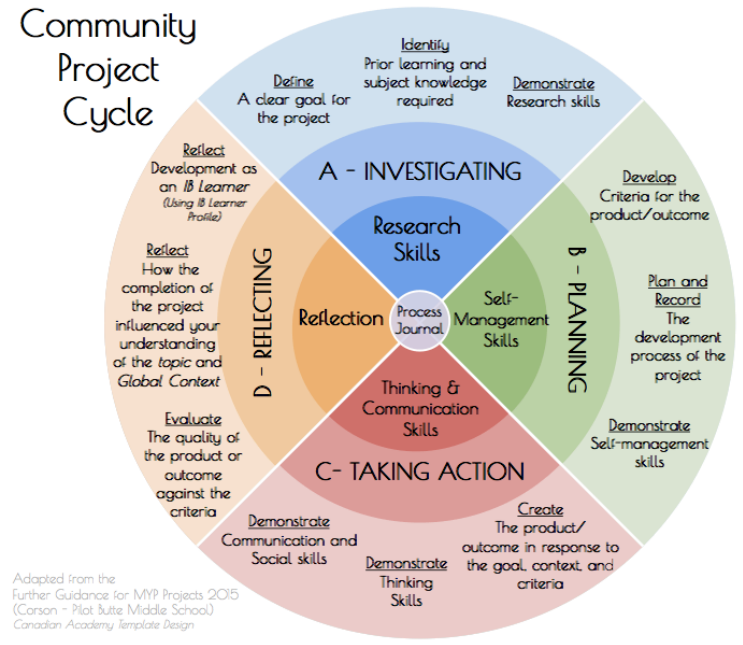
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Design Cycle vs. Community Project Cycle



Community Project Cycle

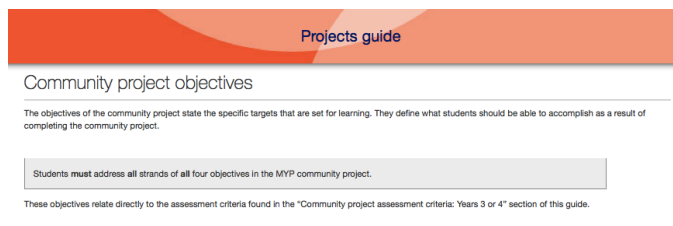




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School's Leadership Team Background Work



Community Project Cycle



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School-Wide Systems

(Goal 1-8 supervisor/Students)

- Assembly Schedule Days (4 x during the 8GCP) – to meet with supervisors (20 staff members as supervisors)
- 6th/7th Grader students (approximately 500) were given exposure to LP traits, community action on campus, etc. (12 staff members)
- Division of certified staff – all hands on deck for these days (counselors, etc.)
- Coordinator and Head of School left free on those days (account for subs)
- Design Teachers launched project with UN's Global Goals (staff/students). We learned last year why the 8GCP cannot live in one subject area and next year will be shared by 3 different subject groups.



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Sustainability Goals Teacher-Supervisors

- Visual Arts Teacher – Art Projects
- Performing Arts Teacher– Music/Drama Projects
- Science Teachers – Environmental Projects
- I & S Teachers – Sustainability Projects
- L & L Teachers – Quality Education Projects (equity)
- L A Teachers – Cultural Projects
- PE/Health Teachers – Athletic or Health Projects
- Design Teachers – STEM, Aquaponics, etc.
- Math Teachers – Poverty (numbers – statistics)



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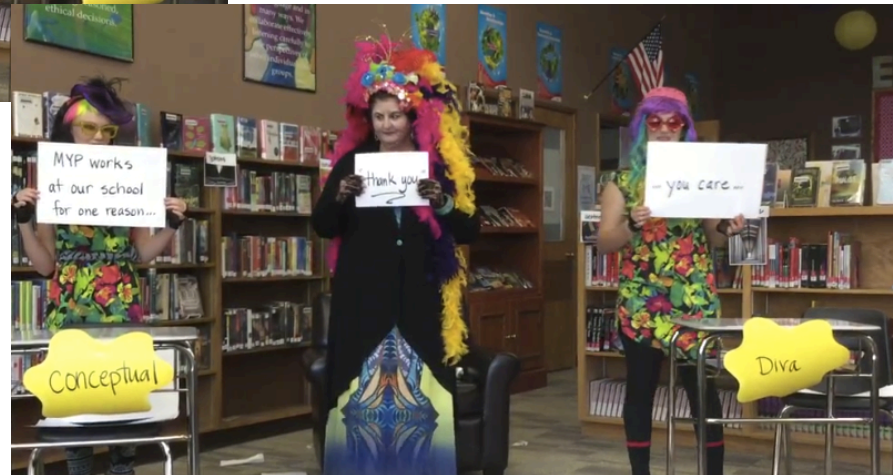
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Creatively thanking our supervisors...



- Resources (ManageBac)
- Support (training materials)
- Appreciation (snacks and an 8th Grade “thank you”)





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Teachers are a crucial part of the environment (*scaffold their process*)



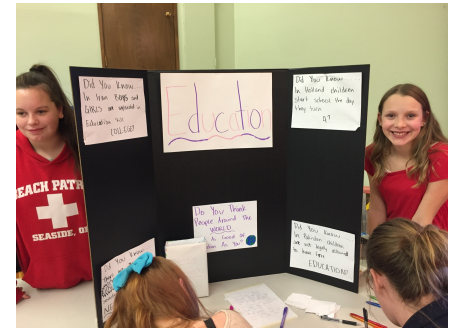
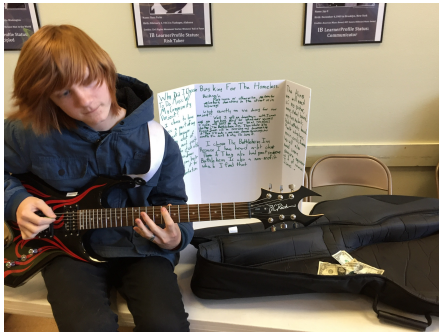
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What worked? Community Project Fair (during lunches)



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What Worked? 8GCP Presentations to 7th Grade Audience “4 Months in 4 Minutes”

- 7th Grade Audience – feedback forms on presentations
- 6th Grade Film Students – filmed all presentations and placed in Google Drive that same week (student reflections)
- Cupcakes and water for everyone!



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What worked? Using the UN's lessons to launch and then build understanding around the MYP's Global Contexts.



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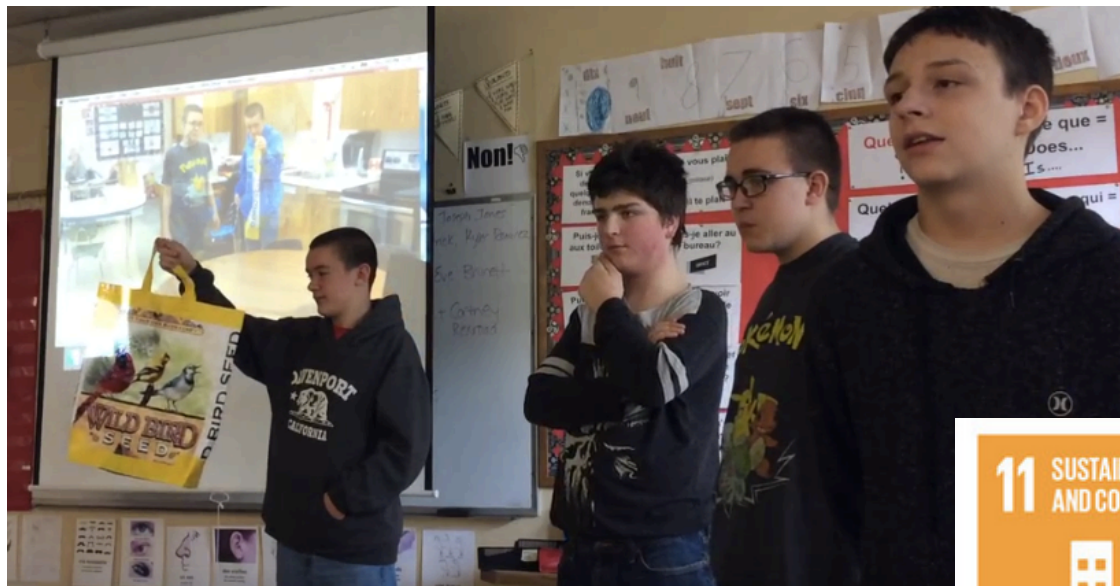


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What worked? Inclusiveness with the 8GCP

(Life Skills students – Recycled Bags)



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8GCP SPED and ELL students

(frontload supervisors with student data – SPED teachers worked with all students during the project – inclusive)

[illegible]



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What about EL1-2 students?

(presented portion of project in first language with translation)



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We kept an on-going reflection log pre/during/post the 8GCP

Notes for 8th Grade Project Reflection Meeting

**Use this document to log thoughts for a meeting with ICCL in the spring.*

Table 1 - Problems/Solutions

Table 2 - Things that worked well this year

Perceived Problems from this year

Possible Solutions for Next Year

Some students lacking the skills to complete the project (ATL skills specific for the project)	Analyze those Community Project ATLs with the proposed ATL skills for next year. Do we see a good alignment? These will be directly taught and assessed <i>next year</i> .
Community Project only discussed in Design Classes - no real support from other subject areas.	World's Largest Lesson Goals (sustainability) or another 'global' idea could be taught and researched in other subject areas.
<u>Issues Noted:</u> Works cited Presentation Skills Open-Inquiry Research Step-by-Step Planning	Are all teachers now requiring MLA formatting and are 8th grade teachers requiring works cited several x per year? MLA Formatting - Citefast.com Open Inquiry starts in Grade 6 I & S - how many subjects/grades are doing?



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What happens to any plan? (practice flexible thinking)



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Next year: 2017-18 PBMS presentations and more family participation

PBMS Talks



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Reflection Comments (shared with staff)

“This needs to be more of a COMMUNITY PROJECT in the largest sense of the word. More subject areas need to be discussing the 8GCP and giving it some time and space in other subject areas.” (students)

“Do we have teacher experts that can really help our students to “present” or “research” etc.?” (Design teachers)

“If we could directly teach/practice the ATL skills needed to complete this 8GCP, we’d be in good shape. Many students are lacking the skills for this type of open inquiry – sustained project.” (MYP Coordinator) – Impact for ATL implementation across the years.



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8GCP Timeline (2017-18)



Oct.
Criterion A

Nikki Woodson's
Life Lessons.....

“Always do what
Is best for students.”



Nov-Dec
Criterion B/C



Jan
Criterion D



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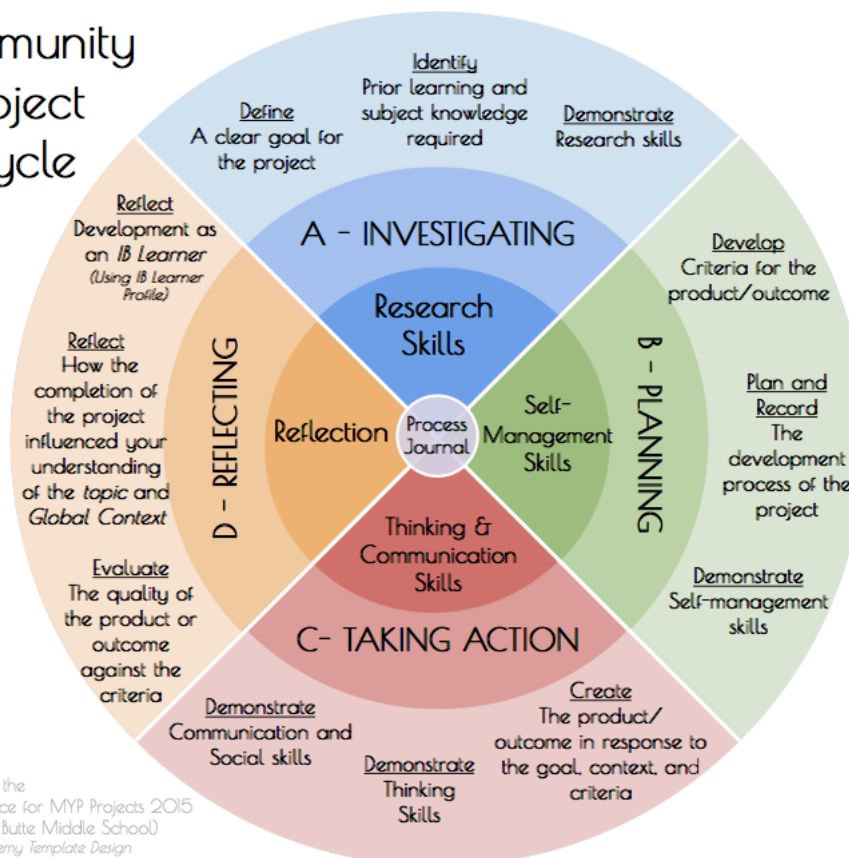


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Analysis of ABCD and Subject Areas

Community
Project
Cycle



Adapted from the
Further Guidance for MYP Projects 2015
(Corson - Pilot Butte Middle School)
Canadian Academy Template Design



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Leadership creates a new plan for next year (3 subject areas will help out)

Criterion A

Investigating



Criterion B/C

Planning

Taking Action



Criterion D

Reflection



These subject areas can also use 8GCP endeavors as a mark in their particular subject area.

**see Process Journal for more information*

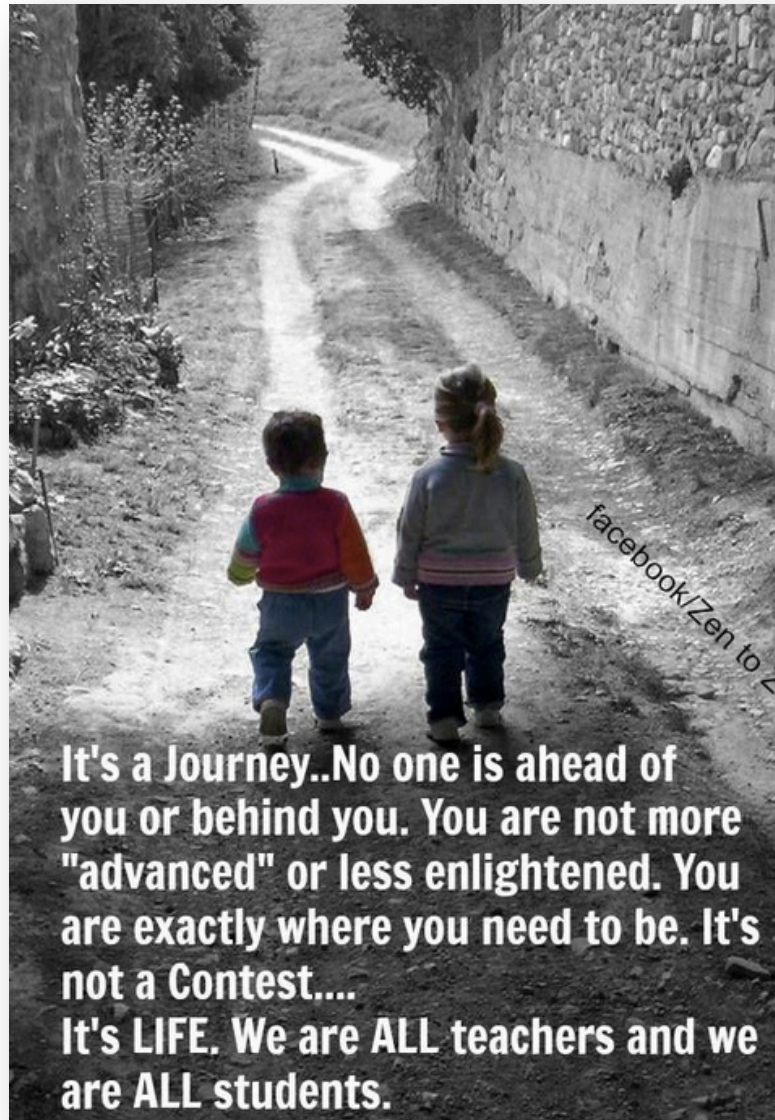


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**It's a Journey..No one is ahead of
you or behind you. You are not more
"advanced" or less enlightened. You
are exactly where you need to be. It's
not a Contest....
It's LIFE. We are ALL teachers and we
are ALL students.**



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Let's go through the Google Folder and open up some of the resources. Q/A

IB Global Conference - Florida 8GCP ▾



Name ↑

Congruatulation...

Copy of Feedbac...

Copy of PBMS 8...

Copy of PBMS 8...

**Created by Karen CorsonPilot
Butte Middle School**

**8th Grade Community Project
Guide**

Community Project Specifics
Roles of staff, rubrics, scoring, etc.
8th Grade Community Project

What is your group's purpose?
1. Let's look at your group's purpose. What is your goal?
2. What do you think your group will achieve?
3. How are you working with others, and what are you doing to make it work?

Students identify your learning and subject knowledge required.
1. Discussing your purpose, Mission, vision, and goals of your project.
2. How are you working with others, and what are you doing to make it work?
3. How are you working with others, and what are you doing to make it work?

Students demonstrate research skills.
1. Where is your evidence of research? What are you doing to make it work?
2. What are you doing to make it work?
3. What are you doing to make it work?



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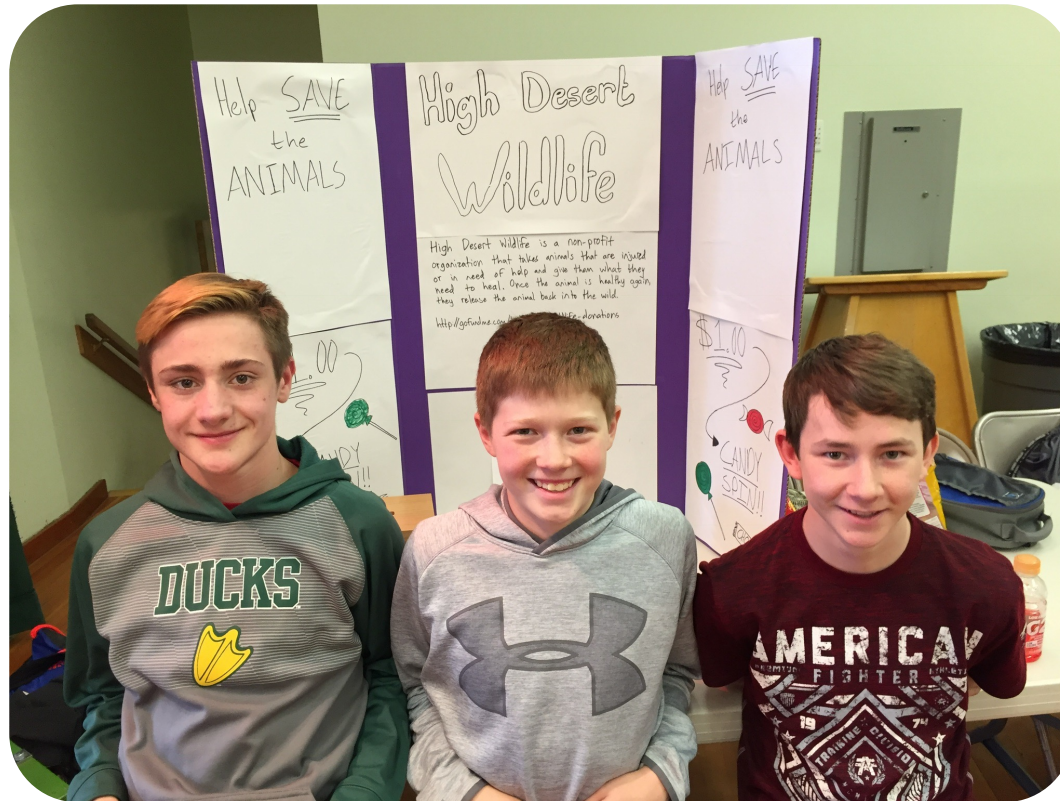
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Thank you!



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